

Going SLO:
Student Learning Outcomes
at Chabot and Las Positas

Presentation to Board of Trustees

October 2, 2007

Chabot and Las Positas Colleges



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Overview

- Accreditation Review
- New Accreditation Standards
- Student Learning Outcomes (SLOs)
- Grades vs. Student Learning Outcomes
- Classroom Examples: Assessment of SLOs
- Q & A



Accreditation in U. S. Higher Education

- Nine Regional Accrediting Bodies
 - Western Association Schools and Colleges
 - Accrediting Commission for Community and Junior Colleges (WASC/ACCJC)
- Standards of Good Practice
- Voluntary
- Peer Review



Accreditation Process

- Self study
 - Each college writes a self evaluation
 - Addresses the 4 WASC/ACCJC Standards
 - New standards in 2002
- Team visit
 - A team of peers comes to our college
 - Evaluates our evidence against the Standards
 - Validates (or not) our self study
- Accreditation Commission decision



Paradigm Shift

- Old standards: teaching-centered
 - Are we providing instruction?
- New standards: learning-centered
 - Can we demonstrate learning?



The new standards ask...

- What should students learn?
- How well are they learning it?
- What evidence exists that students are learning?
- How can the information be used to improve learning, teaching and the institution?



What has a student learned when they...

- earn a degree from Chabot or Las Positas?
- complete a program/major?
- complete a course?



New WASC/ACCJC Standards

Institutions must...

- identify, measure and analyze student learning outcomes (SLOs) at the course, program and degree level.
- engage in broad-based dialogue about student learning.
- integrate SLO assessment into all planning and resource allocation processes.
- provide evidence of this focus on SLOs in the Self Study.

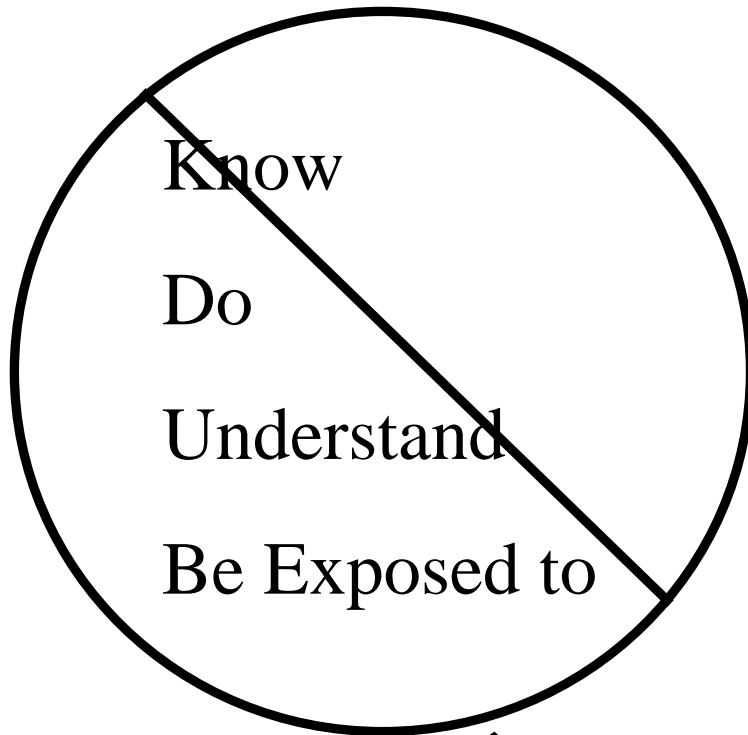


Student Learning Outcomes (SLOs)

- Provide a clear description of what students are expected to learn.
 - Skills
 - Behavior
 - Knowledge

I want students to be able to...

