Student Learning Outcomes / eLumen Training

Flex Day
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Getting on the same page

We are not talking about…..

- simply defining what we want students to learn in each course.
- re-writing course outlines so we can complete our SLOs requirement.
- administrator directed process.
- the grading process.

We are talking about…..

- what we want students to learn at course, program/Major, and college levels.
- how we might begin the process of satisfying new accreditation requirements.
- faculty driven process.
- assessing the extent to which students learn, documenting it, and using the results to improve learning.

Now let’s get on WASC’s page!
The new standards..

- Institutions must provide *evidence* of this focus on SLO’s as part of the Self Study and comprehensive accreditation cycle.
The bottom line…

- What should students learn?
- How well are they learning it?
- What evidence exists that students are learning?
- How can the information gathered best be analyzed and then used to improve learning and teaching?
Paradigm Shift

**Instruction Paradigm**
- Inputs, resources
- Quality of entering students
- Quality of instruction: success of faculty

**Learning Paradigm**
- Learning, outcomes
- Quality of exiting students
- Quality of learning: success of students
SLOs

Provide a **clear** description of what is expected of students’ learning.

- Skills
- Behavior
- Knowledge
I want students to be able to...

**VAGUE**

- Know
- Do
- Understand
- Be Exposed to

**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.
SLOs

- Determined by faculty
- Supported by all institutional functions
- Specifically spelled out and communicated
- Typically stated in the form of objectives
- Assessed to determine degree of attainment
Assessment

Definitions

➢ Ongoing process aimed at understanding and improving student learning.

➢ Involves making expectations explicit and public.

➢ Involves setting appropriate criteria and high standards for learning quality.
Evidence

At its most fundamental level, evidence is the substance of what is advanced to support a claim that something is true.

- Knowledge and skills learned in the program
- Multiple judgments of student performance
- Multiple dimensions of student performance
- More than survey of self-reports of competency or growth
Some Methods for Assessing Student Learning

Direct Measures
- Portfolio (with contents assessed by multiple raters)
- Research paper or project (assessed by multiple raters)
- Writing Sample
- Capstone course (with project or paper assessed by multiple raters)
- Capstone Exams
- Licensure/National Exam
- Locally-developed test
- Simulations/Demonstrations/Role-playing
- Performance in supervised internship
- Performance/Presentation
- Oral Exam
- Pre-test/Post-test
- Embedded test items

Indirect Measures
- Graduate/Alumni survey
- Employer survey
- Focus Groups
  - Students
  - Advisory Board
  - Other program stakeholders
- Exit Interview/Survey
- Student Surveys
- Reports from students after internship experience
- Transfer Rates
- Non-normed/un-standardized grades
### Relationship Between Individual Student Scores and Education Outcomes Assessment

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<th>Student 1</th>
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<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
<th>SLO’s Assessment</th>
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</table>
What Good Assessment Is Not

- It is not solely an administrative activity. It is the faculty who must must actively design and engage in it.

- Assessment should not be part of an institution's faculty evaluation system. It should promote self-examination, critical questioning, evaluation, and renewal, but it should not punish individuals or programs honestly seeking to improve.

- Assessment is not intrusion into a faculty member's classroom, nor does it infringe on academic freedom.

- It is not necessarily testing, nor a series of tests. Testing can be part of assessment.

- Assessment is not quick or easy. It is a conceptually, educationally, politically, and administratively complicated business.

- Assessment is NOT an evaluation of individual faculty members, staff, or students.
Some steps for developing assessments

- Have clearly *stated learning outcomes*
- Develop the *measures* you will use as *assessments*
- Use many different *measures* and many different kinds of *measures*
- Share both with your students
Continued…

- Match what you teach to the desired outcomes
- Interpret *assessment* results appropriately
- Evaluate the outcomes of your *assessments*
- Use the evaluation for improvement
SLO Assessment at Class/Service Level

- Plan
- Implement
- Feedback Loop

1. Teach Course/Provide Service
2. Run Assessment
3. Analyze Results
4. Design Assessment
5. Develop Criteria (rubric)
6. Create and Publicize SLO
7. Make changes
Example 1

**SLO:** Composes and creates documents with correct grammar, spelling, punctuation, spelling, style, and format.

**Assessment:** Research Paper

**Rubric:** 5 = Excellent, 4 = Good, 3 = Satisfactory, 2 = Needs Improvement, 1 = Not Acceptable

**Criteria:** 75% of students will achieve 3 are better on rubric

**Summary of Results:** 82% were found Satisfactory or better by faculty panel. Only 25% were able to correctly use APA style.

**Feedback Loop:** Expand emphasis on APA style in Eng 1A. Make Extra Credit Library workshop on APA style mandatory.
Example 2

**SLO:** Student will be able to diagnose problem in exhaust system and fix the problem.

**Assessment:** Observe students as they diagnose and fix problems with exhaust systems.

**Rubric:** 5=able to do, 1= not able to do

**Criteria:** A) 85% of students will be able to diagnose problem and B) 75% will be able to fix the problem

**Summary of Results:** 93% of students were able to diagnose the problem. Only 40% of students were able to fix the problem, OF the student who did not fix the problem most had to do with the fuel injection system.

**Feedback Loop:** A) No change. B) Increase time spent on fuel injection systems. And request new equipment to teach fuel injections via Instructional Equipment Grants Spring 2008.
Rubric Pointers

- There is a need for comparable data.
- There may be a difference between the rubric you use for students (scoring rubric) and the rubric you report your data with (reporting rubric)
LPC Core Competencies

- Communication
- Critical Thinking
- Creativity and Aesthetics
- Respect and Responsibility
- Technology
LPC Course Embedded Model

Communication

Critical Thinking

Creativity and Aesthetics

Respect and Responsibility

Technology

Program

GE/ELECTIVES/TRANSFER/SERVICES

MAJOR

Courses/services that map to Communication

Courses/services that map to Critical Thinking

Courses/services that map to Creativity and Aesthetics

Course/services that map to Respect and Responsibility

Courses/services that map to Technology

Courses required for the Major

Development Education/Special Populations
eLumen

- Software used to store Student Learning Outcomes (SLO’s)
- Enhancements will be coming
  - Actions/Notes
  - Plus more
- Currently Full-Time Faculty have access