

**Occidental College
Division of Student Affairs
Assessment Handbook
2014-15**



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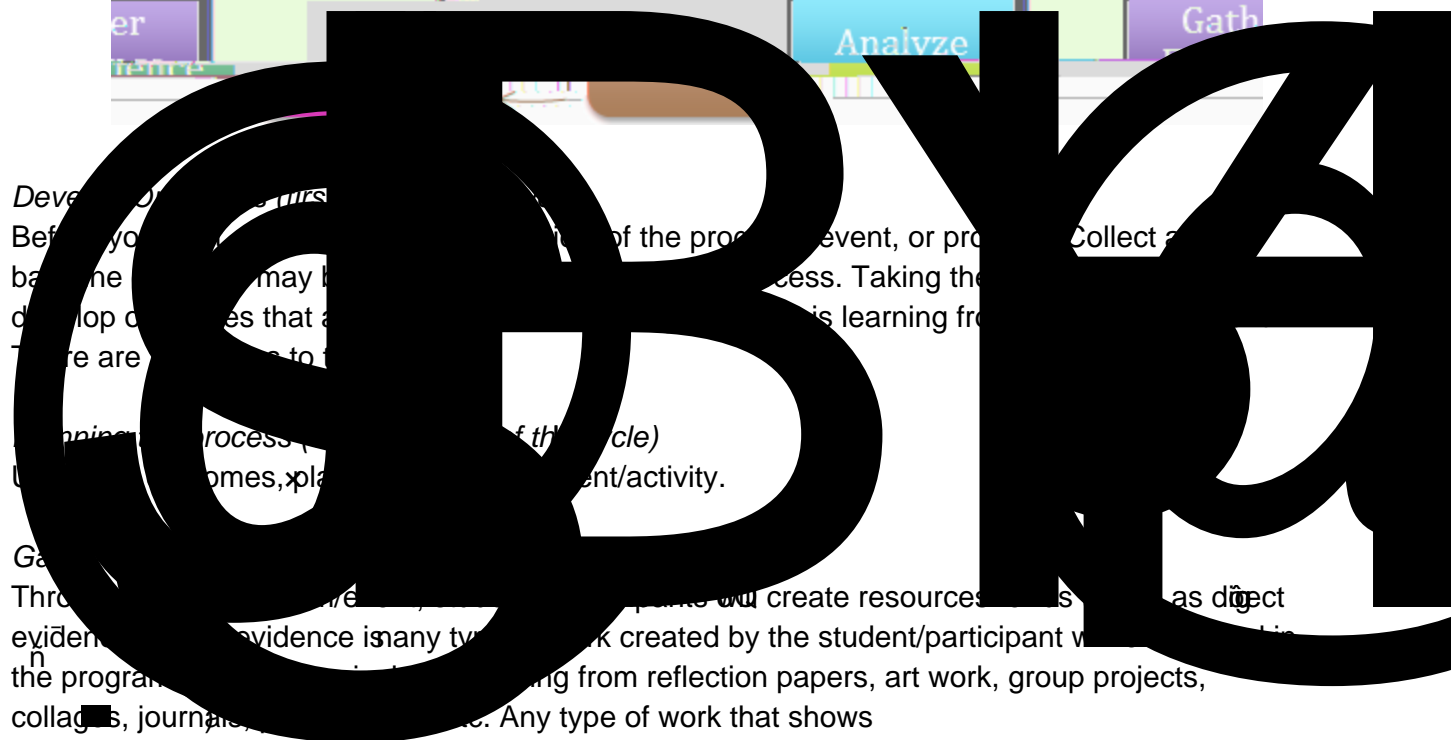
Assessment Cycle



Develop Outcomes (first)
Before you begin the process of the program, event, or program, you should collect a baseline of what you may know about the process. Taking the time to develop outcomes that are aligned with the program's learning from the beginning. There are several ways to do this.

Planning (process part of the cycle)
The outcomes, plans, and activities for the program/event/activity.