VAGUE



SPECIFIC

Describe

Analyze

Argue

Solve

Create

Compare

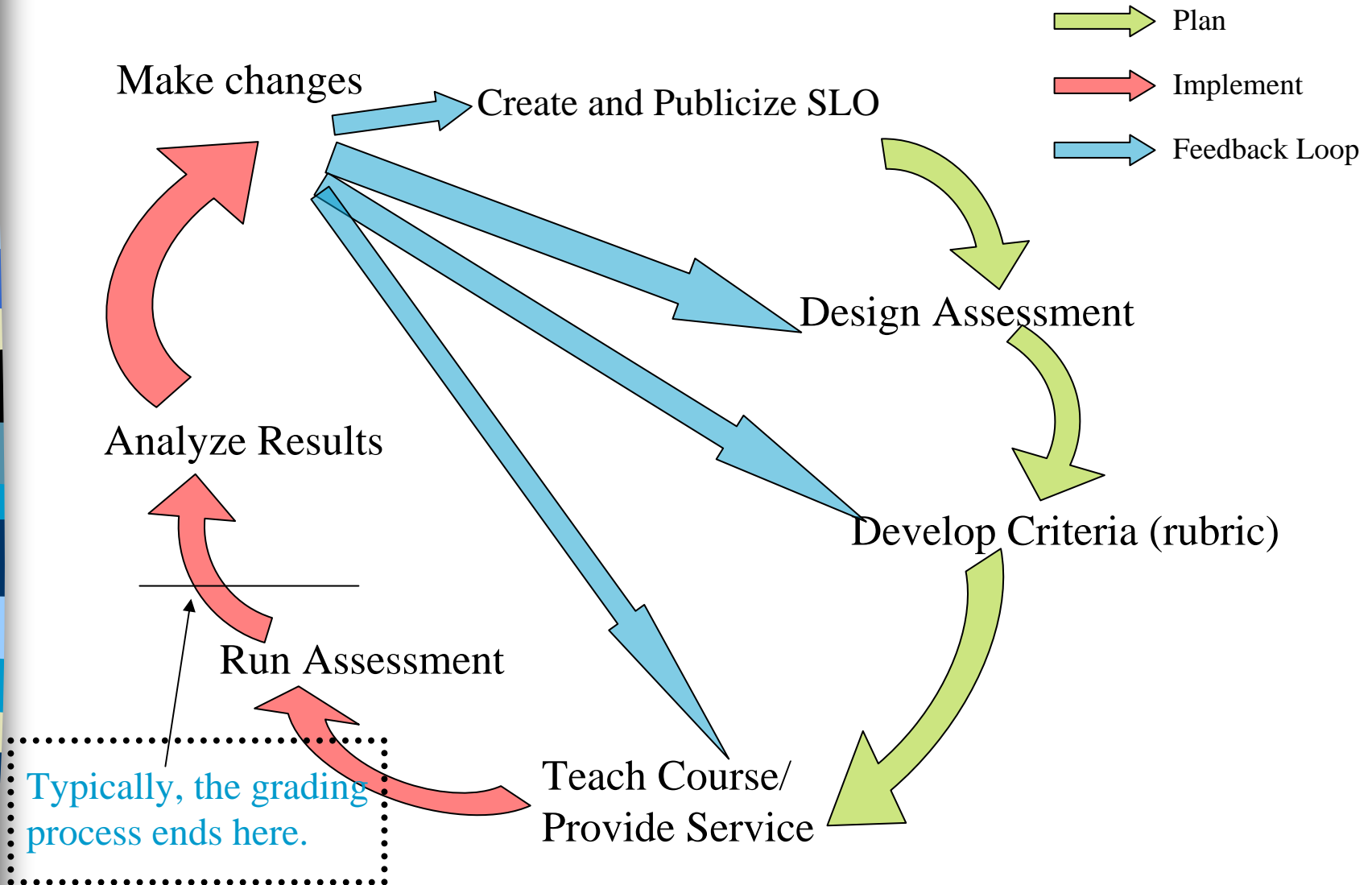
We must change the way we communicate with students.
If we express this we won't get this



Student Learning Outcomes

- Determined by faculty
- Supported by all institutional functions
- Clearly communicated to student and public
- Assessed to determine degree of attainment
- Results are used to improve learning

SLO Assessment Cycle





The Difference Between Grades and SLOs

- The grading process differs from the SLO Assessment process in a number of ways.
- Today we will illustrate one of those differences with examples from classroom assessments.



The Difference Between Grades and SLOs

Holistic vs. Distinct

- Grades are holistic measures of multiple skills
 - Grades provide feedback to the student on their overall performance
 - Grades do not pinpoint which skills need improvement
- SLOs are distinct measures of specific skills
 - SLOs provide feedback on student learning of the specific skills
 - SLOs pinpoint which skills need improvement



The Difference Between Grades and SLOs

Example 1: Anthropology 3

- Course SLO: Students who successfully complete ANTH 3 will be able to collect, describe, use, and interpret the data resulting from anthropological methodologies including participant observation and ethnography.
- The Assessment: A capstone project which culminates in a fieldwork-based research paper.

