STUDENT LEARNING OUTCOMES ASSESSMENT CYCLE (SLOAC)

# INSTITUTIONAL EFFECTIVENESS COMMITTEE, 2019

Skyline COLLEGE
Achieve

WORKSHOP OUTCOMES

❑ **Describe the student learning outcomes assessment cycle.**

❑ **Distinguish between direct and indirect measures.**

❑ **Explain how one can practice a "culture of intentionality" to assess student learning outcomes.**

❑**Evaluate an assessment cycle.**

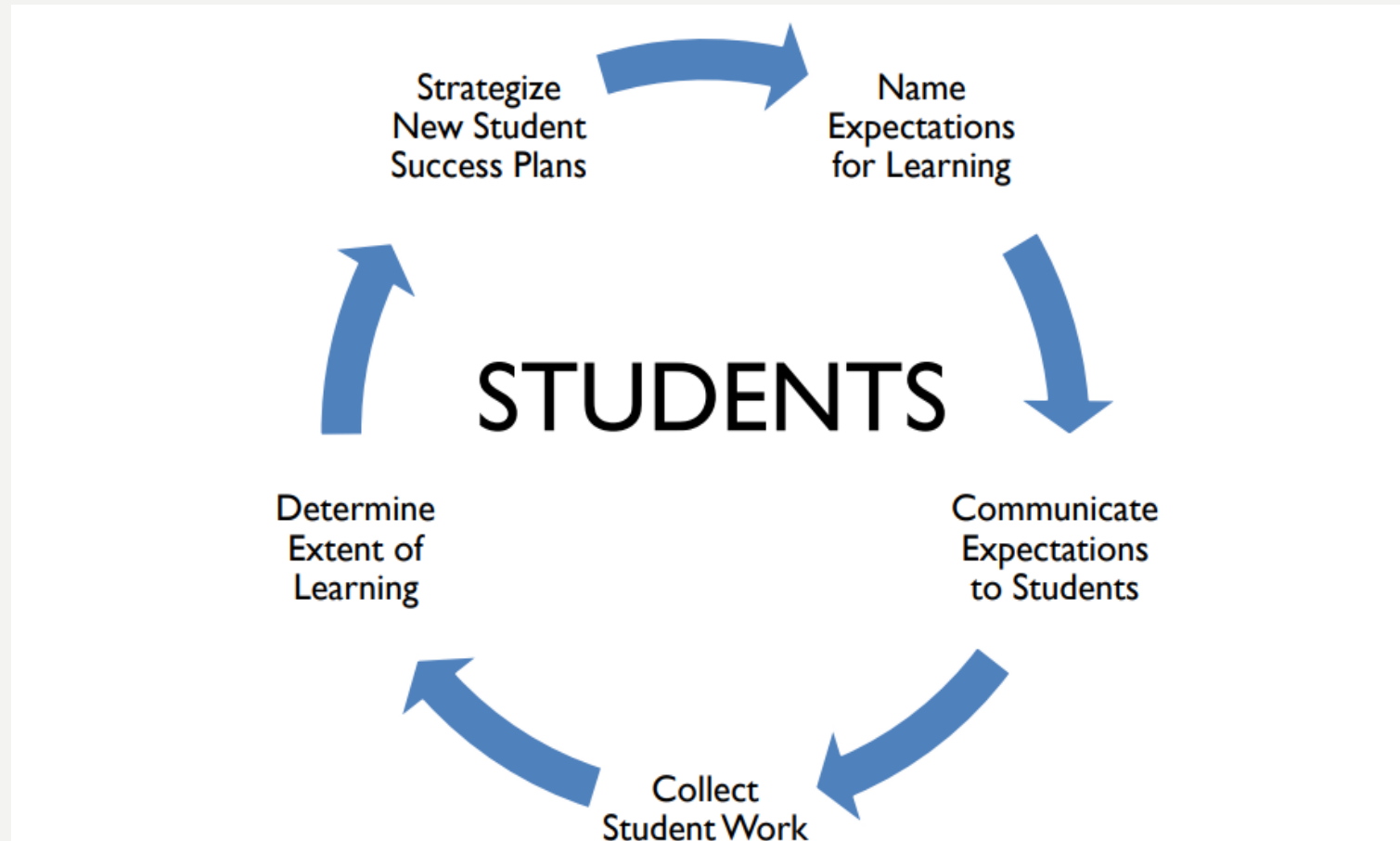# STUDENT LEARNING OUTCOMES ASSESSMENT CYCLE
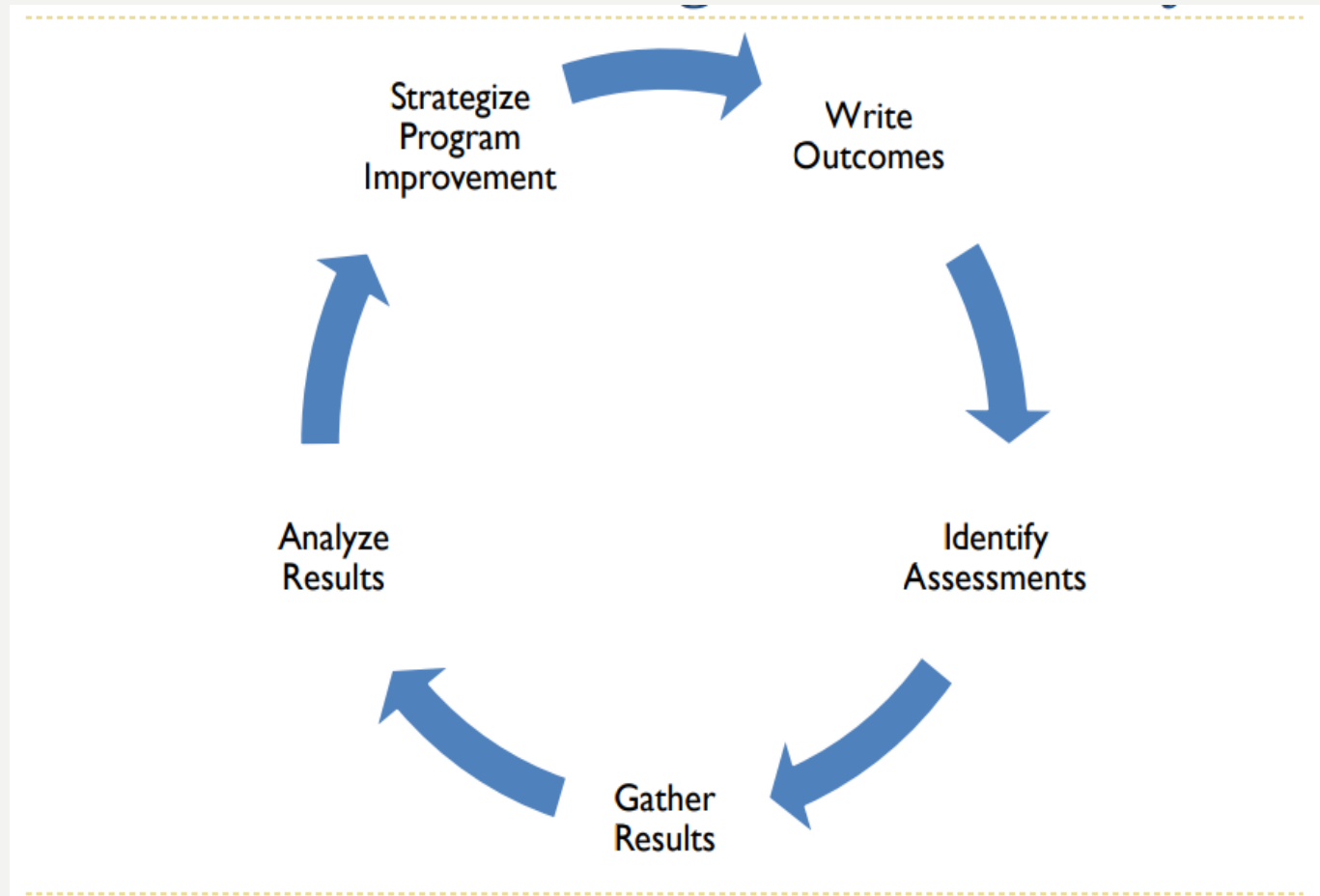
Source: David Marshall

