SLO Assessment: Training the Trainers

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Writing SLOs
SLOs: The Big Picture

- Requires HIGHER LEVEL thinking skills
- Synthesizes many discreet skills
- Requires students to APPLY what they’ve learned
- Results in a product
- Product must be evaluated or assessed by faculty
Objective: Nuts and Bolts

- Describes small, discreet skills
- Requires basic thinking skills
- Do not necessarily result in a product
A comparison: English 1A

Objectives:
• Develop a main idea
• Maintain a clear command of tone
• Show control of standard English grammar

SLO
• Write essays, including research-based writing, demonstrating academic rhetorical strategies and documentation.
Cabrillo Advice: Less is More!

- Restrict SLOs to the most major skills, knowledge or attitudes
- Try for no more than 3-4 at the very most! Two is better!
- Remember that each SLO must be assessed!
Activity: Revise Course SLO

Are there any you can

- Simply?
- Combine?
- Edit?
SLO Assessment Methods
Key Decisions

- How much time do you want to spend?
- Will the assessment be something extra you require of students beyond class work?
- Will the assessment be something extra you expect of faculty?
- Who will analyze the results?
- How will you close the feedback loop?
Reminder:

- Use the KISS method
- Keep it simple, sweetheart!
Course-Embedded Assessment: Expanded Grading

- Assesses artifacts produced in class – papers, projects, portfolios, presentations
- Uses rubrics or other explicitly stated criteria to assess
- Results analyzed and presented to decision makers, resulting in decisions to improve student learning and teaching
Primary Trait Analysis

• Looks at one major assignment
• Instructor constructs Primary Trait Scale that scores each part of assignment
• Results of each section calculated and analyzed by faculty member
• Presented to department with suggestions for how to improve teaching and learning
Cabrillo KISS Variation

- Instructor chooses assignment, writes rubric and grades assignment
- Instructor analyzes results, looking for student issues and needs – no numbers
- Presents to department – no numbers
- Department discusses results overall and makes plans to improve
- Discussion recorded on form that becomes part of Departmental Review
Side Benefits of Cabrillo Variation

• No worries about academic freedom
• No worries about evaluation
• Departmental meeting becomes about teaching - assignment, rubric and results presented
• Some improvement of weak faculty (maybe)
Other variations

• Can have common departmental or section assignment
• Can use common departmental or section rubric or PTA scale
• Can have your researcher analyze grading results, but still have to get him/her the info
Portfolio Assessment

- Students assemble collection of work
- Faculty develop rubric to score it
- Faculty are “normed”
- Faculty score together outside of class
- Requires extra time for norming and scoring
- Can be fun!
Pre and Post Testing

• Faculty design test that addresses course SLOs
• Same test given to students at the beginning and end of course
• Faculty or researcher scores results and compares them, analyzing to see how well students have achieved outcomes
Testing

• Standardized tests
• Analyzing questions on objective tests
• Common paper or final

• A caution: be careful of matriculation issues
More Key Decisions

- Do you want different methods for each course?
- Would you prefer one method used by all faculty in the department or across the entire college?
- What makes sense for your college culture?
Activity

- Divide into groups by divisions.
- Discuss assessment methods and choose one that will work for you.
Rubric Writing
Closing the Loop

- What activity will you use to present assessment results?
- How will this activity result in improving teaching and learning?
- How will you record the results?
- How will you implement them?
Gather Evidence

Interpret Evidence

Mission/Purposes

Educational Objectives

Enhance teaching/learning; inform institutional decision-making, planning, budgeting

How well do we achieve our educational objectives?

The Assessment Loop

– Peggy Maki, AAHE
Activity

• Fill out Assessment Plan form to chart how you will close the loop!