SLO Workshop for Part-time Instructors

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What we will cover

- Student Learning Outcomes
  - Why learning outcomes
  - What is a learning outcome
  - Outcome tips
  - Activity
  - Assessments/ways of measuring outcomes
  - Rubrics
  - Activity
  - Summarizing data
  - Reflecting on the results
  - Activity
- Our College's effort
- Submitting your data
- Questions and additional support

Why measure outcomes

- Because you have to…
- Use the data for reflection on what we are doing in the classroom and making changes to either pedagogy or content.
- This effort can encourage productive discussions within departments, regarding curriculum and assessment.
- Examine modifications' effects over time, e.g. After modifying the rock classification unit, the rock classification project scores have steadily dropped. What might be happening?

What is a learning outcome (SLO)

- The expected learning results of students participating in your course or program.
- What do you expect students will be able to do as a result of completing the course?
- Outcomes should be clear, active, and assessable.
- Example, *Students will apply a Child Development theory in the development of a lesson plan.*
- **Bloom's taxonomy**:

Knowledge	Students can *list* the major theoretical approaches of the discipline.
Comprehension	Students can *describe* the key theories, concepts, and issues for each of the major theoretical approaches.
Application	Students can *apply* theoretical principles to solve real-world problems.
Analysis	Students can *analyze* the strengths and weaknesses of each of the major theoretical approaches for understanding specific phenomena.
Synthesis	Students can *combine* theoretical approaches to explain complex phenomena.
Evaluation	Students can *select* the theoretical approach that is most applicable to a phenomenon and *explain* why they have selected that perspective.

Outcome tips

- Pick an outcome that taps into or is an indicator of the most important piece of what you are doing with students. E.g. *Students will demonstrate an ability to balance a chemical equation (incorporates lots of course elements).*
- Pick a specific, measurable outcome which indicates you are having the expected effect, (<u>not</u> *students will understand the principles of astronomy* <u>rather</u> *student will describe the development of a star).*

Activity #1

- On newsprint, list an outcome (a real one or a made up one) for your course.
- If you would like to look up the outcome on records, I can help (https://mail1.gavilan.edu/slo/relay.php?mode=course).
- When you are finished writing it on the newsprint, paste it up on the wall.

How to assess outcomes

- Embedded assessments (projects, tests items, papers, quizzes), e.g. 2 essay items on a Child Development theory, final presentation on multi-culturalism in America, quiz on the lifecycle of a star
- Surveys (Items on how much students reported learning on a particular topic)
- Interviews (Asking students what they achieved and what worked in the course and why)
- Observations (Observing their skills in a classroom project or field setting)
- Don't forget sampling, (assessing a representative portion of the overall population)

Rubrics

- Rubrics are a way to layout criteria for ratings.
- For example, you can use a rubric for scoring a presentation, paper, or observation. See below:

	4	3	2	1
Thoroughness	Has a lot of information about the article and is very easy to understand the article and its significance	Has some information which can be used to understand the article	Has some information but not enough to properly understand the article	Has only bare bones amount of information about the article
Quality of Information	Information clearly relates to the article. It includes several supporting details and/or examples.	Information clearly relates to the article. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources/citations	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Clarity	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors

Activity #2

- Go back to the outcome you listed on the newsprint, and enter below the assessment method you might or currently use.

How to summarize the data

- Distributions, e.g. 20% were *high*, 50% were *medium*, and 30% were *low*.
- Mean/Average, e.g. the average score of the balancing equations items on the final was 7.8.
- You can also use grades, e.g. on the final project which assessed design skills 20% got As, 20%, Bs, 20% Cs, and 40% got Fs.
- Then, compare essentially the same assessment periodically.
- Summary spreadsheet tool

Reflecting on the results

- The main purpose of this effort is to collect data to help inform curricula or pedagogical modifications.
- So, lets say your outcome results are lower than you expect. This may suggest improving the assessment or improvements in how you teach a particular topic, e.g. most students were not adequately applying a theory in the final essay questions, which suggests more work on helping students make the jump from knowledge to application.
- If things are as you expected, then there might be no need to improve for this area.

Activity #3

- Go back to your newsprint, and enter some sample results and some sample reflections.

What are we doing here

- As per accreditation standards, we are shooting for 100% of our courses and programs assessed and reflected upon.

Year	Major Tasks
07/08	❖ Identify Assessment Coordinator ❖ Develop information resources and website ❖ Train faculty on course-level SLO ❖ Train student service and instructional support staff on program-level SLO assessment ❖ Support course-level work
08/09	❖ Finalize SLO Guidelines ❖ Train faculty on program-level SLOs ❖ Continue course-level support ❖ Collect first round of course-level data
09/10	❖ Collect first round of program-level data ❖ Support remaining instructional programs ❖ Train and support part-time faculty responsible for courses and programs ❖ Support faculty who have not assessed remaining courses. ❖ Train and support Administrative Unit
10/11	❖ Support remaining instructional programs ❖ Train and support part time faculty responsible for courses and programs ❖ Support remaining faculty who have not assessed remaining courses. ❖ Offer training on increasing assessment rigor
11/12	❖ Support remaining instructional programs ❖ Train and support part time faculty responsible for courses and programs ❖ Support remaining faculty who have not assessed remaining courses. ❖ Target key course for more rigorous study.

Submitting your data

- October 10th deadline for 08/09 data. So, 09/10 data will be due in Oct. 2010.
- Here is how you do it: https://mail1.gavilan.edu/slo/index.html

Questions comments

- For more assistance or questions, just contact me:

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