

Ohlone College Course & Program SLOs and Assessment

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“Though accountability matters, learning still matters most.”

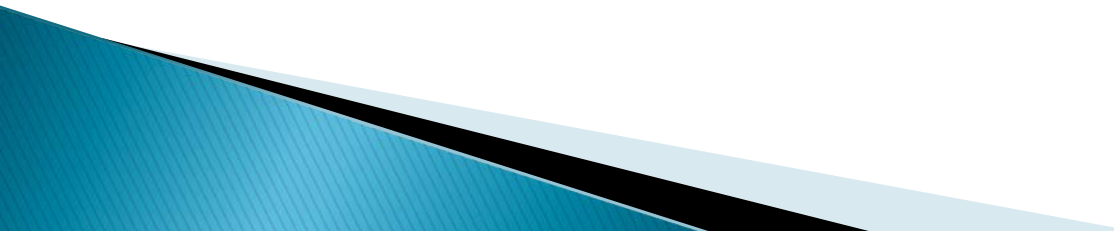
Tom Angelo (1999), former Director,
American Association for Higher Education
Assessment Forum.

ACCJC Rubric for Institutional Effectiveness
in Student Learning Outcomes
Adopted 2002 – Proficiency by 2012

Faculty involved in all aspects
of planning, approvals &
implementation.



Educational Workshops for All During Past 10 Years

- ▶ Student Learning Outcomes.
 - ▶ Assessment and Improvements.
 - ▶ Active & Collaborative Teaching/Learning Methodologies.
 - ▶ Learning Space Design.
 - ▶ Incorporating Technology within learning.
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Student Learning Outcome Professional Enthusiasts (SLOPE)

- ▶ Formed Fall 2003.
- ▶ Co-Chaired by Faculty Senate President and Curriculum Committee Chair.
- ▶ Developed operation definitions.
- ▶ Developed initial guidelines for including SLOs and assessments within official course outlines and program reviews.
- ▶ Wide spread faculty dialog with approval by & collaboration in implementation with the Faculty Senate and Curriculum Committee.
- ▶ Renamed SLOAC - 2006.


Course CurricUNET Module

- ▶ Official Course Outline:
 - Contains Course SLOs.
 - Includes an integrated course outline: SLOs matched with content, assignments, evaluation / assessment.
 - Plan to add page to document assessment and improvements.
- ▶ GE: Course SLOs, content, assignments, and evaluation/assessment are aligned with GE outcomes.
 - GE Committee reviews each GE course, rationale statement & makes recommendation to Curriculum Committee for approval or not.
- ▶ Six year Course and GE Review Cycle.

Course SLOs

- ▶ Course SLOs are approved by the Curriculum Committee and are a part of the Official Course outline.
 - ▶ Course SLOs need to be included in the course syllabi for students.
 - ▶ Course SLOs need to have assessments results and improvements documented.
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Program Review

- In 2003–04, Faculty Senate and Curriculum Committee completed a thorough review of Instructional Program Review.
 - Incorporated SLOs and assessment into the process.
 - Word Reports available on program review website.
 - Four Year Review Cycle.
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Program Review Assessment & Revisions 2008–09

- President's Task Force formed: Developed plans to link program review directly with Institutional Planning and Resource Allocation.
- CurricUNET Program Review Task Force formed: Developed and piloted the CurricUNET Program Review Module.
- Programs and Services defined by Activity Center Codes.
 - College budget codes – same as TOP codes
 - Authority Codes identified for all Deans/Directors

