

ASSESSMENT: MAKING STUDENT LEARNING ASSESSMENTS USEFUL & USED

SPRING FLEX, 2017

SOLANO COLLEGE, ACADEMIC SENATE JOINT MEETING

AMY OBEGI & MICHAEL WYLY

ASSESSMENT UPDATES: FALL 2016 TO CURRENT

ASSESSMENT COMMITTEE MEMBERS:

AMY OBEGI, FACULTY COORDINATOR

MICHAEL WYLY – LIBERAL ARTS

LANAE JAIMEZ - SOCIAL & BEHAVIORAL SCIENCES

TERRI PEARSON-BLOOM – HEALTH SCIENCES

RANDY ROBERTSON – MATH & SCIENCES

CYNTHIA JOURGENSEN – APPLIED TECHNOLOGY & BUSINESS

JEFFREY YOUNG - COUNSELING

REBECCA ESTES – ADJUNCT REPRESENTATIVE (FOREIGN LANGUAGES)

VPAA

SPECIFIC UPDATES: WHAT WE HAVE DONE RECENTLY

- WORKING ON THE CREATION OF AN ASSESSMENT HANDBOOK
 - REVISED QUALITY RUBRIC & SLO ASSESSMENT FORM
 - SAMPLES OF SLO ASSESSMENTS, SUCCESS CRITERIA RUBRIC
 - CHANGE THE CULTURE OF ASSESSMENTS — TO SUPPORT QUALITY TEACHING, LEARNING & STUDENT SUCCESS
 - STILL LOOKING FOR BEST PRACTICES REGARDING DISAGGREGATION, GELO, ILO ASSESSMENT, ETC.
- MEETING WITH FACULTY TO SUPPORT ASSESSMENT GOALS (DELETION OF UNASSESSED COURSES, SUPPORT WITH WRITING SLOs, PLOs, SUCCESS CRITERIA RUBRICS)
- WORKING TO CREATE ASSESSMENT MODULE IN CURRICUNET
- DISSEMINATION OF ASSESSMENT INFORMATION

SUPPORT FOR QUALITY ASSESSMENTS

QUALITY ASSESSMENT RUBRIC

Student Learning Outcome	Outcomes are clear, measurable, and specify the knowledge or skill to be mastered by the students. SLOs have been chosen carefully so that the 2-4 SLOs for the course represent the most important learning to be mastered	Outcomes are not measurable (ex. understand the important of...), or are overly narrow or broad (ex. attempt to measure 3 or 4 skills in one SLO)
Success Criteria	Success criteria for the course is the same across all sections. Describes what the quantitative AND qualitative measures of success are for the SLO. Focus is on the knowledge and/or skills students are expected to master. A common rubric is included for courses with multiple sections	Criteria not described or reported superficially (ex. 70% pass with a "C" or better). Only reported quantitatively OR qualitatively
Methods	Methods of assessment are substantial enough to gauge student learning and/or skills. For example, 10-20 multiple choice questions, papers, portfolios, in-class skill demonstrations, etc. Where appropriate, multiple assignments and/or methods are utilized to assess the SLO. These measures are described or attached	Methods not reported or reported superficially (ex. "exam" or "rubric")
Results	Results for the SLO assessment are described in both quantitative AND qualitative terms. The specific strengths and weakness of students are reported	Results are not reported or reported superficially (ex. 73% successful)
Planned Actions	Planned actions are derived from the analysis of results. Plans include information about any needed adjustments to assignments or class activities, resource needs, etc. Where appropriate plans to submit instructional equipment requests or course modifications are noted. If students met the success criteria, comment on the teaching strategies and/or assignments that you believe helped them become successful. If the SLO itself needs to be modified, rationale is provided	Planned actions not reported or the actions are not connected to the results. Analysis is cursory
Closing the Loop (if applicable)	For courses that have been assessed by the faculty before, changes or results stemming from previous planned actions are reported. Faculty note if changes will or will not become a regular part of the course or assessment and why	Results of previous planned actions are not reported or described minimally

