Is this how you feel?
It will be ok!!
SLOs versus Course Objectives

SLOs versus Course Objectives
Student Learning Outcomes for the classroom describe the knowledge, skills, abilities or attitudes that a student can *demonstrate* by the end of your course.

- Don’t think about content or coverage - consider what students should be able to DO with what they’ve learned by the end of the semester.
- How will students demonstrate this?
- What can they produce to show faculty that they have learned to apply their new knowledge?
When trying to define Student Learning Outcomes for a course, think of the big picture. SLOs:

- Describe the broadest goals for the class, ones that require higher-level thinking abilities.
- Require students to synthesize many discreet skills or areas of content.
- Ask them to then produce something - papers, projects, portfolios, demonstrations, performances, art works, exams etc. – that applies what they have learned.
- Require faculty to evaluate or assess the product to measure a student’s achievement or mastery of the outcomes.
Objectives versus Outcomes

- Objectives
  - Objectives describe skills, tools or content that a student will master by the end of course.
  - Objectives require the use of basic thinking skills such as knowledge, comprehension and application.
  - Objectives do not necessarily result in a product. Most often, objectives are synthesized or combined to produce something that measures an outcome.

- Outcomes
  - Outcomes describe overarching goals that a student will be able to demonstrate by the end of a course.
  - Outcomes require the use of higher level thinking skills such as analysis, synthesis and evaluation.
  - Outcomes result in a product that can be measured and assessed.
Skeleton Checklist

Look again at your course skeleton: Is what you’ve planned feasible for both you and your students in terms of workload and grading? How many major assignments do you have?

Will students have enough time to produce them? Will you have enough time to grade them?

Do your major assignments match your outcomes? Do they provide students with an opportunity to demonstrate their mastery of the course outcomes? Though it is difficult, check once again to make sure that the skeleton you’ve created is focused on the assignments, rather than the content covered.
Assignment Evaluation

- Do my assignments reflect the kind of learning I most desire and the kind that matches my outcomes?
- What are the precise skills that students will need to learn to complete these assignments?
- Do my assignments require that student demonstrate the kinds of skills I am actually grading?
# 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 be given a topic and 1 hour in class without a dictionar y to complete the essay</td>
<td>70% of students will receive a passing grade on the assign ment</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 instructor s for this course are now advised to begin instructio n 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 write a 15 sentence paragraph using simple and past tense and simple and compound sentences</td>
<td>Students will be given a topic and 1 hour in class without a dictionar y to complete the essay</td>
<td>70% of students will receive a passing grade on the assign ment</td>
<td>Spring 2009</td>
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</table>
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
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 included in Program Review
Activities for this semester

1. Consult your Assessment Schedule to determine which courses will be assessed
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 each term and determine changes to be made (if any)
5. Determine how to assess your program SLOs at end of this term
6. Write SLOs for each degree and certificate
Authentic and Effective Assessment

- Validity
- Reliability
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
Summative Assessments

- 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)
Books for each Department and for Check Out

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