SLO Assessment Development

East Los Angeles College
Veronica Jaramillo, Ph.D.
SLO Coordinator
10/03/08
The goal of the Student Learning Outcomes (SLO) process at East Los Angeles College is to develop and implement innovative and effective assessments of our academic and support programs. These assessments will lead to increased student success through the improvement of our basic skills classes, general education courses, transfer programs, and workforce education programs, as demonstrated by our course completion, certificate, graduation, and transfer rates. This SLO process will serve our multicultural community with its educationally diverse needs, and prepare our students for the challenges of the 21st century.
Core Competencies

Institutional Outcomes
SLOs are:

- A clear statement of what students will be able to know, understand and do as a result of a learning process.
- Connected to Core Competencies
- MEASURABLE
1. Articulate goals for student learning

2. Gather evidence about how well students are meeting the goals (and discuss/interpret this evidence)

3. Use this information to improve and to make learning visible
Assessment is an ongoing process aimed at understanding and improving student learning. It involves:

- Making expectations explicit and public;
- Setting appropriate criteria and high standards for learning quality;
- Systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards;
- Analysis of the evidence of the degree to which expectations for student learning are met;
- Planning improvements based on analysis—using the resulting information to document, explain, and improve performance;
- Institutional in scope.
Assessment is NOT:

- Merely data-gathering
- A research project
- Grading
- A new form of faculty evaluation
Why Do Assessment?

- To improve.
- To document learning.
- To assist in planning and resource allocation processes.
# Assessment Glossary

<table>
<thead>
<tr>
<th>Assessment Types</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measure</td>
<td>Student demonstrates achievement of outcome.</td>
</tr>
<tr>
<td>Indirect Measure</td>
<td>Others report perceptions of how well students have achieved the outcome.</td>
</tr>
<tr>
<td>Quantitative Assessment</td>
<td>Assessment results are summarized in a numerical score.</td>
</tr>
<tr>
<td>Qualitative Assessment</td>
<td>Assessment results are described verbally and may involve rubrics.</td>
</tr>
<tr>
<td>Embedded Assessment</td>
<td>Assessment activities are embedded within courses.</td>
</tr>
<tr>
<td>Value-Added Assessment</td>
<td>Student learning is demonstrated by determining how much your students have gained through the learning experience. (pre- and post- test)</td>
</tr>
<tr>
<td>Absolute Attainment Assessment</td>
<td>Can the students exhibit mastery of the learning outcome at an acceptable level.</td>
</tr>
</tbody>
</table>
## Assessment Glossary

<table>
<thead>
<tr>
<th>Assessment Types</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic Assessment</td>
<td>Assessment process is similar to or embedded in relevant real-world activities.</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Designed to give feedback to improve what is being assessed.</td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>Designed to provide an evaluative summary</td>
</tr>
</tbody>
</table>
# Learning Domains

<table>
<thead>
<tr>
<th>Domain</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Psychomotor</td>
<td>Skills</td>
</tr>
<tr>
<td>Affective</td>
<td>Attitude</td>
</tr>
</tbody>
</table>
Bloom’s Taxonomy

Assessment Tools Examples

- Embedded Questions
- Essay
- Speech
- Portfolios
- Surveys
- Projects
1. The assessment of student learning begins with educational values.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

5. Assessment works best when it is ongoing not episodic.

6. Assessment fosters wider improvement when representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

9. Through assessment, educators meet responsibilities to students and to the public.
Assessment Tools Examples

- Embedded Questions
- Essay
- Speech
- Portfolios
- Surveys
- Projects
Rubric

- A scoring tool that lays out the specific expectations for an assignment or for other assessment purposes.

Information in this presentation is adapted from Introduction to Rubrics by Dannelle D. Stevens and Antonia J. Levi, 2005.
A Simple Generic Rubric

- **4 Strong**  Clear evidence that the student has achieved the SLO.
- **3 Marginal** Acceptable evidence that the student has generally achieved the SLO.
- **2 Inadequate** Insufficient evidence that the student has achieved the SLO.
- **1 Weak**  Little or no evidence that the student has achieved the SLO.
Steps for Creating a Rubric

1. Identify what learning outcome(s) you’re assessing (e.g., critical thinking).
2. Identify an assignment that could enable students to demonstrate they’ve achieved that outcome.
3. Describe the best student product you could expect and the criteria you associate with that exemplary product.
4. Do the same with clearly inferior work, and then with marginally acceptable and marginally unacceptable work.
5. Categorize the criteria—a table is useful for that purpose.
6. Test the rubric, ideally asking colleagues who were not involved in its creation to use it, revising as needed to eliminate ambiguities.
Creating An Outcomes Assessment Rubric

Basic Assessment Rubric Structure

<table>
<thead>
<tr>
<th>SLO Criteria</th>
<th>“Emerging” 0 Points</th>
<th>“Competent” 1 Point</th>
<th>“Exemplary” 2 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion # 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion # 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion # 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion # 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parts of a rubric

- Task Description (Outcome)
- Scales (Levels of Performance or Competency)
- Dimensions (Primary Traits of Evaluation/Criteria)
- Performance Descriptors (Qualifying Statements)
## Basic Rubric

### Task Description (Outcome)

<table>
<thead>
<tr>
<th>Dimension 1 (Criteria)</th>
<th>SCALE LEVEL 1</th>
<th>SCALE LEVEL 2</th>
<th>SCALE LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dimension 2 (Criteria)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dimension 3 (Criteria)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dimension 4 (Criteria)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Level</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task Description

- Involves some sort of performance by the student
- What do you expect the student to do with the knowledge gained
- For example - Course Outcome:
  The student will write a multi-paragraph, in-class essay with an introduction, body paragraphs, and conclusion in response to a reading question.
Example Outcome 1

- Photography 28

Create a single photographic print from a camera original and prepare it for presentation.
The scale describes how well or poorly any given task has been performed.

General guidelines:

- Scale descriptors should be tactful but clear.
- Three levels of performance is usually sufficient at least in the beginning.
Scale Examples

- Exemplary, Acceptable, Unacceptable
- Proficient, Developing, Emerging
- Outstanding, Satisfactory, Unsatisfactory
- High, Average, Low
- Excellent, Average, Weak
describe the criteria that will be used to evaluate the work that students submit as evidence of their learning.

can also convey the relative importance of each of the criteria.

provide students with information on how their work will be evaluated and the relative importance of the skills they need to demonstrate.
For Example:

The reading response contains an introduction whose thesis is well-developed and which provides a structure to the essay. The multiple body paragraphs contain topic sentences that are developed with relevant details and examples, use correct English word order, and use a variety of verb tenses and sentence types. The conclusion extends the thesis in some way.
Photography 10

All photographic work, including negatives and prints, must be current work produced by the individual student for the course. The negatives should demonstrate proficiency with camera operations including focus and exposure, and the film should be properly developed with correct darkroom procedures. The prints should demonstrate printing proficiency, including proper exposure, contrast control and cleanliness. The photofinishing should demonstrate precision.
This area provides a description of what constitutes each level of performance in the rubric.

The performance descriptors offer specific feedback on the dimensions of the task.
Outcome: Students will write a multi-paragraph, in-class essay with an introduction, body paragraphs, and conclusion in response to a writing question.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Contains a well-developed thesis statement that outlines the development of the essay</td>
<td>Contains a thesis statement; may lack a controlling idea or organizing pattern</td>
<td>Thesis statement may be vague or missing</td>
</tr>
<tr>
<td>Body</td>
<td>Body paragraphs provide clear details that develop the thesis; transitions are used throughout</td>
<td>Body paragraphs contain details; use of transitions may be sporadic.</td>
<td>Details may be missing, vague, or irrelevant; few transitions are used</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Extends the thesis in some way</td>
<td>Restates the thesis but may not offer concluding question or extension.</td>
<td>No conclusion evident; student stops writing without coming to a conclusion</td>
</tr>
<tr>
<td>Language</td>
<td>Language is consistently clear with few, if any errors; contains variety in sentence patterns and control of verb tenses.</td>
<td>Language is comprehensible; errors do not distract reader; may lack sentence variety; control of verb tenses may be inconsistent</td>
<td>May contain frequent or serious errors that distract reader; sentence patterns may not vary; control of verb tenses may be weak.</td>
</tr>
</tbody>
</table>
Holistic Approach to SLO Assessment

Sample Report

SLO Assessment in Philosophy

Sample Report

SLO Assessment in Counseling

Sample Report

Resources

- Darryl Kinney,
  Los Angeles City College Assessment Team
- Arend Flick,
  Riverside Community College District Assessment Coordinator
- RubiStar Home page
  http://rubistar.4teachers.org/index.php
Assessment Resources: Books

- Thomas Angelo and Patricia Cross, Classroom Assessment Techniques (Jossey-Bass, 1993)
- C. A. Palomba and Trudy W. Banta, Assessment Essentials (Jossey-Bass, 1999)
Assessment Resources: Websites (all with useful links)

- The California Assessment Initiative: [http://cai.cc.ca.us/](http://cai.cc.ca.us/)
- The Center for Student Success of the California College Research and Planning (RP) Group: [http://css.rpgroup.org](http://css.rpgroup.org)
- Janet Fulks’s excellent Bakersfield College website: [http://online.bakersfieldcollege.edu/courseassessment/Default.htm](http://online.bakersfieldcollege.edu/courseassessment/Default.htm)
- North Carolina State’s comprehensive website: [http://www2.acs.ncsu.edu/UPA/assmt/resource.htm](http://www2.acs.ncsu.edu/UPA/assmt/resource.htm)
- The Riverside CCD Assessment website: [http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm](http://www.rcc.edu/administration/academicaffairs/effectiveness/assess/index.cfm)
# SLO Assessment Course/Unit Development Timeline

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%-10%</td>
<td>15%-25%</td>
<td>25%-40%</td>
<td>45%-50%</td>
<td></td>
</tr>
<tr>
<td>15%-25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25%-40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45%-50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal:

- Have 50% course SLO assessments developed by the spring accreditation visit
- Have whole campus engaged
- Spread the word!
Due December 5th

Data to make self study report accurate

Use SLO Report Form only
Based on What to do with assessment data

Friday, October 17th 9-12 pm in E7-101

Email Assessment results
(jaramiv@elac.edu)
Survey of SLO Assessment Development Workshop

- Please fill out!
- Thank-you!