



Student Learning Outcomes / eLumen Training

Flex Day
August 16, 2007

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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!



ACCJC - WASC

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



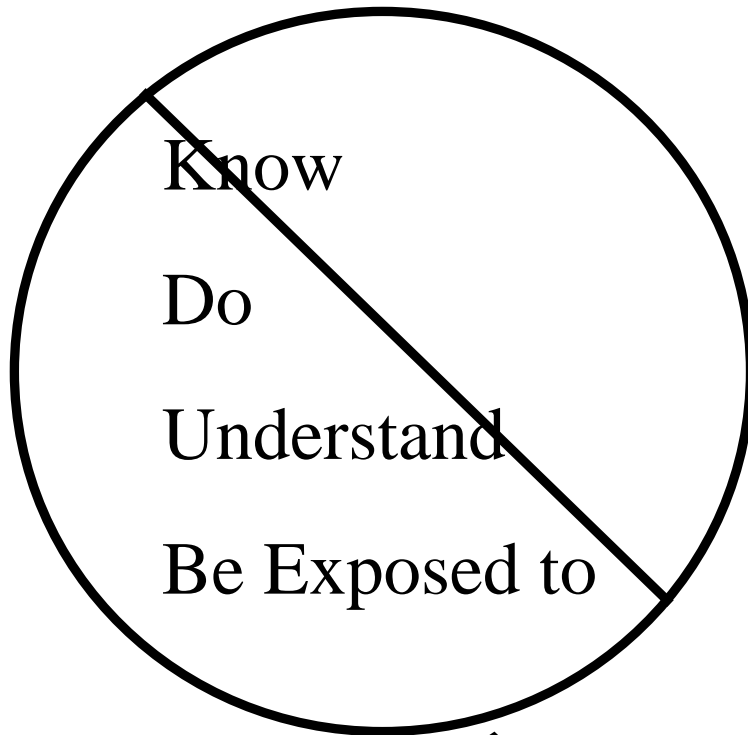
SLOs

Provide a clear description of what is expected of students' learning.

- Skills
- Behavior
- Knowledge

I want students to be able to...

VAGUE



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 it's 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

Individual Students Scored by Various Faculty						SLO's Assessment
Criteria	Student1	Student 2	Student 3	Student 4	Student 5	
Grammar	3	4	1	2	3	2.6
Punctuation	2	5	3	2	5	3.4
Structure	4	5	2	3	4	3.6
Content	4	3	4	5	3	3.8
Total	13	17	10	12	15	
Grade	C	A	D	C	B	



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

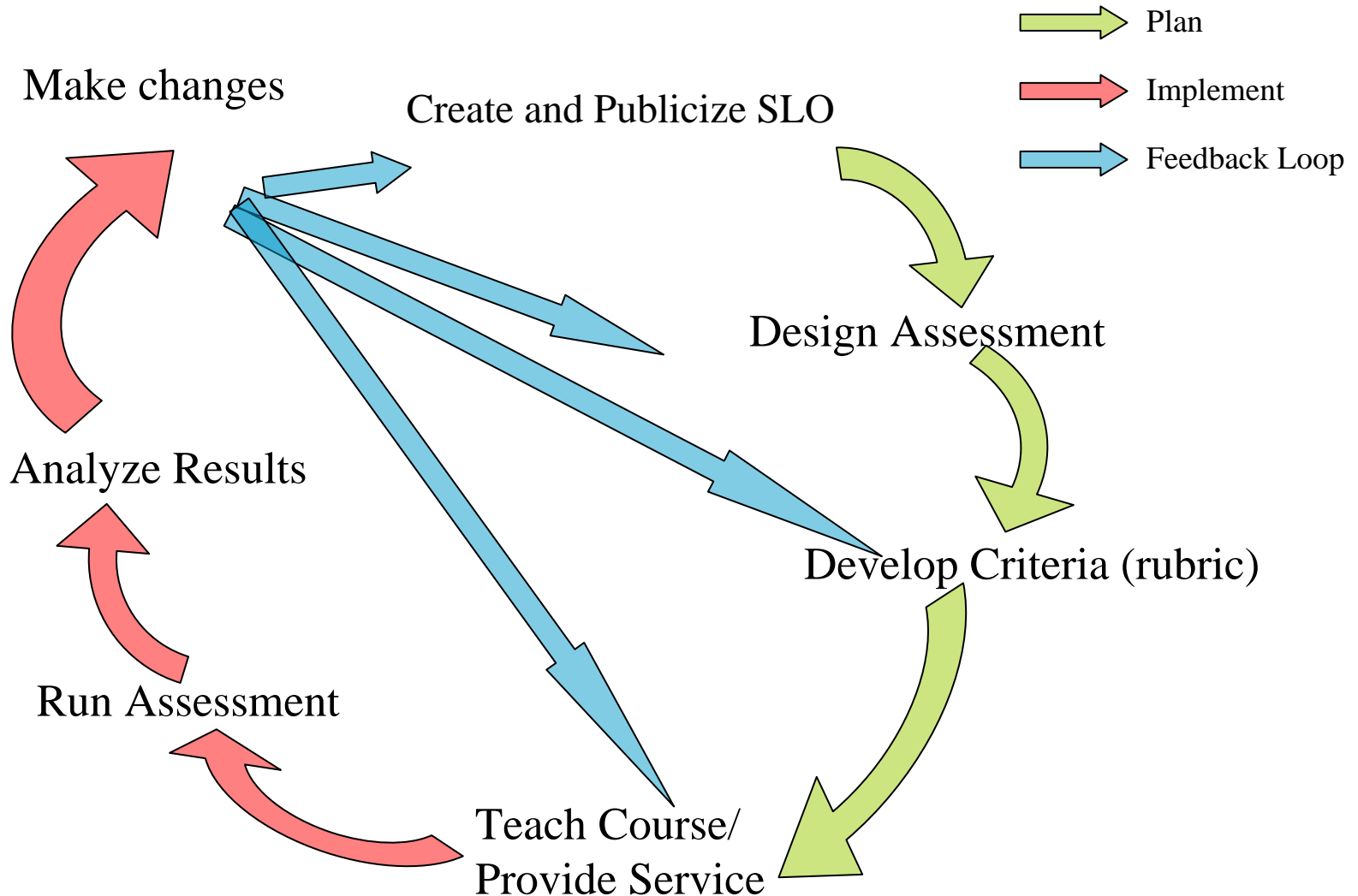
- Have clearly *stated learning outcomes*
- Develop the *measures* you will use as *assessments*
- Use many different *measures* and many different kinds of *measures*
- Share both with your students