The Difference Between Grades and SLOs

Criteria	Student 1	Student 2	Student 3	Student 4	AVG. SLO Assessment
Interviews and Participant Observation: 15 hours (up to 4 points)	4	4	2	2	3
Library and Internet Resources (up to 4 points)	3	3	1	1	2
Content (up to 2 points)	2	1	2	1	1.5
Mechanics (up to 2 points)	2	0	2	0	1
Assignment totals:	11	8	7	4	
Grades:	A	B	C	D	



The Difference Between Grades and SLOs

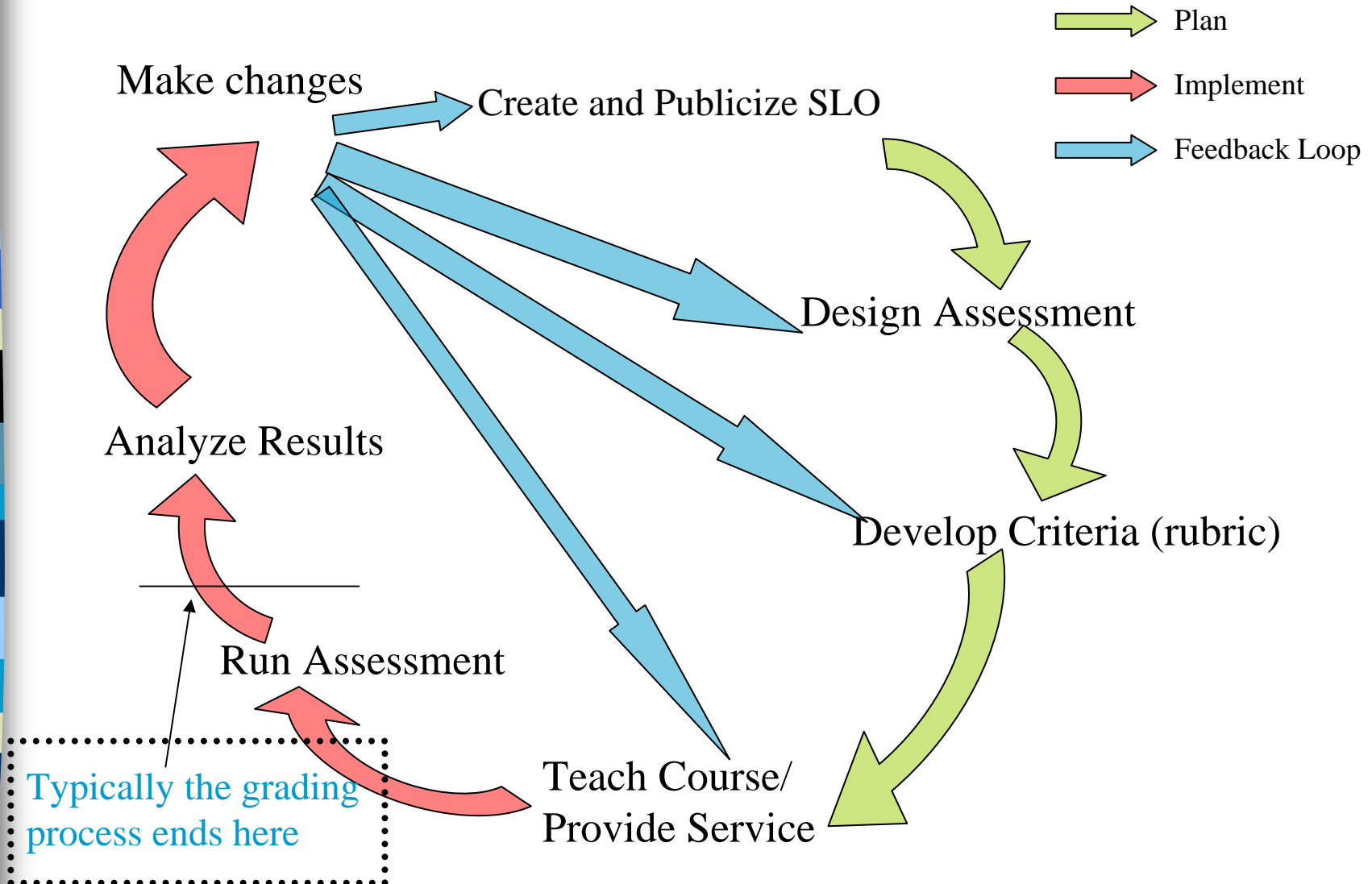
Example 2: ECD 50

- The SLO for the course: Analyze an Early Childhood Environment Based on Specific Standards (such as DAP).
- The Assessment: Write a paper that describes the environment using all criteria required in the instructions.

The Difference Between Grades and SLOs

Criteria	Student 1	Student 2	Student 3	Student 4	AVG. SLO Assessment
Format No spelling/ grammar errors or computer format problems (up to 8 points)	6	8	6	8	7
Followed Directions (up to 12 points)	9	12	7	12	10
Content of paper Use of examples, describes environment, uses criteria, provides details (up to 20 points)	13	15	10	10	12
Assignment totals:	28	35	23	30	
Grades:	C	A	D	B	

SLO Assessment Cycle



Questions & Answers

