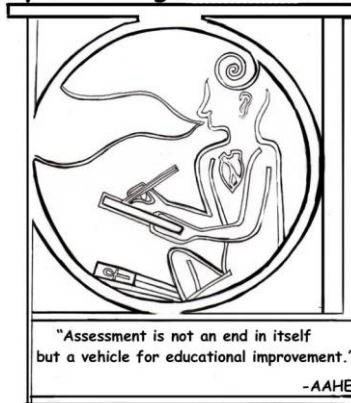


November 11-12, 2009

Skyline College SLOAC Workshop Schedule

Skyline College SLOAC Team



Graphic Designed by Skyline student Carla Milagro Castillo

Each department is expected to assess at least one course per year, submitting an annual assessment report to the Office of Research and Planning. One option is to collect data in the Fall, and analyze the data and its implications in the Spring. In addition to hosting flex workshops, the SLOAC Steering Committee is available to assist you one-on-one and/or during department meetings. This packet contains numerous resources to help you with your assessment processes, all of which are downloadable from [the SLOAC website](#): (1) [Course Level SLO Flowchart](#), (2) [Program/ Student Services Departmental Flowchart](#), (3) [SLOAC Checklist](#), (4) [SLO Assessment Plan Template](#), (5) [SLO Assessment Plan Checklist](#), (6) [Matrix to Align Courses with Institutional SLOs](#), (7) [Annual Departmental Assessment Analysis Report for Instruction](#), (8) [Annual Departmental Assessment Analysis Report for Student Services](#).

Wednesday, Nov. 11

- 12- 1:15 SLOAC Poster Session Buffet (Cafeteria)
- 1:15- 3 Assessment Plan Workshop (SLOAC, Part I) (Room 8211)

Thursday, Nov. 12

- 9-12 Surveys Workshop (SLOAC, Part II) (Room 8213)
- 9- 12 Rubrics Workshop (SLOAC, Part II) (Room 8211)

WORKSHOP DESCRIPTIONS

Wednesday, Nov. 11

12 -1:15 SLOAC Poster Session Buffet

While enjoying a delicious, nutritious lunch hosted by Skyline, circulate around the cafeteria to peruse model assessment plans and instruments (i.e., rubrics, surveys—both printed and via webaccess) and chat with poster session presenters about how they generated the assessment plans, lesson learned, and tips to create your own plans. While the ideas are fresh, head over to the assessment plan workshop that follows this poster session.

Poster Presenters: Steve Aurilio (Administration of Justice), Chris Case (Biology), Kathleen Feinblum (English), Dan O' Connell (ESOL), Jude Navari (Music), Vanson Nguyen (Mathematics), Christine Roumbanis (Computer Applications and Office Technology), Dennis Wolbers (Information Literacy/ Library)

1:15- 3 Assessment Plan Workshop (SLOAC Part I) (Room 8211)

We hear you! By popular demand, this workshop is fully hands-on. Round up your departmental colleagues, secure a copy of SLOs for at least one course or a program, and bring your laptops to this session so that you can download templates to create assessment plans, with experienced assessors circulating to assist as needed. (You also can bring your draft assessment plan to get feedback.) Ideally you'll emerge with a draft assessment plan so that you're ready to assess in time to complete an annual assessment report by the end of the spring semester, as every department is expected to do. Also, you'll be able to determine what instruments you need to make in time to participate in one of tomorrow's SLOAC workshops. For sample assessment plans, see <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/examples.html> .

To download templates, forms, and checklists, see

<http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/framework.html> .

Facilitators: Jan Fosberg (Physical Education), Tom Hewitt (Library), Virginia Padron (Counseling), Regina Pelayo (Cosmetology), Karen Wong (English/ Reading), and friends

