SOLANO COLLEGE ASSESSMENT NEWS

SLO ASSESSMENT REMINDERS

Please help us get to our goal of **100%** SLO Assessment completion.

- If your courses haven't been assessed in the last TWO years, please assess them.

- If you have questions about how to assess courses, please contact your school coordinator or the assessment coordinator

- If you have courses that have not been taught in years and there are no plans to teach them in the coming year, talk to your coordinator about deleting/inactivating.

SCHOOL COORDINATORS:

CTE & Bus: Cynthia Jourgensen
Counseling: Jeffrey Young
Health Sciences: Terri Pearson
Liberal Arts: Michael Wyly
Math & Sciences: Randy Robertson
Social & Behavioral: LaNae Jaimez

ASSESSMENT COORDINATOR

Amy Obegi

SUCCESS CRITERIA & RUBRICS – DEFINING THE "COMMON" IN ASSESSMENTS

In courses with multiple sections, it is Solano College's goal to ensure that **all instructors are using the same SLOs, and that those SLOs are measured with the same success criteria**. That way we know whether a student is taking CRN #1 or CRN #2, they are achieving the same learning outcomes by the same standards of success. **The success criteria should be defined by faculty collaboratively and clearly articulated in a <u>common rubric</u>**. However, it is NOT required that everyone use the exact same assessment tool to measure the success criteria. For example, math instructors might use different questions to measure understanding of algebraic functions, or history instructors may require analysis of different historical events to demonstrate the ability to create a reasoned argument. Faculty *can* choose to utilize common assessment tools which can add cohesion to a program, but only common SLOs and success criteria measured in a common rubric are required.

While it will take some time and effort to gather faculty who teach the same courses, the discussions about how we teach students the knowledge/skills embedded in our SLOs, and the criteria that differentiates between a passing and failing grade will benefit students. Students will better understand the skills/knowledge necessary to succeed, and faculty teaching the course will be on the same page about how to measure success. Sample success criteria rubrics from child development, math, and drafting are included on the next page.

When the CurriCUNET Assessment module goes "Live" the SLOs and success criteria will automatically populate. Please collaborate with faculty now to make sure they have been developed and are consistent.

Rubric for Preschool Observation Paper: Demonstrating the Success Criteria for CDFS 038

SLO 1: *Analyze major developmental milestones for children in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies including observation.*

Success Criteria: Students earn a 70% (developing proficiency) or higher on their preschool observation assignment, which demonstrates the ability to apply unbiased observations of a preschool-age child to developmental information in various domains including: biosocial, cognitive, psychosocial, language, and play. Success includes knowledge of developmental domains and the ability to relate to the norms of that domain (measured by a rubric)

Levels: *Criteria:*	**Vague/No Proficiency (59% or lower)**	**Beginning Proficiency (60-69%)**	**Developing Proficiency (70-79%)**	**Proficient (80-89%)**	**Outstanding (90-100%)**
Conforms to project require-ments/ Quality	Student has not completed the observation and/or paper on a preschool age child in a licensed childcare classroom; the paper does not demonstrate understanding of the material; or the paper has been plagiarized	Student conducted a preschool observation and analyzed some of the required content. An understanding of how to link children's behavior to developmental norms & theory is not systematically demonstrated. Frequent writing or organizational errors are present	Student conducted a preschool observation and analyzed development in the required domains. Several concepts are not clearly understood. The paper has some structural and/or writing errors	Student conducted a preschool observation and analyzed development in the required domains. One or two concepts are not thoroughly explored or understood in the paper. Paper is clearly structured and writing is good with only a few errors	Student conducted a preschool observation and analyzed development in **all** required domains. Paper is well written, organized appropriately, & comprehensive in its analysis of how children's behavior links to developmental norms and theory
Analysis & Evaluation	Little to no evidence that the student has analyzed children's behavior according to developmental domains and theory. Systematic understanding is not clear	Little or weak evidence that the student has an adequate understanding of how to link developmental domains and theory to the observation of a child	Student demonstrates an emerging awareness of how to analyze children's behavior according to developmental domains and theory. Some, but not all, concepts are understood	Clear analysis of how to link developmental domains and theory to the observation of a child. A few concepts could be explored in greater depth	Demonstrates a well-developed, deep understanding of how to analyze children's behavior according to domains of development, norms, and theoretical constructs
Citations	Sources not cited according to MLA or APA format	Citations are not consistently present and frequently cited inaccurately	Some citation errors	Minimal citation errors	Source material is quoted and cited appropriately according to MLA or APA format
Mechanics	Writing errors are so pervasive that understanding of student knowledge is prohibited by mechanics of assignment	Sentence, spelling and grammar errors are frequent. There are fragments, run-ons that render the assignment unclear or ambiguous	Fragments, run-ons or unclear wording is evident, but does not impede the mechanics of the assignment. Assignment has spelling and grammar errors	Assignment is varied and sophisticated with minimal writing errors. Assignment may have occasional spelling and grammar errors	Assignment is well-crafted and sophisticated. No fragments, run-ons or unclear wording. Assignment has few, if any, spelling and grammar errors

