

SOLANO COLLEGE ASSESSMENT NEWS



October 5th, 2017 Volume 12

ADJUNCT PAY FORM UPDATED

- The adjunct pay form has been updated to reflect the change to META. Part-time faculty are eligible for up to 7 hours of SLO work per semester. Let's work together to collaborate and update our SLOs in META this semester! <http://www.solano.edu/slo/forms.php>

COME UPDATE YOUR SLOS IN META AT THE OCTOBER 10TH OPTIONAL FLEX DAY

- 9:00am-noon in Room 501, open office hours. Our goal is 100% completion this fall.

SCHOOL COORDINATORS:

CTE & Bus: Cynthia Jourgensen

Counseling: Kimberly Ramos

Health Sciences: Terri Pearson-Bloom

Liberal Arts: Rachel Smith

Math & Sciences: Randy Robertson

Social & Behavioral: LaNae Jaimez

ASSESSMENT COORDINATOR

Amy Obegi

CONNECTING STUDENTS TO SLO ASSESSMENTS: Asking students more questions can get us more answers!

At the core of the assessment process is improving student learning, and it can be valuable to get the student's perspective. Increasingly, organizations who study best practices, such as the National Institute for Learning Outcome Assessment (NILOA), advocate for greater student involvement in outcome assessments. Seeing students as active participants rather than passive receivers of assessments, changes the way faculty can envision outcome development and assessment. Here are some suggestions for raising awareness and getting students more involved:

1. When including the SLOs on the syllabus, say in which assignments/exams you plan to conduct the assessment.
2. When giving the instructions for the assignment/exam in which you are assessing, remind them of the SLO
3. Provide the success criteria rubric to the students so they know what knowledge or skills are required for them to become proficient
4. After an assessment, ask students for their feedback. What did they think they were most successful on, what do they feel they need help or support with?
5. At the end of the semester, give students a handout/questionnaire with each SLO and space to write. Ask them what activities, discussions, assignments, etc. helped them understand the outcomes best. Faculty may be doing something that is important to student learning that we don't recognize. Other tasks may not be as effective.
6. We need to have "root cause" conversations. What is at the heart of student successes and difficulties? For example, are all of their assessments at the end of the semester when they are swamped? Are other mitigating factors interfering with success?

*What if we asked students at the end of the term
(or midway through) how they learned the SLOs?
What might we discover? How might that impact
our planned actions?*
