

CWAs GENERAL GUIDELINES

- The CWAs represent broad foundational categories employed across the college, in both Instructional and operational areas.
- The CWA statements are concise, general statements reflecting the broadest goals or objectives of the CWAs.
- The various college units *interpret* what the CWAs mean in their areas.
- Instructional areas articulate the CWAs in specific, measurable outcomes in increasing detail at the degree, course, and assignment level. Ultimately, the CWAs can be assessed at any of these levels.
- The newly revised CWAs more fully align with our current practices, so most instructional areas already include CWAs-related language in degree, course, and assignment outcomes. The college will periodically re-examine and (re)align the CWAs with degree outcomes as part of an evolving, ongoing evaluation process.
- The college continues to develop CWAs Rubrics to reflect broad, flexible, cross-disciplinary categories for assessing the outcomes.
- The broad CWAs' Outcomes and Rubrics provide a common framework for assessment at all levels. All degree areas, departments, and individual instructors can use/adapt the rubrics—if they choose to do so.

Possible ways in which the CWAs may be assessed include the following:

Reason clearly:

Information Literacy
Quantitative Skills/Symbolic Reasoning
Math
Natural Science
Critical Thinking, Problem Solving Emphasis
Critical Thinking, Inquiry Emphasis
Generation of Knowledge and Insights
Use of disciplinary-specific/contextual-specific tools and technology
Use of tools and techniques to gain information literacy and solve problems

Explore critically and creatively:

Ethical Practice
Ethical Decision Making
Creativity
Diversity/Cultural Diversity
Aesthetic Appreciation
Ways of Knowing/Epistemology/Construction of Knowledge
Respect for Differences
Inclusivity

Communicate and interact respectfully:

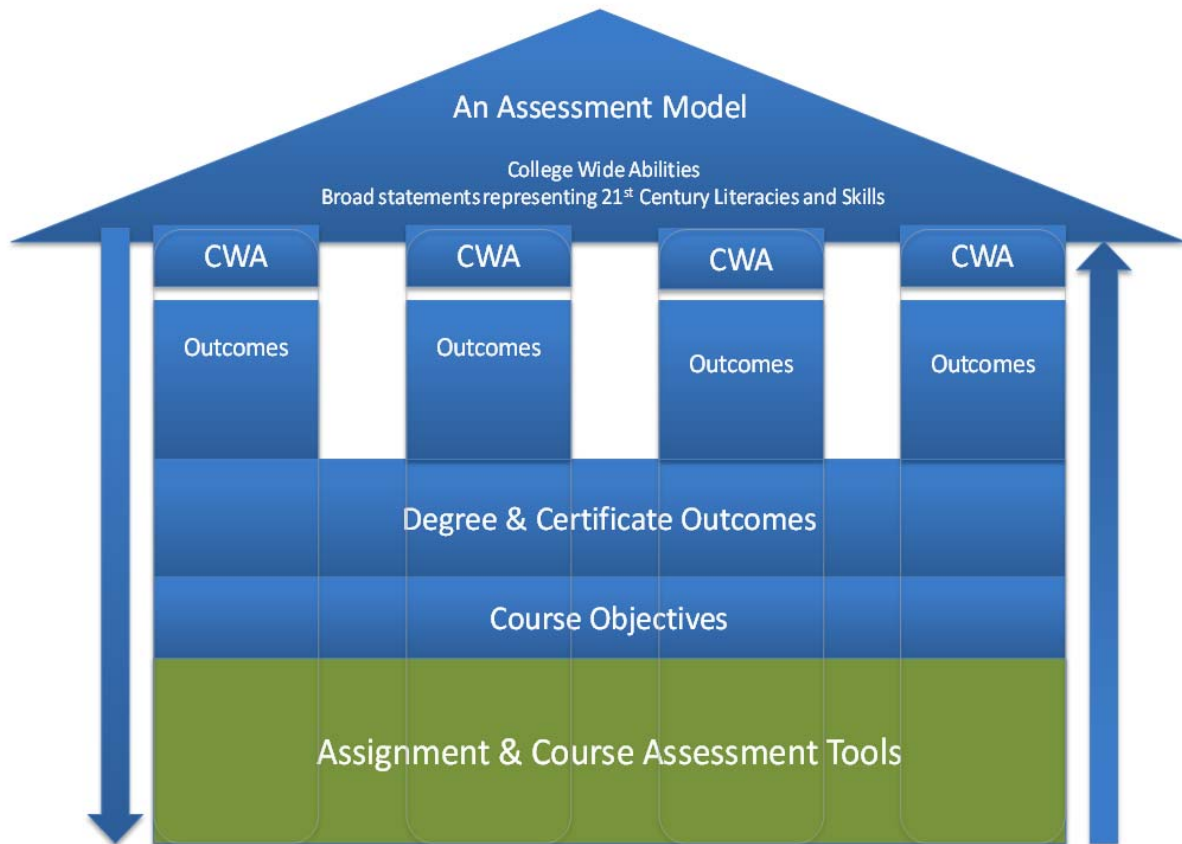
Effective Communication (overall)
Written Communication
Oral/Verbal Communication
Non-Verbal Communication
Visual Communication
Symbolic Communication
Communication through Aesthetic Means
Active Reading
Active Speaking
Active Listening
Communication to Address Differences
Evaluate Communication
Face-to-Face Group Interaction
Online Group Interaction
Use of Tools and Techniques to Communicate
Interpersonal Communication