SOLANO COLLEGE ASSESSMENT NEWS

SOLANO COLLEGE ASSESSMENT NEWS



October 2016, Volume 1

SLO QUALITY RUBRIC & COURSE ASSESSMENT FORM

The Assessment Committee has updated the SLO Quality Rubric to help clarify what makes a quality assessment. We have also aligned the SLO Course Assessment form with the new rubric. One of the new questions relates to closing the loop. Tell us how your previous planned actions worked and any changes you will make to support student learning. Find the new rubric, SLO form, and a sample in this newsletter or on the Solano website: <http://www.solano.edu/slo/>

SCHOOL COORDINATORS:

CTE & Bus: Cynthia Jourgensen
Counseling: Jeffrey Young
Health Sciences: Terri Pearson
Liberal Arts: Michael Wyly
Math & Sciences: Randy Robertson
Social & Behavioral: LaNae Jaimez

ASSESSMENT COORDINATOR

Any Obegi

GOAL: 100% SLO ASSESSMENT COMPLETION

As a college, we are striving for a goal of 100% SLO completion. We need your help to make this a reality! If your courses haven't been assessed in the last two years, please assess them this semester and share your results with your school coordinator. One of the obstacles we are encountering is missing assessments due to courses that haven't been taught in recent years. It is important that we delete from CurriCUNET and the catalogue classes that we haven't taught, or don't plan on teaching in the next two years. With this step, we will provide students an accurate picture of the courses they can expect to take, and get closer to our completion goal. Please note, these classes can be brought back in the future – they will be archived in CurriCUNET. Contact your School Coordinator and/or your Curriculum Committee representative if you have questions about how to remove courses.

STAY TUNED: School Coordinators will arrange meetings with discipline faculty to review unassessed courses & support faculty with SLO questions

COMING SOON: CURRICUNET ASSESSMENT MODULE

As soon as the College gets CurriCUNET META up and running, the Assessment Committee in consultation with the VPAA and Academic Senate, will design and implement an assessment module on CurriCUNET. This will allow faculty to directly input their own SLOs and will allow for easier tracking. We are hoping to go live at the start of Spring Semester 2017. Stay tuned for more information and trainings.

SOLANO COLLEGE ASSESSMENT NEWS



November 7, 2016 Volume 2

SLO ASSESSMENT REMINDERS

Please help us get to our goal of **100% SLO** Assessment completion.

- If your courses haven't been assessed in the last **TWO** years, please assess them.
- If you have questions about how to assess courses, please contact your school coordinator or the assessment coordinator
- If you have courses that have not been taught in years and there are no plans to teach them in the coming year, talk to your coordinator about deleting/inactivating.

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SUCCESS CRITERIA & RUBRICS – DEFINING THE “COMMON” IN ASSESSMENTS

In courses with multiple sections, it is Solano College's goal to ensure that **all instructors are using the same SLOs, and that those SLOs are measured with the same success criteria**. That way we know whether a student is taking CRN #1 or CRN #2, they are achieving the same learning outcomes by the same standards of success. **The success criteria should be defined by faculty collaboratively and clearly articulated in a common rubric**. However, it is NOT required that everyone use the exact same assessment tool to measure the success criteria. For example, math instructors might use different questions to measure understanding of algebraic functions, or history instructors may require analysis of different historical events to demonstrate the ability to create a reasoned argument. Faculty can choose to utilize common assessment tools which can add cohesion to a program, but only common SLOs and success criteria measured in a common rubric are required.

While it will take some time and effort to gather faculty who teach the same courses, the discussions about how we teach students the knowledge/skills embedded in our SLOs, and the criteria that differentiates between a passing and failing grade will benefit students. Students will better understand the skills/knowledge necessary to succeed, and faculty teaching the course will be on the same page about how to measure success. Sample success criteria rubrics from child development, math, and drafting are included on the next page.

When the CurriCUNET Assessment module goes “Live” the SLOs and success criteria will automatically populate. Please collaborate with faculty now to make sure they have been developed and are consistent.