Thursday, Nov. 12

9-12 (SLOAC Part II) Surveys or Rubrics Workshop

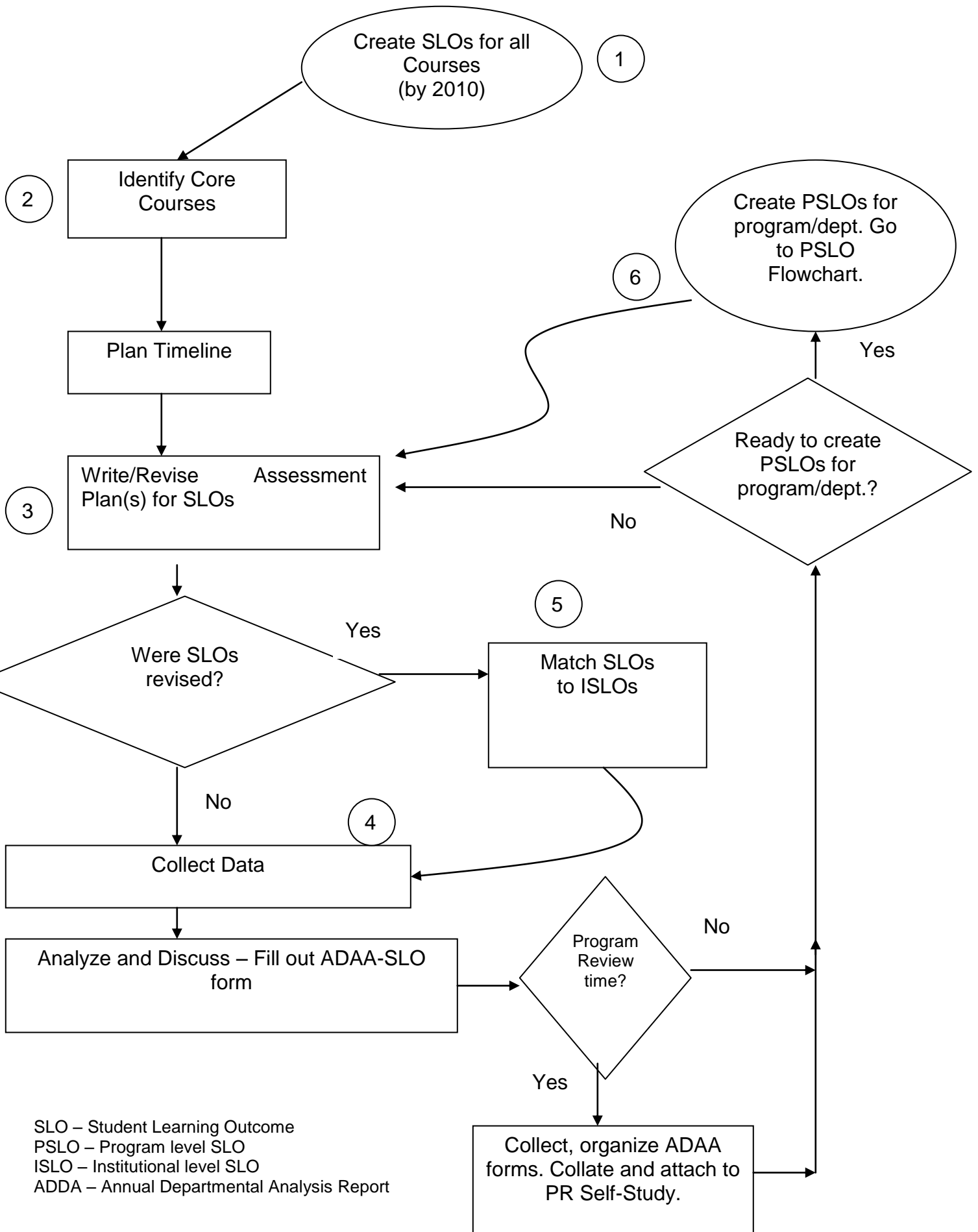
- Survey Workshop (Room 8213): Like yesterday's SLOAC workshop, this workshop is also fully hands-on. An indirect measure, surveys are a very efficient means of collecting data that reveals students' assessments of their abilities, what they've learned, and/or their attitudes toward learning. They can be designed for a specific course, or they can be designed to administer in all courses that unify a program. Bring your laptops so that you can generate survey statements and responses while getting assistance from experienced researchers. Also find out about the OCR technology available through the Research Office to format surveys and tabulate data, thus eliminating the need for separate scantrons. For sample surveys, see <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/examples.html> .

Facilitators: Michael Bishow (Speech Communications) and Rob Johnstone (Research and Planning Office)

- (Online) Rubric Generator Workshop (Room 8211): Like yesterday's SLOAC workshop, this workshop is also fully hands-on. A direct measure used to evaluate student work, rubrics are an excellent means of articulating a common grading criteria and demystifying grading for students. Bring your laptops so that you can generate a rubric either manually or with the aid of i-rubric (<http://www.rcampus.com/indexrubric.cfm>), with experienced rubric users circulating to assist as needed. For sample rubrics, see <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/examples.html> .