Gather Evidence
Through the program, you will create resources and materials as direct evidence of evidence in many types of work created by the student/participant within the program. This work can come from reflection papers, art work, group projects, collages, journals, etc. Any type of work that shows



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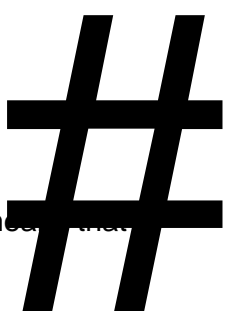
Close the Loop (fifth stage of the cycle)
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PART II
College Wide Student Learning Goals

Occidental College u



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Values

Responsibility: To be accountable to another for our actions and beliefs. This means that we can also be held accountable for what we say and do.

Respect: To hold positive regard for others' thoughts, feelings, beliefs, and

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Provide 3-5 primary goals, and

assess student ability in using tools in the creation of art or lab equipment in the sciences. And the affective domain can be considered in developing learning outcomes to assess student self awareness or value development.

For clarity in the assessment plan, goals and outcomes should be presented accordingly:

Goal 1:

Mission Statement:

The department of Residential Education and Housing services fosters safe, inclusive and educational residential environments. It in

Writing Learning Outcomes Worksheet

Step 1: Decide What Student Learning Outcome You Want to Measure

Step 2: Think Through Your Student Learning Outcome. Include the Following:

- A. Who Will Be Assessed
- B. Active Verb
- C. Program/Project/Service Being Assessed
- D. How Being Measured
- E. Timeline For Measurement

Step 3: Write Your Student Learning Outcome:

Step 4: After Writing Your Student Learning Outcome, Evaluate The Learning Outcome By Asking These Questions:

	Yes/No	
1. Does the outcome support the program objective?	Y	N
2. Does the outcome describe what the program intends for students to know (cognitive), think (affective, attitudinal), or do (behavioral, performance)?	Y	N
3. Is the outcome important/worthwhile?	Y	N
4. Is the outcome:		
a. Detailed & specific?	Y	N
b. Measurable/identifiable?	Y	N
5. Can you create an activity to enable students to learn the desired outcome?	Y	N
6. Can the outcome be used to make decisions on how to improve the program?	Y	N



Bloom's Revised Taxonomy Wheel

Utilize this wheel to identify words that describe the behaviors that you are expecting your audience to be able to perform as a result of participation in your program/service. The wheel can also be utilized to identify a method of directly measuring the learning you are trying to capture



Qualtrics

The College has an account with Qualtrics, a survey development tool. Information and training videos can be obtained here:

<http://www.oxy.edu/irap/institutional-research/oxy-resources>

Methods of Data Collection

¹Direct Assessment

involves looking at student performance by examining samples of student work. This assessment may examine student outcomes from a given course, from a degree program or from the overall University (as in achieving University General Education Goals). Examples include exams/tests, papers, projects, presentations, portfolios, performances, etc. Because direct measures capture what students can actually do, they are considered best for measuring levels of achievement of student learning on specific outcomes.

Indirect Assessment

is gathering information

Assessment Timeline

Summer

Gather data from year

Close loop

Write

Present an executive summary of the findings. Present only the most relevant information, and use graphs and tables as appropriate. Comprehensive data can be included as an appendix. Be sure to state whether the findings were anticipated or surprising, and the accuracy, whether they were

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Senior Week RA Training Assessment Plan

Residential Education and Housing Services Mission Statement:

The department of Residential Education and Housing services fosters safe, inclusive and educational residential environments. It intentionally challenges and supports students to embrace global citizenship, civility, and self-accountability both on and

Assessment: Do a final name game with area staff to decipher names of each RA.

2) Resident Advisors will be able to identify one another's strengths that they bring to their respective building staffs while also completing initial planning for the upcoming year.

Assessment: Building staffs will have an agreed upon theme for the building as well as a plan for how they will communicate with one another throughout the summer.

Expecta