PERCEPTION OF THE ASSESSMENT CYCLE BY FACULTY
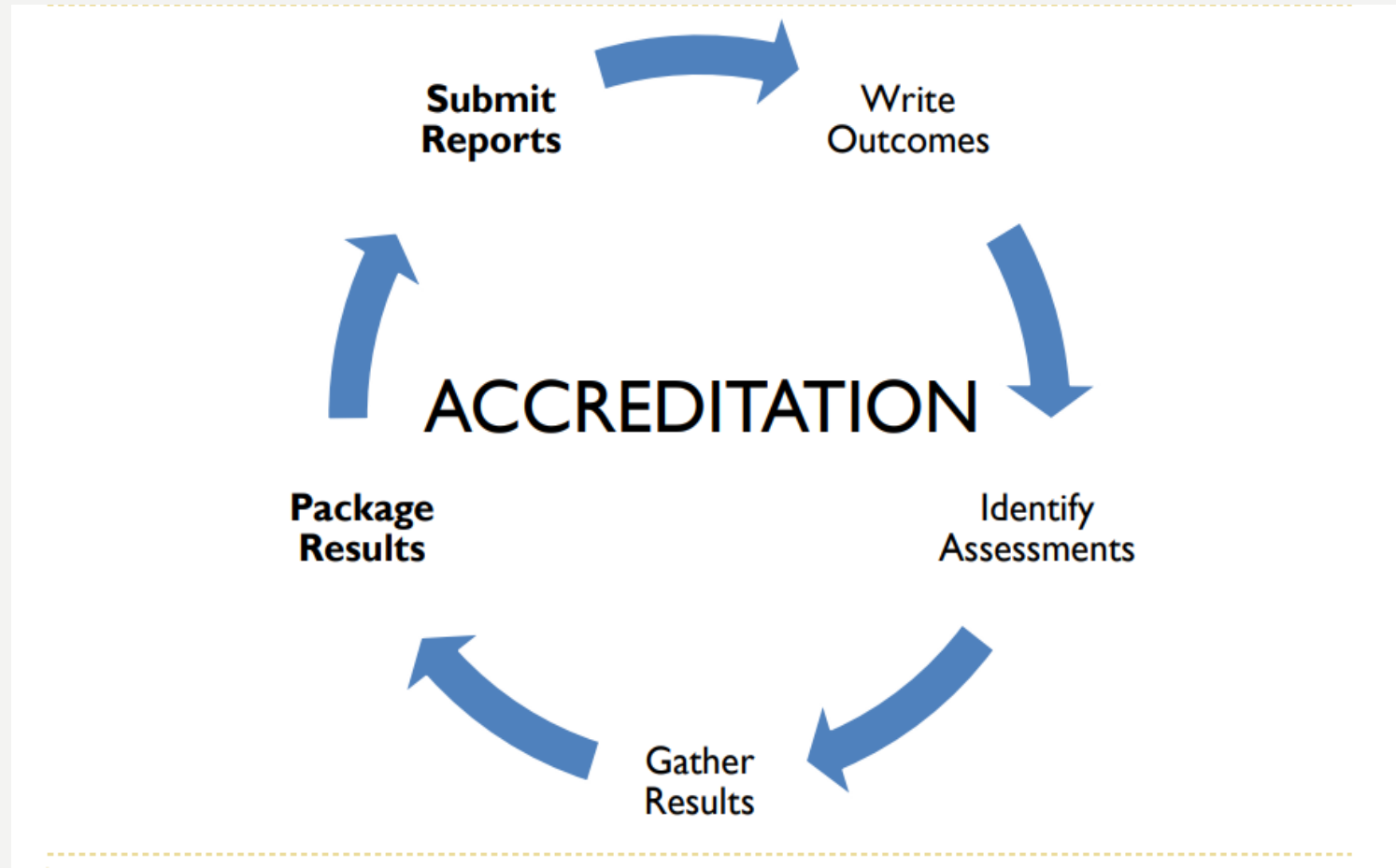
Source: David Marshall

A STUDENT- CENTERED CONCEPTION OF THE ASSESSMENT CYCLE

Source: David Marshall

DAVID MARSHALL'S THE CULTURE OF INTENTIONALITY

The Culture of Intentionality:

- **Is student- centered;**

- **Seeks information about how well students are learning and/or how well various areas of the college are supporting the college experience;**

- **Reflects on what we teach or do and how we teach or do it;**

- **Accepts (some) responsibility for student learning and the student experience;**

- **Experiments with new strategies for student success.**

Students become the primary focus of the assessment process.

ASSESSMENT AS "ACTION RESEARCH "

"Assessment of student learning can be defined as the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning."