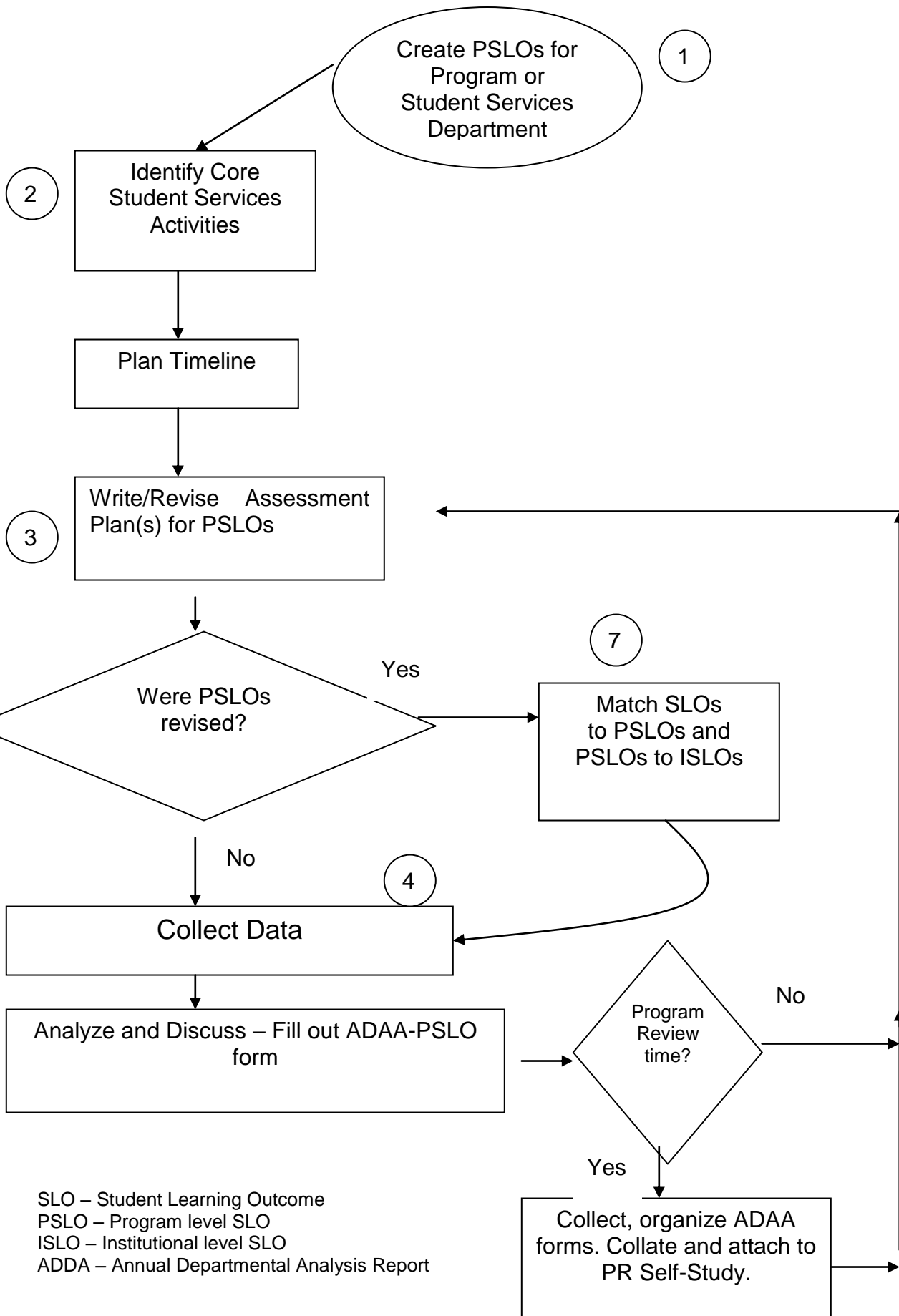
Facilitators: Luciana Castro (Foreign Languages), Lucia Lachmayr (English/Reading), Soodi Zamani (Mathematics)

Course Level SLO Flowchart



SLO – Student Learning Outcome
 PSLO – Program level SLO
 ISLO – Institutional level SLO
 ADAA – Annual Departmental Analysis Report

Program/Student Services Department Level SLO Flowchart



Name of Department/Program _____

Where are you in the SLOAC cycle?



Have you...

Does action need to be taken today? **YES** – Add item(s) to TASK LIST. **NO** – If not completed, indicate DATE/ SEMESTER to be addressed.

	<u>YES</u>	<u>NO</u>	
1. Created SLOs for your department/program courses?*			
2. Identified core courses in your department/program?			
3. Written assessment plan(s) for core course(s)?**			
4. Matched your SLOs to ISLOs?			
5. Collected data for your completed assessment plan(s)?			
6. If applicable, created PSLOs for your department/program?			
7. If applicable, matched your SLOs to PSLOs and PSLOs to ISLOs?			
<i>*Have you created enough SLOs to be up to date with the SLOAC timeline and institution deadlines?</i>			
<i>**Have you created enough Assessment Plans to be up to date with the SLOAC timeline and institution deadlines?</i>			

TASK LIST
to complete at
TODAY'S & TOMORROW'S
FLEX DAYS

<i>Action Item</i>	<i>Person/people responsible for completing action</i>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

SLO Assessment Plan - Template

Department:

Course:

Expected SLO	Assessment Sample, Major Assignment/Activity, Assessment Instrument & Performance Criteria	Term
1.	<u>Assessment Sample:</u> 1.1 Major Assignment/Activity: Assessment Instrument: Performance Criteria:	1.1

SLO Assessment Plan Checklist

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain and improve performance. (T. Angelo, 1995).