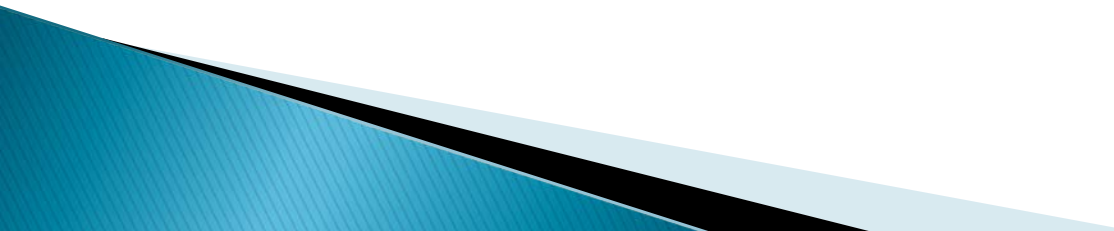
Program Review

Links Student Learning Outcomes & Achievement Assessments to

Institutional Strategic and Budget Planning


- ▶ Course level SLOs are mapped to General Education Outcomes & Program Outcomes.
- ▶ Summary of course SLO assessment provides evidence for the completion of Program SLOs.
- ▶ Reflections on assessment results leads to the development of PIOs.
- ▶ PIOs inform the budget & planning processes.

Process


- Fall 2008: Work began to update strategic plan. Piloted PIO prioritization process.
 - Spring 2009: Developed & piloted prototype for CurricUNET Program Review module.
 - Fall 2009 – Spring 2011: Transitioning from 4 year cycle– All 90 college programs entered into CurricUNET.
 - Fall 2011: Begin annual cycle.
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CurricUNET Program Review Module

Program Review Areas

- ▶ Administrative Services
 - ▶ **Instruction/Disciplines**
 - ▶ Instructional Services
 - ▶ President's Office
 - ▶ Student Development
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CurricUNET Program Review

- ▶ Program Description and Scope
 - ▶ College Mission:
 - How program supports:
 - College mission, vision, & values.
 - College goals & objectives.
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Program SLOs

- ▶ Focus on *student learning*.
- ▶ Broad measurable statements of the knowledge, skills, abilities, and attitudes a *student* will have attained upon *completion* of a cluster of courses – the program.

Program SLOs

- ▶ Outcomes articulate a measurable level of expected *student performance* when leaving the program.
- ▶ Demonstrate that a *student* is *competent* and has *integrated* the knowledge, skills, abilities and attitudes *learned* throughout the program.
- ▶ This can be assessed!

Course & Program SLO Assessment Relationships

- ▶ Assessment of course SLOs is embedded within the assignment & student evaluation processes.
- ▶ All faculty are responsible for teaching to course SLOs on Official Course outline.
- ▶ Course SLO assessment results are summarized & used to show how students are meeting program level outcomes.
- ▶ Operational Definitions:
 - Evaluation: The course grade for one student.
 - Assessment: Summary of how well all students (all sections) did on course & program SLOs.

Program SLO & Assessment

- ▶ How do you know if your students have attained a program outcome at a proficient level?
- ▶ Are the students learning what you want them to learn?
- ▶ Most programs have best practices or performance standards, based on peer reviewed research, to use as a guide.
- ▶ Create Assessment Plans that are:
 - Meaningful.
 - Manageable.
 - Sustainable.

Photography Program

- ▶ **PSLO:** Complete an extended photographic project.
- ▶ **Assessment Strategies:** Portfolio; Culminating Project; Skills Assessment. Portfolios undergo numerous critiques while in progress and once completed.
- ▶ **Criteria and Standards Used to Appraise Student Work:** Portfolio criteria: technical quality; evidence of student's unique voice and style apparent in the approach, scope, and presentation of the work; and cohesiveness with regard to form, content, and meaning.


Photography Program Assessment Results

- ▶ The First Annual Earth Day Photo Contest was an unprecedented success! Seventy five images were submitted. (Every student submitted their project.) The quality of work made it difficult to decide winners but in the end 4 were selected for first, second, third and fourth place. Winning Photos on display in Learning Resource Center.
- ▶ Light the Way: A Photo Book about Ohlone – Class project; Self-published; book donated to college library.

Photography – Closing the Loop

- ▶ Plans to:
 - Continue the same class projects.
 - Work with adjunct faculty to maintain consistency in quality of student outcomes and assessment.
 - In future assessments, determine the percentage of students who complete rubric criteria at each level.