Adapted from Maureen Powers by Amy Obegi, CDFS

Sample Question and Rubric for Word Problems: Demonstrating the Success Criteria for MATH 330
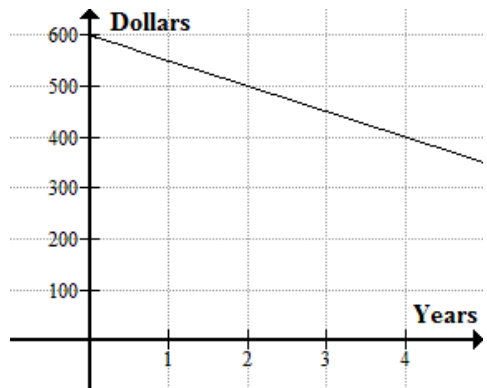
SLO 3: *Analyze and solve real world problems quantitatively and interpret the results.*

Success Criteria: Students will demonstrate proficiency (70%) or higher on exam questions demonstrating the ability to analyze and solve real world problems quantitatively and interpret results.

Question type: Linear application problem

Example: In 2000 a mountain bike was worth $600. The graph shows its decrease in value.
   a.   Using the graph, write the equation that models the value of the mountain bike t years since 2000.
   b.   Use the equation to find when the mountain bike will be worth $100.

Rubric of Success Criteria:

Outstanding	1) Write the correct linear equation using appropriate notation 2) Uses substitution to find the year 3) Clearly states solution using the year
Proficient	1) Write the correct linear equation using appropriate notation 2) Alternate method for finding the year 3) Minor arithmetic/notational errors 4) Doesn't state answer using year
Substandard	1) Incorrect linear equation 2) Correct linear equation but didn't complete problem 3) Guess and check method used
Poor	1) Incorrect or no linear equation and didn't find correct year 2) Little or no work

From Math Faculty

Sample Rubric for Part & Assembly Drawing: Demonstrating the Success Criteria for DFRT 058

SLO 1: *Demonstrate the ability to draw a basic, 3-dimensional, mechanical engineering drawing of a part, in CAD using decimal units and mechanical dimensions*

Success Criteria: Students will demonstrate proficiency by obtaining a minimum of 70% of the points possible as outlined on the rubric, demonstrating the ability to draw a basic 3-D mechanical engineering drawing.

For Part Drawing			
Sketch Skills	**2**	**1**	**0**
Titling- elements name , class, assignment, in the drawing, & file name	All of the elements are included.	Missing 3 or more elements.	Missing 5 or more elements.
Assignment turned in on time.	Turned in the night assigned or turned in before next class	Up to 1 week late	More than 1 week late
Linework-correct number of lines.	All of the lines included in the drawing.	Some of the lines included in the drawing.	50% or less of the lines included in the drawing.
Linework-fully defined	All of the lines are black and status bar says fully defined	Most of the lines are black.	50% or less of the lines black.
Linework- dimensioned to correct length & angle.	All of the lines are the correct length & angle in the drawing.	Some of the lines are the correct length & angle in the drawing.	50% or less of the lines are the correct length & angle in the drawing.
Part Skills	**2**	**1**	**0**
Elements extruded to correct distance.	All elements extruded to correct distance.	Some elements extruded to correct distance.	50% or less elements extruded to correct distance.
Appearances applied	All appearances applied to part	Some appearances applied to part	50% or less of the appearances applied to part
Correct position: correct plane & view	All sketches on correct plane and in correct view	Some sketches on correct plane and/or in correct view	50% or less sketches on correct plane and/or in correct view
For Assembly Drawing			
Assembly Skills	**2**	**1**	**0**
Has the correct number of parts	Has the correct number of parts	Has some of the correct number of parts	Has 50% or less of the correct number of parts
Has the correct kind of parts	Has the correct kind of parts	Has some the correct kind of parts	Has 50% or less of the correct kind of parts
Parts in the correct orientation	All parts are in the correct orientation	Some of the parts are in the correct orientation	50% or less of the parts are in the correct orientation
Parts are mated so that they are fixed in 3D space	All parts are mated so that they are fixed in 3D space	Some of the parts are mated so that they are fixed in 3D space	50% or less of the parts are mated so that they are fixed in 3D space

From Cynthia Jourgensen, Drafting