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.

SOLANO COLLEGE ASSESSMENT NEWS



Volume 4: December 8, 2016

ADJUNCT SLO/SAO PAY

Our contract, article 19.702, supports up to 7 hours of CAT 3 pay for SLO/SAO per semester. This category is separate from teaching and office hours. Faculty are required to assess all their SLOs twice within a six program review cycle. Adjunct faculty should check with their full-time counterparts to learn what their schedule is, and consult with the assessment coordinator. After completing the required assessments and sending them to school coordinator, fill out the adjunct pay form. The form is then sent to the assessment coordinator:

http://www.solano.edu/slo/for/AAdjunct%20Faculty%20Pay%20for%20Assessment%20Work_Final%20.pdf

The pay form is accessible online under SLOs. Forms: http://www.solano.edu/slo/for/AAdjunct%20Faculty%20Pay%20for%20Assessment%20Work_Final%20.pdf

DISAGGREGATION OF DATA: LOOKING CLOSELY AT STUDENT SUCCESS

The new ACCJC Accreditation Standard 1.B. 6 states, “The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.” This means that ACCJC is asking us to not only assess our courses, but look at the data in a detailed way to analyze if there are subsets of our students that are more or less successful and why. From there, we can plan actions to improve student learning within these subsets. We may look at students by ethnicity, gender, DSP identified, modality, day/night, campus locations, etc. We already do this in our program reviews, but ACCJC is asking us to take the next step and analyze these same metrics at the SLO level.

Randy Beach, the ASCCC Accreditation and Assessment Chair recommends that colleges begin disaggregating SLOs in measured steps. Look at SLO assessments in courses with multiple sections and analyze success by some of the subsets mentioned above.

In individual course assessments, look at students who are more or less successful. Do they have any characteristics in common? How does attendance, access to textbooks, or financial hardship play a role? Are there family or mental health stressors? Is English a second language? Are students utilizing campus resources? Have they passed English 1?

The Assessment Committee realizes that looking at assessment results in a disaggregated manner will take time and training. We encourage faculty to start thinking about how disaggregation of data could help you understand your students better, and in your next round of assessments start analyzing at a deeper level

ASSESSMENT CALENDAR

ASSESSMENT SCHEDULE

SOLANO COMMUNITY COLLEGE CYCLE OF ASSESSMENTS (2016-2022)

The following assessment schedule outlines in which year program reviews, curriculum reviews, and student program learning assessments take place.

Year 1: Program Review

Year 2: SLO Assessment

Year 3: Curriculum Review

Year 4: PLO Assessment

Year 5: SLO Assessment

Year 6: Preparation for Program Review

*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 – SLO Assessment

2019-2020 – Curriculum Review + 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 – SLO Assessments

2020-2021 – Curriculum Review + 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 – Curriculum Review+ 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 – SLO Assessments

CURRICUNET ASSESSMENT MODULE

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Solano Community College admin@solano.edu

CurricUNET META Curriculum Approvals Create Proposal Search WorldWide

1. Individual Instructor SLO: Individual SLO Assessment

Status: In Review View Proposal History

Main	
Assessment Methods	
Assessment Results	
Next Steps	
Attach Files	
Codes/Dates	1/1

Main

Last updated by Admin User on 11/6/2016 at 12:40 PM

Assessment Type: Individual Instructor SLO

Assessment Information

Assessment Report Title: Individual SLO Assessment

Originator *: User, Admin

Department: School of Applied Tech

Number of students assessed: 25

Number of students successful: 23

Number of students in class: 30

Note: Choose the current version of the Course unless it has been modified and the version you assessed is no longer active.