Closing the Loop

- ▶ Successes are documented & celebrated.
 - ▶ Revisions in curriculum or teaching strategies are noted.
 - ▶ Changes in course SLOs or other parts of the Official Course outline, including content, assignments, and evaluation plans, need to be approved by the Curriculum committee.
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SLO Matrix

- ▶ Alignment between courses & programs.
- ▶ Focuses on program coherence.
- ▶ Maps course SLOs, content, assignments, and evaluation to program SLOs.
- ▶ Rubric Key:
 - I: Introduced.
 - P: Practiced with feedback.
 - M: Mastered at level expected at program completion.

	Course	SLO 1	SLO 2	SLO 3	SLO 4
WR	ART 131				
WR	ART 131				M
WR	ART 133A	I	I	I	I
WR	ART 133A				
WR	ART 133B				
WR	ART 133B	P	P	P	P
WR	ART 133C	M	M	M	P
WR	ART 133C				
WR	ART 138A	I	P	P	
WR	ART 138B	P	M	M	
WR	ART 139A	P	P	P	I
WR	ART 139B	M	M	M	P


SLO Matrix Assessment

- ▶ Analyze the matrix. Sample questions to consider:
 - Are all program SLOs addressed within the courses?
 - Are course and program SLOs correlated?
 - Do some courses not address any of the PSLOS? If not, assess why.
 - Does the program progress from simple to more complex?
 - Are some courses out-of-date and thus not taught anymore?
 - Are there any stand alone courses? How do they impact the program?
- ▶ *Include results of this analysis in the SLO & Assessment page.*

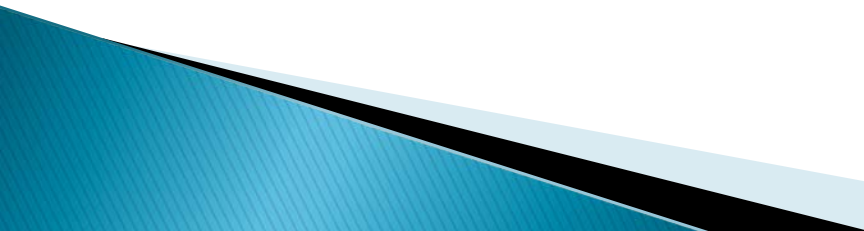
Student Achievement

- ▶ Student Achievement outcomes consist of a series of measures including course & program completion, course retention & persistence, degree and certificates awarded, graduates' transfer rates, success in another institution, employment data, student program evaluation surveys, student satisfaction surveys, FTEF, FTES, WSCH, other.
- ▶ This data is generated by the Ohlone College Research Office.

Student Achievement Outcomes Examples

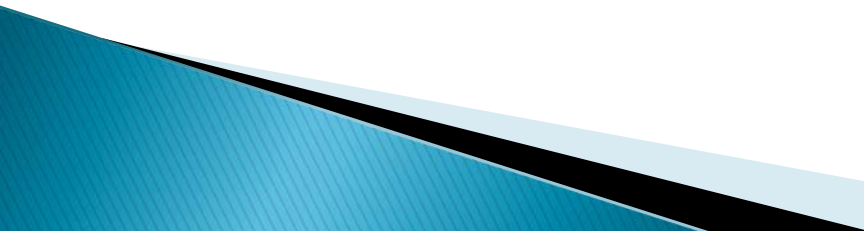
- Number of students who obtain a Certificate of Completion in Photography.
 - Percentage of students who enter the program and meet all requirements for the transfer Associate Degree in Art.
 - Number of students in an occupational program who secure an internship/job.
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Student Achievement Assessment

- ▶ Analyze trends in student achievement over time.
 - ▶ Assess how these trends relate to college goals and objectives.
 - ▶ Analyze programs use of resources: budget, staff, equipment, technology, facility, other. Comment on how the program can best use these resources to promote student learning.
 - ▶ Consider improvements that could be made to promote student learning/success.
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Program Analysis

Analyze and summarize results of the SLO and student achievement assessments.