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





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 or 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 student 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

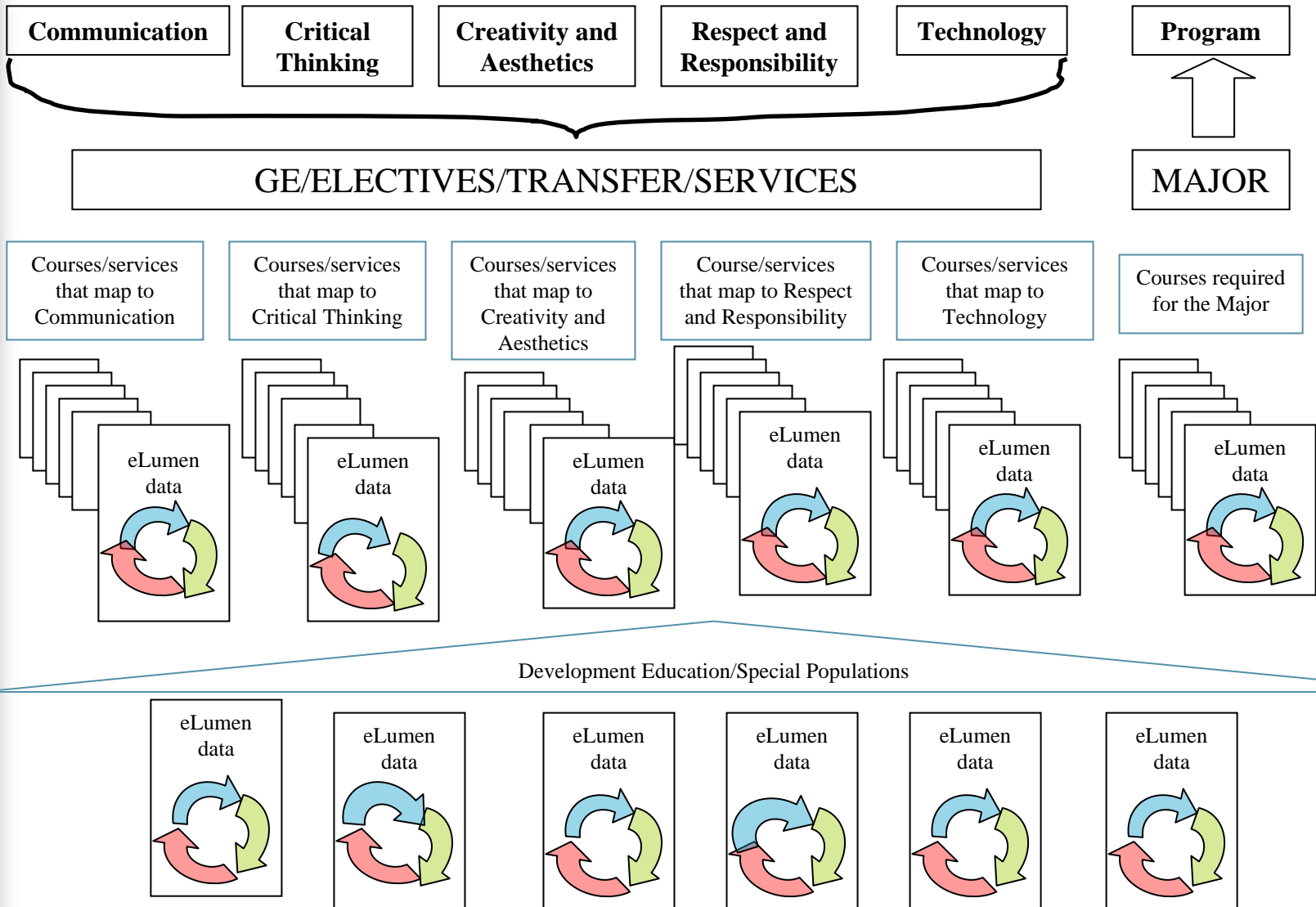
- There is a need for comparable data.
- There may be a difference between the rubric you use for students (scoring rubric) and the rubric you report your data with (reporting rubric)



LPC Core Competencies

- Communication
- Critical Thinking
- Creativity and Aesthetics
- Respect and Responsibility
- Technology

LPC Course Embedded Model





eLumen

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