Subject: ACCT

Choose Active Course: ACCT 002 - Principles of Accounting - Managerial

Choose Course Version: ACCT 002 - Principles of Accounting - Managerial (Existing - 08/17/2015)

Choose Course Outcome: 1. Analyze and evaluate managerial decisions using basic managerial accounting conc

Contributor

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100%

CURRICUNET ASSESSMENT MODULE – IMPORTANT TOOL

- WILL ALLOW OUR SLO DATA TO ALL BE IN ONE, EASILY RETRIEVABLE PLACE
- WILL SUPPORT SLO QUALITY WITH NEW APPROVAL PROCESS (TECH REVIEW)
- WILL HELP PROVIDE HIGHER QUALITY ASSESSMENTS (LEADS FACULTY THROUGH THE REQUIRED ELEMENTS)
- WILL HELP DEANS BETTER TRACK ASSESSMENTS FOR STATUS UPDATES & ACCOUNTABILITY
- WILL HELP DISAGGREGATE DATA
- WILL SUPPORT THE INTEGRATED PLANNING PROCESS, INCLUDING HELPING TO DETERMINE PROFESSIONAL DEVELOPMENT NEEDS (SUPPORT QUALITY TEACHING) AND HOW TO SUPPORT STUDENT SUCCESS (BETTER UNDERSTANDING OF WHERE STUDENTS ARE STRUGGLING)
 - DATA WILL MORE EASILY FEED INTO PROGRAM REVIEW

ADMINISTRATIVE SUPPORT WITH INTEGRATED PLANNING

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CurricUNET META

Curriculum Approvals

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Main	
Assessment Methods	
Assessment Results	
Next Steps	
Attach Files	
Codes/Dates	1/1

Next Steps

Last updated by Admin User on 11/6/2016 at 12:42 PM

In the Classroom

☐ Show selected Clear All

☐ Other

In the Department

☐ Show selected Clear All

Save

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MOVING FORWARD: WORK NEEDS TO BE DONE

- COLLEGE NEEDS TO HAVE ALL SLOs, PLOs, GELOs, AND ILOS ASSESSED (RECENTLY)
 - SUPPORT FACULTY IN CREATING MEANINGFUL OUTCOMES & ASSESSMENTS
- ASSESSMENT CALENDAR NEEDS TO BE FOLLOWED, SO THE INSTITUTION IS ON THE SAME PAGE
- NEED TO FORMALIZE PROCEDURES (IN HANDBOOK) AND MAKE KEY DECISIONS ON HOW WE WANT TO ASSESS GELOs, ILOs, DISAGGREGATE DATA, ETC.
- TRAIN & SUPPORT FACULTY & PROVIDE **TIME** FOR DEPARTMENT ASSESSMENT WORK
- NEED TO ENSURE OUTCOME ASSESSMENT IS MEANINGFUL (SUPPORTS QUALITY TEACHING & LEARNING) & INTEGRATED INTO THE COLLEGE'S PLANNING PROCESSES
- NEED TO BE ACCJC COMPLIANT
- NEED TO HAVE MORE OVERSIGHT/ACCOUNTABILITY

JOINT EFFORT

- THESE STEPS REQUIRE BOTH THE **ASSESSMENT COMMITTEE** (PEER SUPPORT & POLICY DEVELOPMENT), AND THE **ADMINISTRATION** (TIME, SUPPORT, ACCOUNTABILITY) TO MAKE OUR ASSESSMENTS USEFUL AND MEANINGFUL. ACCJC DOESN'T JUST WANT TO SEE THAT INDIVIDUALS ARE ASSESSING THEIR COURSES — THEY WANT TO SEE HOW WE ARE INTEGRATING OUR RESULTS INTO SOLANO'S PLANNING PROCESSES AND USING THEM TO IMPROVE STUDENT SUCCESS AND TO SUPPORT QUALITY TEACHING

OUR COMMITMENT: BRAINSTORM

- WHAT CAN/SHOULD THE ASSESSMENT COMMITTEE DO TO SUPPORT FACULTY & OUR INSTITUTIONAL ASSESSMENT GOALS?
- WHAT CAN/SHOULD DEANS AND ADMINISTRATION DO TO SUPPORT FACULTY & OUR INSTITUTIONAL ASSESSMENT GOALS?