- ▶ Describe program achievements and successes. Celebrate!!
 - ▶ Describe and prioritize areas for improvement. This information is used to develop Program Improvement Objectives (PIOs).
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PIOs

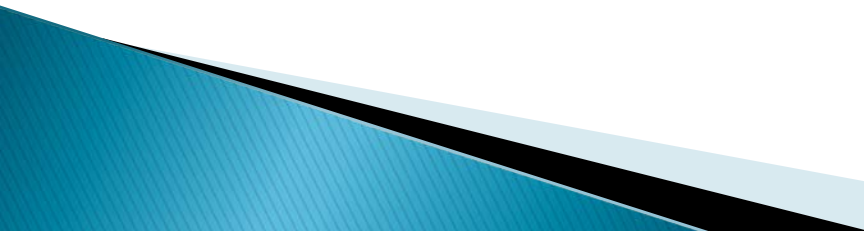
- ▶ Program Improvement Objective (PIO) process designed fall 2008; piloted January 2009.
- ▶ “Measureable objectives identified in Program and Services Review to improve the program or service in support of student learning, including what will be achieved and why. The objectives will be reviewed and revised on a regular basis.”
- ▶ Ohlone College definition, 12.8.08

Program Improvement Objectives

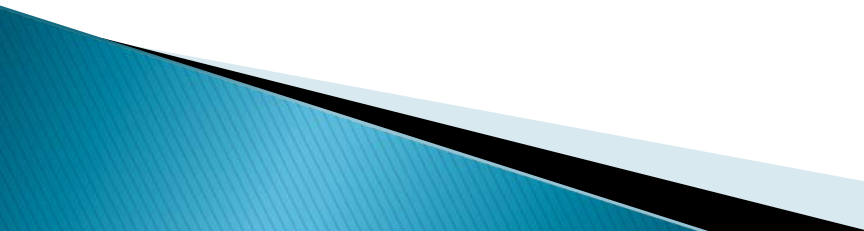
PIOs – Focus on Student Success!

- ▶ PIO: What, Why, Measurable.
- ▶ Action Plan:
 - How (Steps).
 - Resources Needed:
 - Staffing.
 - Equipment.
 - Technology.
 - Facilities.
 - Other.
- ▶ Assessment Plan for PIO.
- ▶ Justification: Relation to College goal(s) & objective(s), impact beyond department, contribution to student success/learning.

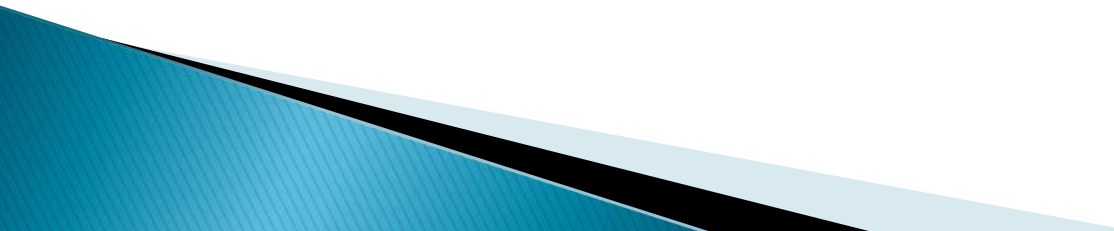
PIO Example

- ▶ Photography: Inform students at entry level on the existence of the program certificate and counsel them on path to complete required courses to raise awareness of course offerings and certificate availability.
 - ▶ Includes Action Plan, Resource Requests, Assessment Plan and Rationale for request.
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PIO Example


- ▶ Physics: Stimulate and expand students' scientific insight and imagination by enhancing individual exposure to physical phenomena, process and experiments.
 - ▶ Includes Action Plan, Resource Requests, Assessment Plan and Rationale for request.
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PIO Assessment

- ▶ Analysis of PIO assessment results and use of resources.
 - ▶ How was student learning or success improved?
 - ▶ Current status of PIO.
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Outside Review Results

Meeting(s) with Advisory Committee or other group to review and disseminate program review results.


