SLO and Assessment: from Developmental to Proficient

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• Full accreditation awarded July, 2010

• Developmental stage on ACCJC’s SLO rubric
  ◦ Four stages of implementation:
    • Awareness → Development → Proficiency → Sustainable Continuous Quality Improvement
ACCJC Rubric on SLOs: Developmental Stage

- Institutional framework
- Authentic assessment strategies
- Support from organizational structures
- Responsibility taken by leadership groups
- Appropriate resources allocated
- Full engagement of SLO development by faculty and staff
Proficiency Level on ACCJC Rubric

Working toward ultimate level of Sustainability
• Course, degree and certificate SLOs in place

• Authentic assessment used

• Assessment results used for improvement

• Institutional dialog about assessment results

Proficiency Level on ACCJC Rubric (Dec, 2011)
• Decision-making includes consideration of assessment results

• Appropriate resources allocated to SLO assessment

• Comprehensive assessment reports are completed regularly

Proficiency Level on ACCJC Rubric (Dec, 2011)
• Course and degree SLOs are aligned
• Students demonstrate awareness of course and program SLOs
• Developmental: Current Status

• Proficiency: To be achieved by Dec, 2011

• Sustainability: Ultimate goal and likely expectation by our next full accreditation self study
• **Course** outcomes assessment
• **Degree and certificate** outcomes assessment
• **Student services** outcomes assessment
• **Administrative offices** outcomes assessment
• **Institutional** outcomes assessment

The What, When and How
Course Outcomes Assessment

1. Authentic Assessment
2. Data Collection
3. Department Discussion
4. Data Reporting
5. Schedule for Assessment
1. Authentic Assessment

- Validity
  - The extent to which a measurement tool measures what it claims to measure

- Reliability
  - The extent to which a measurement tool gives consistent results
• Validity measures the degree to which an assessment measures the skill it purports to measure

• Which assessment is more valid for testing speaking skills?
  ◦ Written test
  ◦ Student-teacher interview
• Think of the first assessment you give in class
• Identify the skill/outcome you are assessing
• Consider how valid you feel your current assessment is
Reliability is measured based on the consistency of rating given by different raters.

Which test is more reliable?

- Students write an essay on a single question. Each rater uses his or her own judgment to apply a grade.
- Students write an essay on a single question. Raters use a common rubric to apply a grade.
• Valid
• Reliable
• Outcomes and assessment criteria are shared with students
• Both formative and summative assessments used
• Formative Assessments
  ◦ Assessment for learning
  ◦ Self-reflective process that intends to promote student attainment
  ◦ To enhance learning; to improve

• Summative Assessments
  ◦ Assessment of learning
  ◦ Summarizes the development of learners at a particular time
  ◦ To allocate grades; to prove
2. Data Collection

- Select single assessment or assessment question (s)
  - Example: Acct 1A: Students will prepare financial statements
  - Assessment: single assessment or question on which students prepare a financial statement
  - Students will perform skill with 70% accuracy
2. Data Collection

- Have faculty teaching the designated courses gather and report the results of the assessment
  - Example: 82% of students performed with 70% accuracy or better
3. Department Discussion

- Review the data from the assessments of the outcomes for the scheduled courses
  - Example: Acct 1a:
  - Outcome 1
    - Section 1: 82% of students achieved 70% or higher
    - Section 2: 69% of students achieved 70% or higher
    - Section 3: 100% of students achieved 70% or higher
3. Department Discussion

- How can we use these assessment results to improve student learning?
  - Teaching activities
  - Class pacing
  - Test taking skill preparation
  - Assessment questions – wording
  - Curriculum
  - Textbook
  - Take action
3. Department Discussion

- Do these assessment results suggest we need to revise the assessment instrument itself?
  - Are additional measures needed?
  - Are different measures needed?
  - Are different methodologies needed?
  - Take action
• Report summary results on Assessment Plan Form when you do your annual Program Review update

• Example: Outcome 1
• Results: 72% of students in Acct 1A achieved 70% competency
• Resulting action: dept discussed standardizing the pacing of the class
• Effect on students/program: all Acct 1A instructors now communicate via email throughout the semester to align pacing
5. Schedule of Assessment
• All degree and certificate outcomes written/completed Spring, 2010

• Goal – post on Curricunet

• Alignment of course and degree/certificate outcomes
• Methods of data collection

  ◦ Grades of students completing capstone course
  ◦ Grade point average of students earning degree/certificate
  ◦ Authentic?
  ◦ Assessment in capstone course – data only collected for students seeking degree/certificate
• Service Outcomes vs. Learning Outcomes
  ◦ Can include expectations of both service providers and service users
    ◦ Example:
    ◦ Sample A&R Service Outcome #1: Front line personnel will treat students with courtesy
      ◦ Assessment: student satisfaction survey with specific question on A&R and courtesy of staff

Student Services Outcomes Assessment
Sample A&R Service Outcome 2: Students using A&R will report satisfaction with the time it took to register

Assessment: student satisfaction survey with specific question on A&R and length of interaction and satisfactory outcome
• Service outcomes
• User surveys (faculty and staff)
• Results reporting on Program Review
• General Education Learning Outcomes
• Schedule for assessment
• GAP oversight
• Report out
Path to Sustainability

- Use assessment results to inform decisions on:
  - Budget
  - Facilities
  - Hiring
  - Professional Development
  - Policies
  - Procedures
• Learning Assessment Library
  ◦ Many departments have already received materials
  ◦ Additional materials are housed in the Research, Planning & Institutional Effectiveness Office (S3-202)
• Don’t be afraid to talk with each other
  ◦ Often we are our own best resource

• 2010-11 support activities
  • Working group/Q&A sessions
  • Identification of SLO liaisons for every division and student services group
  • Office of Research, Planning & Institutional Effectiveness