-- Barbara Walvoord, *Assessment: Clear and Simple*

ASSESSMENT AS "ACTION RESEARCH "

- **"Assessment does not require standardized tests or "objective" measures. Faculty regularly assess complex work in their fields and make judgments about its quality…, and then use [them] to inform departmental and institutional decisions."**

- **"Assessment means basing decisions about curriculum, pedagogy, staffing, advising, and student support upon the best possible data about student learning and the factors that affect it."**

Source: Barbara Walvoord

A PROCESS OF QUESTIONS

1. **What do you want students to know, understand, and be able to do?** **Student Learning Outcomes**

2. **How well did students learn what you expected them to learn?**

3. **How do we know how well they learn what we expected them to learn?**

ASSESSMENT STRATEGIES: HOW WELL DID STUDENTS LEARN?

- **Direct assessment embeds artifacts in practice (a.k.a. course embedded assessment)**
  - **Published Tests**
  - **Locally- developed Tests**
  - **Embedded Assignments and Course Activities (e.g., essay, presentation, demonstration, performance)**
  - **Portfolios**

- **Indirect assessment seeks opinions of student learning**
  - **Surveys**
  - **Interviews**
  - **Focus groups**
  - **Student Mega-cognitive Report**

- **External assessment uses outside exams**
  - **Standardized Tests**
  - **Licensure Exams**

DIRECT MEASURES

Students directly display their knowledge, skills, and/or attitudes.

Direct measures usually employ a systematic scoring system, such as a rubric or checklist.

ASSESSMENT STRATEGIES: HOW DO WE KNOW HOW WELL THEY LEARNED?

a.k.a. "success criterion" or "the benchmark"

❑ **Specify the criteria that will be evaluated in the students' work.**

❑ **Identify the levels of student performance.**

- **If the answer is either "right" or "wrong," then a checklist may suffice, or tabulating how many out of the total must be correct.**

- **For more precise insights, determine if the rubric should have three or four levels (e.g., high proficiency/ proficiency/ some proficiency, no/ limited proficiency).**

❑ **Define the standards for success.**

- **Set what percentage of students will meet or exceed expectations.**

USING THE SLOAC

THE CULTURE OF COMPLIANCE

- **Rarely communicates outcomes to students**
- **Files outcomes with the appropriate office**
- **Sticks with what has always been done**
- **Works on outcome assessment for an accreditation cycle**

Adapted from **David Marshall**

THE CULTURE OF INTENTIONALITY

- **Makes connections between SLOs and assignments visible to students**
- **Incorporates outcomes into faculty practice**
- **Assesses an assignment that aligns with the SLOs**
- **Uses results for ongoing conversations about teaching effectiveness and practices**

AUTHENTIC AND SUSTAINABLE SLO ASSESSMENT

	Effective	Developing	Ineffective
Alignment of Method/ Assignment to SLO(s)	Connection between method/ assignment and SLO(s) is clear.	Method/ assignment is not clearly linked to SLO(s) achievement.	Method/ assignment misses outcomes or is not relevant to SLO(s).
Degree of Higher-Order or "Critical Thinking" Elicited	Students analyze, apply, and/or synthesize information to support their purpose.	Students explain and/or summarize information but with no purpose beyond demonstrating comprehension.	Students regurgitate isolated facts with little to no personal assimilation.
Useful	Assessment plan is likely to yield information useful for making improvements.	Assessment plan is not specifically targeted toward finding areas of improvement.	Areas of improvement cannot be associated with the assessment plan.
Dialogue Generated	Faculty/ staff almost always collaborate on creating assessments, implementing them, and/or analyzing the results.	Faculty/ staff sometimes collaborate on creating assessments, implementing them, and/or analyzing the results.	Faculty/ staff rarely collaborate on creating assessments, implementing them, and/or analyzing the results.
Ability to Keep the Assessment Cycle Going into Perpetuity	The entire assessment cycle is manageable and replicable.	Some of the assessment cycle is manageable and replicable.	The assessment cycle is overwhelming in scope.
Engagement in SLOs and Assessment	Enough faculty/ staff assess to shape and consistently apply departmental evaluation criteria.	Usually enough faculty/ staff assess to shape and consistently apply departmental evaluation criteria, but some assess more frequently than others, and/or some don't assess at all.	Even when multiple faculty/ staff teach a course and/or oversee a student service area, only one person assesses.