- Date of meeting.
 - List each team members name and title.
 - Discuss key feedback provided by team and how it was incorporated into the report.
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Attachments


- ▶ Many types of files can be attached including word, excel, power point, PDF, video, pictures.
- ▶ Allowed filetypes: .xls, .xlsx, .jpg, .gif, .jpeg, .png, .jpe, .bmp, .tif, .doc, .rtf, .pdf, .docx, .xls, .xlsx, .ppt, .pptx, .swf, .avi, .txt

PIOs

PIOs

- Link Student Learning Outcomes and Student Achievement assessments to Institutional Strategic and Budget planning.
 - Reflections on assessment results leads to the development of PIOs.
 - PIOs directly inform the budget and planning processes.
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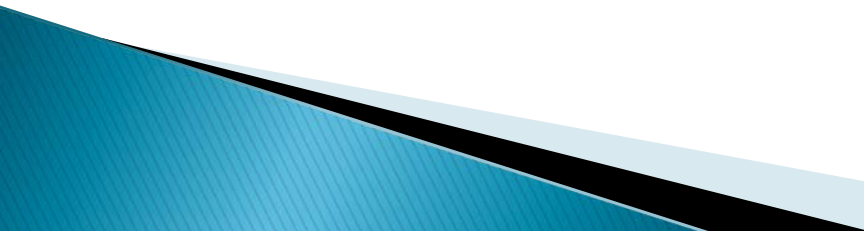
Use Of PIOs

- ▶ PIOs reviewed by the College Council to identify any college-wide planning implications with regard to priorities in the existing College goals and objectives or the need to dialogue about new goals and objectives.
 - ▶ PIOs reviewed to inform annual budget allocation decisions.
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PIOs – Inform Annual Budget Allocation Decisions

- Deans and directors use the PIOs to plan program/department level budgets.
- Various groups use the PIOs as a guide for the expenditure of existing resources and for grant development.
- The college uses a resource allocation process to examine PIOs during the annual planning cycle. Top priorities for possible budget allocation are recommended to the College Council for consideration and approval.

PIO Reporting Tool

- Compiles all PIOs into a searchable data base.
 - This information is exported into an Excel spread sheet and is used in the PIO prioritization process.
 - All PIOs are included on master list and PIOs can be separated out by program.
 - Allows the college to collate, analyze and utilize the PIOs in a variety of ways.
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PIO Resource Allocation Process

- ▶ Ongoing *Annual* Program Review time line aligned with college budget process.
- ▶ PIOs written, updated, assessed annually.
- ▶ Prioritized by Program faculty → Deans → AVPs/VPs → PIO Committee → Resource Allocation, Facilities, Technology Committees and Faculty Senate → Budget Committee → College President/Board.

▶ PIO Prioritization Rubric

Annual Process

- ▶ Beginning with the 2011–12 academic year:
- ▶ Program SLOs and Student Achievements will be assessed annually
 - Following the program's assessment plan
- ▶ PIOs will be assessed annually
 - On a time schedule that lines up with the college budget planning schedule
 - PIOs can be deleted, revised, or added as needed maintaining the key focus of promoting student success

Campus Reception

- ▶ Stages in a Campus Assessment Program*
- ▶ *Roughly based on Wehlburg, C. (1999, May). How to get the ball rolling: Beginning an assessment program on your campus. *AAHE Bulletin*, 51(9), 7–9
- ▶ Where are YOU on this scale?!?

Denial	It's a fad. If we ignore it, it will go away.
Acceptance	OK, I guess we have to do it.
Resistance	Can we subvert the process by not participating or in some other way?
Understanding	Maybe we can learn something useful. Can we find reasonable ways to do assessment?
Campaign	We have a plan. Maybe it's not perfect, but let's get moving!
Collaboration	We have a plan with long-range objectives that are clearly defined, and we have learned that assessment helps us make meaningful improvements.
Institutionalization	We can't imagine working without assessment. It's a permanent part of our institutional culture.

Try it out!

- ▶ CurricUNET Program Review URL:

[Ohlone's Program Review – CurricUNET](#)