



College of Alameda

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Institutional Learning Outcomes Assessment Rubric

Overview

As part of the College planning process Institutional Learning Outcomes (ILO) are reviewed every 3 years. The current review cycle began in Fall 2015. The Planning, Research and Institutional Effectiveness Committee reviewed the ILO over multiple meetings. A recommendation was forwarded to College Council and approved at their October 28, 2015 meeting

Following the approval/reaffirmation of the ILO's, a second phase of the continuous planning and review process began with the assessment phase. Below is the rubric developed to assess the College's ILO's.

After the rubric there is a description of the assessment methodology and references.

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

College of Alameda Institutional Learning Outcomes

Problem Solving: Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

Instrument	Question	Status	Assessment Results
Student Engagement Survey (CSSE)- 2014	In your experience at this college during the current school year, about how often have you put together ideas or concepts from different courses when completing assignments or during class discussions		45% Often
	Analyzing the basic elements of an idea, experience, or theory		68% Quite a bit/very much
	Synthesizing and organizing ideas, information, or experiences in new ways		62% Quite a bit/very much
	Making judgments about the value or soundness of information, arguments, or methods		54% Quite a bit/very much
Institutional Effectiveness Survey- 2014	COA has conversations (formal and informal) about the continuous improvement of our administrative, division, department, and/or program processes, that are ongoing/continuous		69% agree
Institutional Effectiveness Survey- 2015	COA has conversations (formal and informal) about the continuous improvement of our administrative, division, department, and/or program processes, that are ongoing/continuous		70% agree
Learning Outcomes	Mapped SLO, PLO, SAO		80 SLO; 8 PLO; 10 SAO

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Communication and Technology: Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

Instrument	Question	Status	Assessment Results
Student Engagement Survey (CSSE)- 2014	The college emphasizes and supports the development of my technological competence.		81% Agree
	Rate your overall satisfaction with the college's processes for working with new students – including the admissions process, the financial aid office, new student assessment, orientation, your first class registration experience, etc.		58% Good/Excellent
Institutional Effectiveness Survey- 2014	COA has conversations (formal and informal) about the improvement of student learning that are ongoing/continuous		85% agree
Institutional Effectiveness Survey- 2015	COA has conversations (formal and informal) about the improvement of student learning that are ongoing/continuous		75% agree
Learning Outcomes	Mapped SLO, PLO, SAO		53 SLO; 6 PLO; 5 SAO

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Creativity: Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

Instrument	Question	Status	Assessment Results
Student Engagement Survey (CSSE)- 2014	Providing the support you need to thrive socially		43% Quit a bit/Very Much
	Applying theories or concepts to practical problems or in new situations		56% Quit a bit/Very Much
	Worked on a paper or project that required integrating ideas or information from various sources		68% Often
Learning Outcomes	Mapped SLO, PLO, SAO		59 SLO; 4 PLO; 2 SAO

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Diversity: Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

Instrument	Question	Status	Assessment Results
Student Engagement Survey (CSSE)- 2014	As a result of my experience at this college, I am more aware of what my own personal values are.		83% Agree
	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds		66% Good/Excellent
Institutional Effectiveness Survey- 2014	The Vision of the College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical, and inclusive environment in which students develop their abilities as thinkers, workers, and citizens of the world. We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students. Please Respond To The Following Statement: COA sets institutional goals that are consistent with our mission.		85% agree
Institutional Effectiveness Survey- 2015	The Vision of the College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical, and inclusive environment in which students develop their abilities as thinkers, workers, and citizens of the world. We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students. Please Respond To The Following Statement: COA sets institutional goals that are consistent with our mission.		73% agree
Learning Outcomes	Mapped SLO, PLO, SAO		38 SLO; 5 PLO; 8 SAO

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Civic Responsibility: Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

Instrument	Question	Status	Assessment Results
Student Engagement Survey (CSSE)- 2014	How often have you been involved in student activities and campus life (clubs and organizations, student government, cultural events, workshops, etc.) since the academic year began?		19% Often
	Participated in a community-based project as a part of a regular course		16% Often
	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)		46% Often
Institutional Effectiveness Survey- 2014			
Institutional Effectiveness Survey- 2015			
Learning Outcomes	Mapped SLO, PLO, SAO		37 SLO; 5 PLO; 8 SAO

Legend

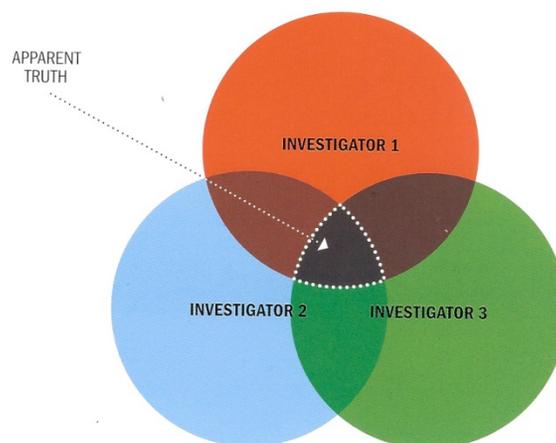
-  (green) = /<55%
-  (blue) 45% to 55%
-  (yellow) >45%

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Assessment Method

The Institutional Learning Outcomes (ILO) are assessed using multiple measures. This provides an evidence based practice to measure attainment of outcomes. Each outcome is assessed through individual facets informed by student, faculty, staff, and community perspectives. Student learning Outcomes (SLO), Program Learning Outcomes (PLO), and Service Area Outcomes (SAO) are mapped to ILO. Assessments from multiple measures are triangulated to benchmark achievement of ILOs.

Triangulation Research Method



Triangulation is a key tenant of the anthropological approach to data gathering (and therefore, teacher research). One should gather a wide variety of evidence for the purposes of triangulation (Jacob, 1990; O'Malley & Valdez Pierce, 1996; Wiggins, 1998).

As opposed to relying on one single form of evidence or perspective as the basis for findings, multiple forms of diverse and redundant types of evidence are used to check the validity and reliability of the findings (Jacob, 1990; O'Malley & Valdez Pierce, 1996; Maxwell, 1996; Wiggins, 1998). Over-relying on any one form of evidence may impact the validity of the findings.

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By using multiple forms of evidence and perspectives, a truer portrait of the student can be developed (Wiggins, 1998). While the same biases in evidence collection still come into play, because more types of evidence are being used to form one's opinion about the student, there are more cross checks on the accuracy of the decision.

References

Jacob, E. (1990). Alternative Approaches for Studying Naturally Occurring Human Behavior and Thought in Special Education Research. The Journal of Special Education, 24,(2), 195-211.

Maxwell, J. (1996). Using Qualitative Research to Develop Causal Explanations. Harvard University: Harvard Project on Schooling and Children.

O'Malley, J.M. & Valdez Pierce, L. (1996). Authentic Assessment for English Language Learners: Practical Approaches for Teachers. Reading, MA: Addison-Wesley Publishing Company.

Wiggins, G. (1998). Educative Assessment. San Francisco, CA: Jossey-Bass.