	Yes	No
1. Contains a balance of direct and indirect assessment methods overall.		
2. Contains a mix of quantitative and qualitative measures overall.		
3. Contains mostly formative assessments for mid-course corrective action.		
4. Contains links between major assignments/activities and assessments.		
5. Contains three different ways to assess each SLO.		
6. Contains criteria that are based on realistic and meaningful benchmarks.		
7. Contains a variety of assessment methods both tried and true and new.		
8. Contains suggested approaches for sampling or systematically evaluating the student learning outcome.		
RECOMMENDATIONS, IF ANY:		

Citizenship:	Demonstrate scientific literacy concerning a range of global issues;								
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.								
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.								
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.								
	Demonstrate commitment to active citizenship.								
Information and Computer Technology Literacy:	Effectively locate and access information in numerous formats using a variety of appropriate search tools.								
	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.								
Information and Computer Technology Literacy:	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.								
Lifelong Wellness:	Demonstrate an understanding of physical fitness and its role in lifelong wellness.								
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.								

Annual Departmental Assessment Analysis Report for Instruction¹

Directions: Please complete a form for each assessed course.

1) Date:

2) Department:

3) Course Name and Number:

4) Assessed Course SLO(s):

5) Institutional Outcome Alignment:

Which institutional outcome(s) are central to your course?

- Critical Thinking
- Effective Communication
- Citizenship
- Information and Computer Technology Literacy
- Lifelong Wellness

6) Assessment Assignments and/ or Instruments:

Which were used to assess the SLO(s)?

- | | |
|---|---|
| <input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) | <input type="checkbox"/> Student self-assessments (e.g. reflective journals, surveys) |
| <input type="checkbox"/> Assignments based on rubrics (essays/ reports, projects, performances, presentations, etc.) | <input type="checkbox"/> Classroom Assessment Techniques (CATS, “clicker” mediated responses, etc.) |
| <input type="checkbox"/> Assignments based on checklists | <input type="checkbox"/> Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.) |
| <input type="checkbox"/> Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc. | <input type="checkbox"/> Other (please describe) |

7) Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).

¹ This annual report may replace Program Review SLOAC questions 2 & 3.

8) Assessment Results:

What did you learn from the assessment of the outcomes? (i.e., In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?

9) Action Plan:

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description*.

- Conduct further assessment related to the issue and outcome
- Use new or revised teaching methods (i.e., more use of group work, new lecture, etc.)
- Develop new methods of evaluating student work
- Plan purchase of new equipment or supplies needed for modified student activities
- Make changes in staffing plans (i.e., modified job descriptions, requests for new positions, etc.)
- Engage in professional development about best practices for this type of class/activity
- Revise the course sequence or prerequisites
- Revise the course syllabus or outline (i.e., change in course topics)
- Unable to determine what should be done
- Other:

Annual Departmental Assessment Analysis Report for Student Services²

Directions: Please complete a form for each assessed program.

1) Date:

2) Student Services Program/ Unit:

3) Assessed Program/ Unit SLO(s):

4) Institutional Outcome Alignment:

Which institutional outcome(s) are central to your program/ unit?

- Critical Thinking
- Effective Communication
- Citizenship
- Information and Computer Technology Literacy
- Lifelong Wellness

5) Assessment Assignments and/ or Instruments:

Which were used to assess the SLO(s)?

- | | |
|---|---|
| <input type="checkbox"/> Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) | <input type="checkbox"/> Student self-assessments (e.g. reflective journals, surveys) |
| <input type="checkbox"/> Assignments based on rubrics (essays/ reports, projects, performances, presentations, etc.) | <input type="checkbox"/> Classroom Assessment Techniques (CATS, “clicker” mediated responses, etc.) |
| <input type="checkbox"/> Assignments based on checklists | <input type="checkbox"/> Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.) |
| <input type="checkbox"/> Direct observation of performances, structured practice or drills, “practical” exams, small group work, etc. | <input type="checkbox"/> Other (please describe) |

6) Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).

² This annual report may replace Program Review SLOAC questions 2 & 3.

7) Assessment Results:

What did you learn from the assessment of the outcomes? (i.e., In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?

8) Action Plan:

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description.*

- Conduct further assessment related to the issue and outcome
- Use new or revised teaching methods (i.e., mode of communication, additional workshops, etc.)
- Develop new methods of evaluating student work
- Plan purchase of new equipment or supplies needed for modified student activities
- Make changes in staffing plans (i.e., modified job descriptions, requests for new positions, etc.)
- Engage in professional development about best practices for this type of activity
- Unable to determine what should be done
- Other: