

SLO Assessment: Training the Trainers

Marcy Alancraig

Learning Outcomes Assessment
Coordinator

Cabrillo College

Writing SLOs



SLOs: The Big Picture



- Requires **HIGHER LEVEL** thinking skills
- Synthesizes many discreet skills
- Requires students to **APPLY** what they've learned
- Results in a product
- Product must be evaluated or assessed by faculty

Objective: Nuts and Bolts

- Describes small, discreet skills
- Requires basic thinking skills
- Do not necessarily result in a product





A comparison: English 1A

Objectives:

- Develop a main idea
- Maintain a clear command of tone
- Show control of standard English grammar

SLO

- Write essays, including research-based writing, demonstrating academic rhetorical strategies and documentation.

Cabrillo Advice: Less is More!

- Restrict SLOs to the most major skills, knowledge or attitudes
- Try for no more than 3-4 at the very most! Two is better!
- Remember that each SLO must be assessed!



Activity: Revise Course SLO

Are there any you can

- Simply?
- Combine?
- Edit?



SLO Assessment Methods



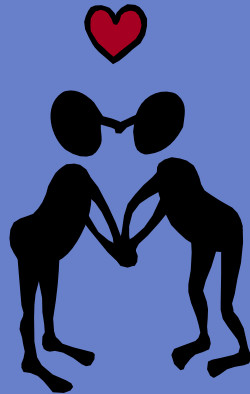


Key Decisions

- How much time do you want to spend?
- Will the assessment be something extra you require of students beyond class work?
- Will the assessment be something extra you expect of faculty?
- Who will analyze the results?
- How will you close the feedback loop?

Reminder:

- Use the KISS method
- Keep it simple, sweetheart!





Course-Embedded Assessment: Expanded Grading

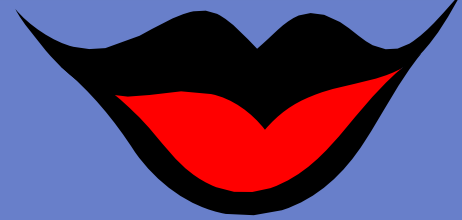
- Assesses artifacts produced in class – papers, projects, portfolios, presentations
- Uses rubrics or other explicitly stated criteria to assess
- Results analyzed and presented to decision makers, resulting in decisions to improve student learning and teaching



Primary Trait Analysis

- Looks at one major assignment
- Instructor constructs Primary Trait Scale that scores each part of assignment
- Results of each section calculated and analyzed by faculty member
- Presented to department with suggestions for how to improve teaching and learning

Cabrillo KISS Variation



- Instructor chooses assignment, writes rubric and grades assignment
- Instructor analyzes results, looking for student issues and needs – no numbers
- Presents to department – no numbers
- Department discusses results overall and makes plans to improve
- Discussion recorded on form that becomes part of Departmental Review

Side Benefits of Cabrillo Variation

- No worries about academic freedom
- No worries about evaluation
- Departmental meeting becomes about teaching - assignment, rubric and results presented
- Some improvement of weak faculty (maybe)





Other variations

- Can have common departmental or section assignment
- Can use common departmental or section rubric or PTA scale
- Can have your researcher analyze grading results, but still have to get him/her the info

Portfolio Assessment

- Students assemble collection of work
- Faculty develop rubric to score it
- Faculty are “normed”
- Faculty score together outside of class
- Requires extra time for norming and scoring
- Can be fun!

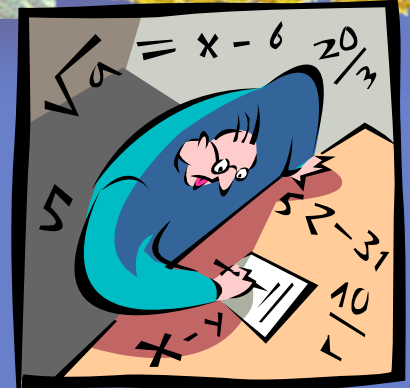


Pre and Post Testing



- Faculty design test that addresses course SLOs
- Same test given to students at the beginning and end of course
- Faculty or researcher scores results and compares them, analyzing to see how well students have achieved outcomes

Testing



- Standardized tests
- Analyzing questions on objective tests
- Common paper or final
- A caution: be careful of matriculation issues

More Key Decisions

- Do you want different methods for each course?
- Would you prefer one method used by all faculty in the department or across the entire college?
- What makes sense for your college culture?



Activity

- Divide into groups by divisions.
- Discuss assessment methods and choose one that will work for you



Rubric Writing

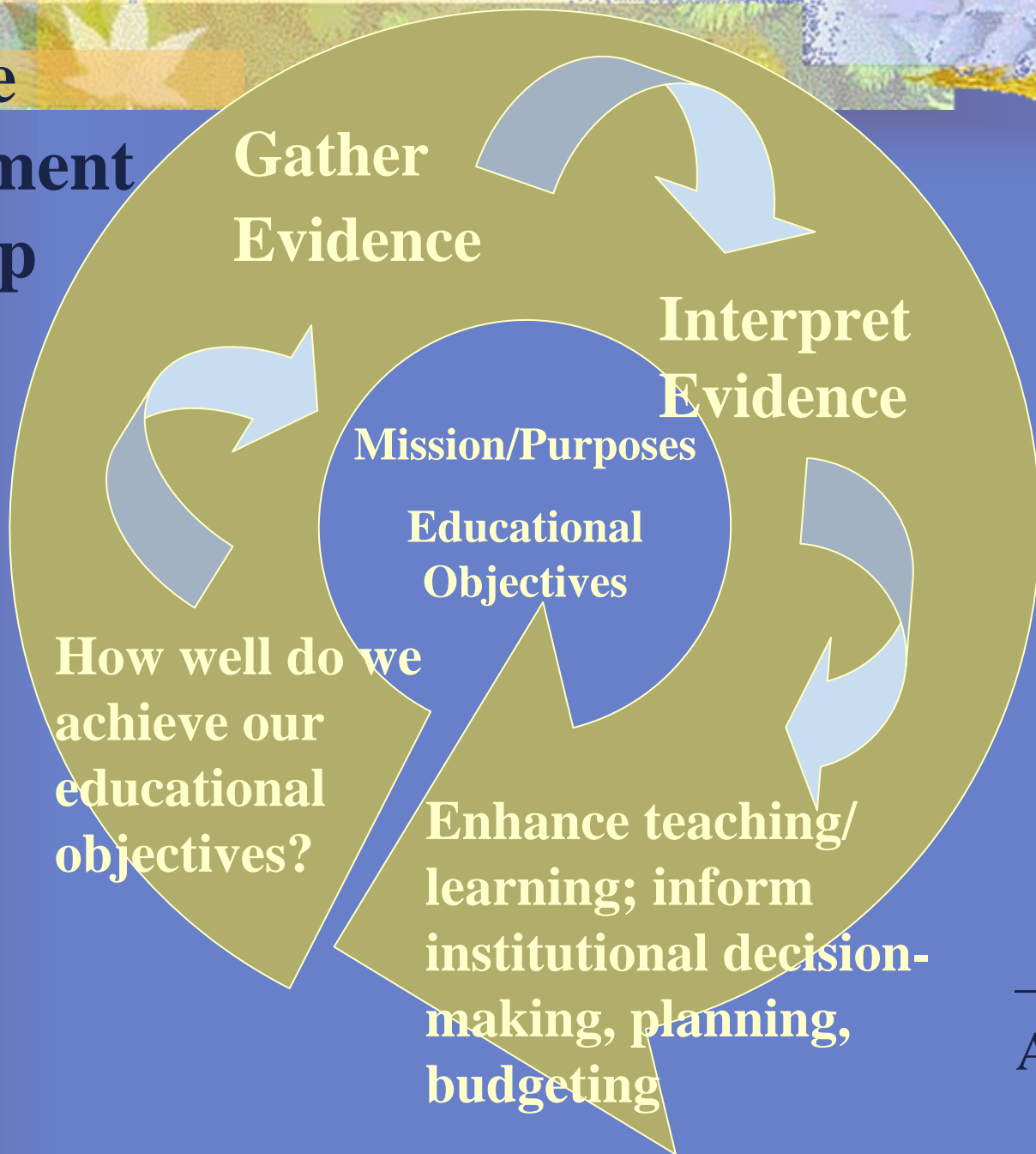


Closing the Loop

- What activity will you use to present assessment results?
- How will this activity result in improving teaching and learning?
- How will you record the results?
- How will you implement them?



The Assessment Loop



– Peggy Maki,
AAHE

Activity

- Fill out Assessment Plan form to chart how you will close the loop!

