A variety of direct and indirect techniques can be used to assess student learning:

<table>
<thead>
<tr>
<th>DIRECT</th>
<th>INDIRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Exams</td>
<td>Course Evaluations</td>
</tr>
<tr>
<td>Student Portfolios</td>
<td>Student Satisfaction Surveys</td>
</tr>
<tr>
<td>Standardized Tests</td>
<td>Student Self-Assessment</td>
</tr>
<tr>
<td>Rubrics</td>
<td>Student Peer Evaluations</td>
</tr>
<tr>
<td>Field Work Evaluations</td>
<td>Exit Interviews</td>
</tr>
<tr>
<td>Licensure/Certification Pass Rates</td>
<td>Reflection Papers</td>
</tr>
</tbody>
</table>

**ASSESSMENT GLOSSARY**

**Direct Assessment** – gauges student achievement of learning outcomes directly from their work

**Indirect Assessment** – students reported perception of their own learning

**Evidence** – documented verification of student learning outcomes for the course, programs, and discipline level

**Closing the Loop** – documented assessment results that have been used to improve student learning

**Learning Outcomes** – Knowledge, skills, and disposition that students should be able to demonstrate upon graduating from a program

**Summative Assessment** – The assessment of student achievement at the endpoint of their education or at the end of a course

**Formative Assessment** – Assessment of student learning throughout the course to measure students’ understanding of course content

Assessment of Student Learning Outcomes are clearly defined measures of achievement as it relates to knowledge, skills, and abilities that each student obtains as a result of his or her engagement in curricular and co-curricular programming.
DISTRICT-WIDE HOLISTIC ASSESSMENT PLAN

WCCCD engages in Assessment Techniques for Student Learning Outcomes (SLOs). SLOs allow the District to:

- Gather indicators that will be useful for decision-making
- Allow faculty to make informed judgements to improve student learning
- Utilize data to base decisions about curriculum, pedagogy, staffing, advising, and student support
- Connect students in a clear concise way to their learning experiences

KEYS TO ASSESSMENT

- Develop a small number of concise and measurable outcomes with the end in mind
- Create no more than 4 outcomes at a time to measure
- Align all learning outcomes with assessment tools and measurable goals
- Implement many small assignments and exams spread throughout the semester to produce better learning and more assessment data
- Outline outcomes within assignments for students to promote engaged learning
- Document results and outline recommended changes and improvements to materials, strategies, etc.

ALIGNING STUDENT OUTCOMES ASSESSMENT

There are 3 levels of an assessment that should be linked across the curriculum.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>PROGRAM</th>
<th>INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments on student learning related to courses</td>
<td>Assessment on students learning related to academic and/or student development</td>
<td>Assessment of student learning related to the WCCCD’s general education curriculum</td>
</tr>
</tbody>
</table>

WCCCD STUDENT OUTCOMES

Upon successful completion of the curriculum, the student will be able to:

- Read, write, and speak effectively
- Understand and appreciate the role of culture and the arts in both society and personal life
- Know the principles and be able to apply the methods of science
- Have mathematical and technological skills (especially computer skills) sufficient for personal and career need
- Know the principles and methods of the social sciences, and understand the basic social, political, and economic issues of the contemporary world
- Understand and appreciate both our common humanity and the diversity of cultures — historically, around the globe, and within contemporary America
- Identify, define, and think critically about the issues that arise in daily life, both personally and professionally
- Work ethically and effectively with others
- Become a lifelong learner

ASSESSMENT: WHAT, WHY, HOW, WHEN?

WHAT IS ASSESSMENT?

- Assessment is the continuous systematic collection of information about student learning, in order to inform decisions about how to improve learning
- Assessment is not an instructor evaluation, It is designed to measure learning achievement

WHY IS ASSESSMENT IMPORTANT?

- Creates a learner-centered environment in which students, faculty, and administrators collaborate to improve learning, instruction, and curriculum
- Evaluates the degree to which students achieve stated goals

HOW IS ASSESSMENT COMPLETED?

- Assessment is conducted at three levels (1) course, (2) program and (3) institution
- Varieties of techniques are used to assess student-learning outcomes and collect data/evidence (grades, portfolio, presentations, rubrics, etc.)

WHEN IS ASSESSMENT CONDUCTED?

- Assessment is conducted continuously at various stages of student learning
- At the end of the course/program – summative assessment
- During the course – formative assessment
- “Closes the loop” - Use assessment data to improve student learning