Act responsibly:

Citizenship
Global Awareness
Ethical Leadership
Professionalism
Sustainability
Service Learning
Internships
Academic Integrity

BIG PICTURE: “THE HOUSE OF ASSESSMENT”

Conceptual Model for Comprehensive Assessment Framework



The College Wide Abilities provide a **common set of guiding principles** for describing expected outcomes across all degrees and certificates. They provide the glue for a Comprehensive Assessment Framework that can:

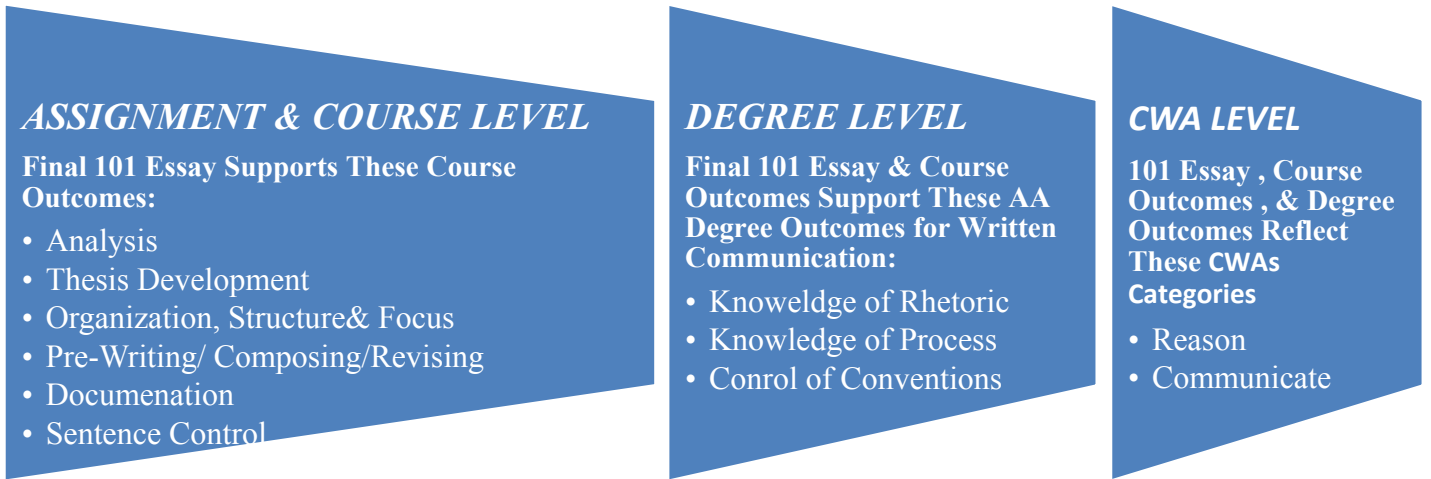
- Give students a basis for integrating skills and concepts across the curriculum.
- Provide pre-college-level students with clear guideposts and goals.
- Give faculty a basis for shared language, standards, and assessment tools, which can reinforce cross-curricular learning connections for students and help them transfer skills and concepts across courses and assignments.
- Give departments a basis for consistency across courses and a foundation for orienting new faculty
- Give programs and divisions a common basis for systematic, large-scale assessment of learning.
- Give the larger campus community a common basis for understanding concepts and skills that the college encourages in all college areas

Why a Comprehensive Assessment Framework?

Edmonds is committed to showing that student learning is consistently assessed, that the results are used to inform changes in instruction, and that the college can provide evidence that students are achieving published degree and certificate outcomes. A Comprehensive Assessment Framework and plan is the first step to creating this “culture of assessment.”

ALIGNMENTS AMONG ASSIGNMENTS, COURSES, DEGREES, AND CWAS

Sample using English 101



If the **Course Outcomes** align with and support one or more **Degree Outcomes**, then we can assess degree outcomes via course work.

By extension, if the **Degree Outcomes** align with some portion of **the CWAs**, then measuring the Degree Outcomes via course work will serve also as CWA assessment.