SLOs and Assessment

Everything You Need to Know for Spring 2010

S. Kashima
Accreditation Requirements: SLO Statements

- Student Learning Outcomes statements for every course, degree and certificate
- Outcomes statements for every Student Service
- Institutional level outcomes
- All required to be completed by 2012
Accreditation Requirements: Assessment

- Each course, program and institutional level outcomes statement must identify the type of assessment which will be used to assess the stated outcomes.

- Each *offered* course and program outcomes statement must be assessed for at least once by 2012.
Accreditation Requirements: Ongoing Assessment

- The college must demonstrate that it has created a system of ongoing assessment for courses, programs and the institution.
Accreditation Evidence

- Course SLOs – Curricunet
- Program Outcomes – College Catalog
- Institutional Outcomes – College Catalog
Accreditation Evidence

- Evidence of Assessment – Assessment Plans for Course and Program level outcomes
# Assessment Plan Form

<table>
<thead>
<tr>
<th>Program SLO</th>
<th>Course SLO</th>
<th>Assessment</th>
<th>Criteria</th>
<th>Schedule</th>
<th>Assessment Results</th>
<th>Use of Results</th>
<th>Effect on Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>ESL 940GW</td>
<td>Students will write a 15 sentence paragraph using simple and past tense and simple and compound sentences</td>
<td>70% of students will receive a passing grade on the assignment</td>
<td>Spring 2009</td>
<td>65% of students received a passing grade on the assignment</td>
<td>Dept discussed and decided to initiate the introduction of sentence types earlier in the semester</td>
<td>All instructors for this course are now advised to begin instruction on sentence types in the first week of class</td>
</tr>
<tr>
<td>Students will write 5 paragraph essay using a variety of sentence types and accurate grammar</td>
<td>Students will be given a topic and 1 hour in class without a dictionary to complete the essay</td>
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</tr>
</tbody>
</table>

ESL 940GW: Spring 2009
Accreditation Evidence

- Master Schedule of Assessment – should have been submitted to Paula Homrig last semester – schedule of all courses and scheduled assessments
Accreditation Evidence

- Assessment Plans submitted Fall 2009
- Updated assessment plans to be submitted by Feb 28 with assessment results from Fall 2009 reported
Summary of Required Submissions

1. SLOs for all courses on Curricunet
2. SLOs for all degrees and certificates
3. Assessment Plan for all courses/degrees/certificates
4. “Results” assessment plan for at least 2 courses from F09
5. Schedule of assessment of all courses before 2012
Activities for this semester

1. Consult your Assessment Plan and your Assessment Schedule in order to determine which courses will be assessed for this semester
2. Communicate SLOs and assessment methods to all instructors teaching those classes
3. Ask instructors to collect and save assessment results data
4. Gather at end of Sp10 or beginning of F11 to discuss assessment results and changes to be made (if any)
Activities for this semester

1. Determine how to assess your program SLOs at end of this term
2. Submit F09 Assessment Plans with results
3. Write SLOs for each degree and certificate
Authentic and Effective Assessment

- Validity
- Reliability
Validity

- Does the assessment actually measure what it is supposed to?

- Poor validity assessment – online written test to assess Forklift Operation skills

- Excellent validity assessment – oral interview for assessing spoken language skills
Reliability

- Is the criteria for assessment clear and is the assessment rating consistent across raters
  - Rubrics
    - Criteria
    - Examples
    - Scoring
Effective Practices in Assessment

- Share rubrics with students
- Have students rate the assessments
- Conduct periodic norming sessions across instructors
- Include common questions across instructors on exams
- Use multiple methods of assessment
- Give frequent formative and summative assessments
- Reduce high stakes tests
Assessment Methods

- Formative
- Summative
Formative Assessments

- Nongraded
- Frequent
- To allow both teacher and student to assess learning so that improvements can be made before a graded assessment

Examples
- 5 minute nongraded quiz
- 5 minute “what I learned today” essay
- Prepared participation discussions
- See “Classroom Assessment Techniques” text
Formal, graded assessments

Should be somewhat frequent to reduce high stakes testing
Test Question Effectiveness Continuum

- More effective
  - Essay with rubric
  - Fill in the blank (no possible answ provided)
  - Matching test questions (match 1–5 with a–e) with the same number of choices on each side (best with more choices on one side – not all answers used)
  - Multiple choice questions with obvious false answ
  - True/False questions

- Less effective
Assessment Methods to Consider

- Portfolios
- Presentations
- Interviews
- Projects
- (in addition to the traditional written test)
Free books for each department!

- Introduction to Rubrics
- Classroom Assessment Techniques
- What the Best College Teachers Do
- Effective Methods in Student Services Assessment
- Effective Curriculum Revision