

SOLANO COLLEGE ASSESSMENT NEWS



November 14, 2016 (Volume 3)

RUBRICS IN CANVAS

Our last newsletter focused on the creation of success criteria rubrics for SLOs. These rubrics can be created in any word processing application, but they can also be created in Canvas. Here are the tutorials for creating Canvas rubrics:

<https://community.canvaslms.com/docs/DOC-2897>

<https://community.canvaslms.com/videos/1518>

Once you have created your rubrics, it is easy to add them to an assignment, discussion, or quiz. Here is the link that explains how to add a rubric to an assignment:

<https://community.canvaslms.com/docs/DOC-2870>

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THE WHO, WHAT, WHEN & WHY OF SLO ASSESSMENTS

This issue of the assessment newsletter is focused on clarifying some questions about Solano College's SLO process.

WHO: All faculty! Both full and part-time faculty are required to assess the student learning outcomes (SLOs) in the courses they teach. SLO assessment is in the contract as part of the faculty evaluation process and is one of a number of factors considered in adjunct rehire.

WHAT: Student Learning Outcomes (SLOs) are 2-4 measurable learning objectives faculty want students to achieve during a course. The SLOs for most courses have already been created, and shouldn't be changed by individual faculty without department agreement. If faculty do decide to change the SLOs, please inform your school coordinator of the changes AND input the updated SLOs into CurriCUNET. Some reasons for changing SLOs would be to write them more succinctly, to make them more easily measurable, or to change the focus of what learning objectives faculty want measured in the course. A SLO quick assessment guide is included on the next page to help faculty construct quality SLOs if they do decide to make changes or additions.

WHEN: The College is asking faculty to assess their course SLOs twice within a five year program review cycle. Scroll down to see the Assessment Calendar that was passed by the Academic Senate during Spring 2016.

WHY: SLOs are developed to clarify the goals for student learning in a course, to measure student success with those goals, and then to engage faculty in a reflective process of why students were or were not successful. The ultimate "why" is to improve student success and classroom instruction. They are, of course, also an important part of the ACCJC accreditation process.

STUDENT LEARNING OUTCOMES

A QUICK REFERENCE GUIDE TO QUALITY SLOS AT SOLANO COLLEGE

WHAT ARE STUDENT LEARNING OUTCOMES (SLOS)?

According to the Academic Senate for California Community College's (ASCCC) terminology glossary (2010), "Student learning outcomes are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process." At Solano, we recommend there are 2-4 SLOs per course.

HOW DO I KNOW MY SLOS ARE QUALITY?

Well-conceived and written SLOs have a number of common features:

CLEAR – Written succinctly so students can understand

OBSERVABLE/MEASURABLE – If you can see it, you can assess it. Look at action/higher level words on bloom's taxonomy, and only include ONE measurable outcome per SLO. Avoid phrases like "Understand the importance of..." which is hard to measure

SKILLS – There should be more SLOs related to skill obtainment than knowledge obtainment

RELEVANCE – Choose SLOs that are the most representative of course learning objectives

RIGOROUS YET REALISTIC – SLOs should be obtainable at course completion

Examples of well-written SLOs:

- Correctly perform microbiologic lab skills that include techniques in microscopy, staining, & microbial cultures
- Engage in critical thinking to demonstrate quality patient care for those experiencing acute, complex conditions requiring medical/surgical interventions

HOW DO I ASSESS MY SLOS?

Assessing SLOs begins with an understanding of the components of a quality assessment. Use the SLO-Course Assessment form to record your assessment and the SLO Quality Rubric to guide your planning/reporting.

SUCCESS CRITERIA – What quantitative and qualitative measures determine attainment of the SLO? Discipline faculty should come together to develop agreed upon success criteria that will be used by everyone teaching the course. Courses with multiple sections should develop a common rubric to measure the success criteria.

METHODS - There may be multiple methods of assessment that are acceptable to use; faculty should discuss the optimal methods for each SLO. Examples of assessment methods include (but are not limited to): 10-20 multiple choice questions, essay questions, papers, portfolios, in-class skill demonstrations, etc.

RESULTS –How did your student's perform according to the success criteria? Report results in quantitative AND qualitative form, so that there is a clear analysis of student's strengths and areas of needed improvement.

PLANNED ACTIONS – What are your plans to improve student success? Be specific about changes to pedagogy, instructional techniques, in-class activities, etc. that you think might bolster learning. If no changes are needed, state the techniques utilized that facilitated a high success rate. These "best practices" can be shared among faculty

CLOSING THE LOOP – If you have assessed the course before, report on the efficacy of your previous planned actions. Did they make an impact on student learning?

WHEN DO I ASSESS MY SLOS?

SLO assessments should be completed at least twice in a five year program review cycle.

ASSESSMENT SCHEDULE

SOLANO COMMUNITY COLLEGE CYCLE OF ASSESSMENTS (2016-2022)

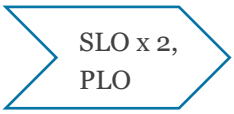
Year 1: Program Review

Year 2: Curriculum Review

Year 3:

Year 4:

Year 5:



SLO x 2,
PLO

In years 3-5* SLO assessments should be completed twice and PLOs once. Below they are listed as SLO, PLO, SLO, but departments may decide a different rotation. For CTE programs, abridged program reviews should be completed in years 3 and 5

*If it is the first time a course is taught, the SLO must be assessed that semester.

School of Applied Technology and Business

2016-2017 – SLO and PLO Assessments

2017-2018 – Program Review

2018-2019 – Curriculum Review

2019-2020 – SLO Assessments + Abridged Program Review (CTE)

2020-2021 – PLO Assessments

2021-2022 – SLO Assessment + Abridged Program Review (CTE)

School of Health Sciences & Counseling

2016-2017 – SLO Assessments

2017-2018 – PLO Assessments

2018-2019 – Program Review

2019-2020 – Curriculum Review

2020-2021 – SLO Assessments + Abridged Program Review (CTE)

2021-2022 – PLO Assessments

School of Social & Behavioral Sciences

2015-2016 – Curriculum Review

2016-2017 – SLO Assessments + Abridged Program Review (CTE)

2017-2018 – PLO Assessments

2018-2019 – SLO Assessments + Abridged Program Review (CTE)

2019-2020 – Program Review

2020-2021 – SLO Assessments

2021-2022 – PLO Assessments+ Abridged Program Review (CTE)

School of Math & Sciences

2015-2016 – Curriculum Review (1st half), Program Review (2nd half)

2016-2017 – SLO Assessments (1st half), Curriculum Review (2nd half)

2017-2018 – PLO Assessments (1st half), SLO Assessments (2nd half)

2018-2019 – SLO Assessments (1st half), PLO Assessment (2nd half) + Abridged Program Reviews (CTE)

2019-2020 – Any outstanding PLO/SLO assessments

2020-2021 – Program Review (all)

2021-2022 – Curriculum Review

School of Liberal Arts and Library

2015-2016 – Program Review

2016-2017 – Curriculum Review

2017-2018 – SLO Assessments + Abridged Program Reviews (CTE)

2018-2019 – PLO Assessments

2019-2020 – SLO Assessments + Abridged Program Reviews (CTE)

2020-2021 – Any outstanding SLO/PLO Assessments

2021-2022 – Program Review