



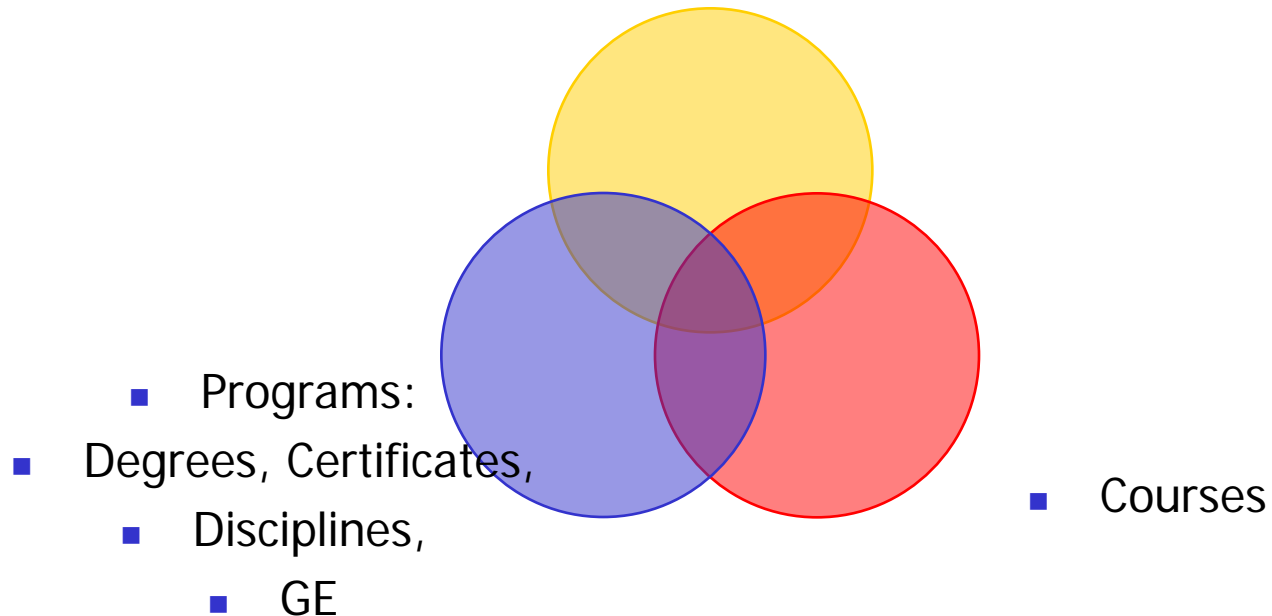
Integrated Student Centered Curriculum

Assessment of Student Learning
Outcomes

Ohlone College

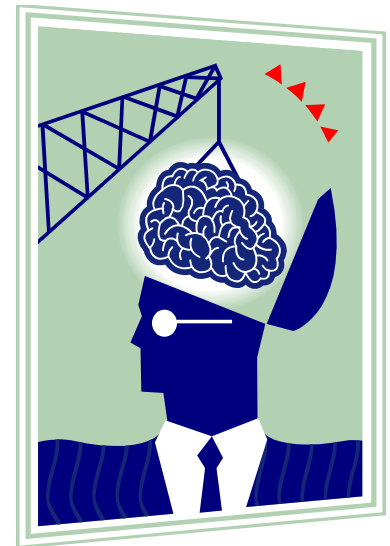
Integrated Cohesive Curriculum

- College Values, Goals, & Mission



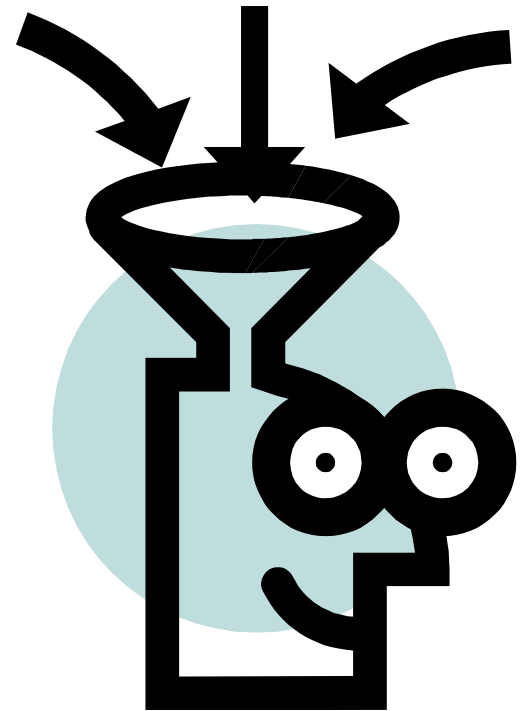
Choose Improvement over Compliance

- ❖ WASC expects accountability
- ❖ Requires colleges to use student learning outcomes & develop methods of assessment
- ❖ Colleges can *choose* which aspects of SLOs to measure & how to measure them



Choose Improvement over Compliance

- ❖ Say "Yes" to *assessment* and *accountability*
- ❖ Promotes a more effective learning environment and widespread instructional improvement
- ❖ Provides faculty a voice in curriculum development & running the college



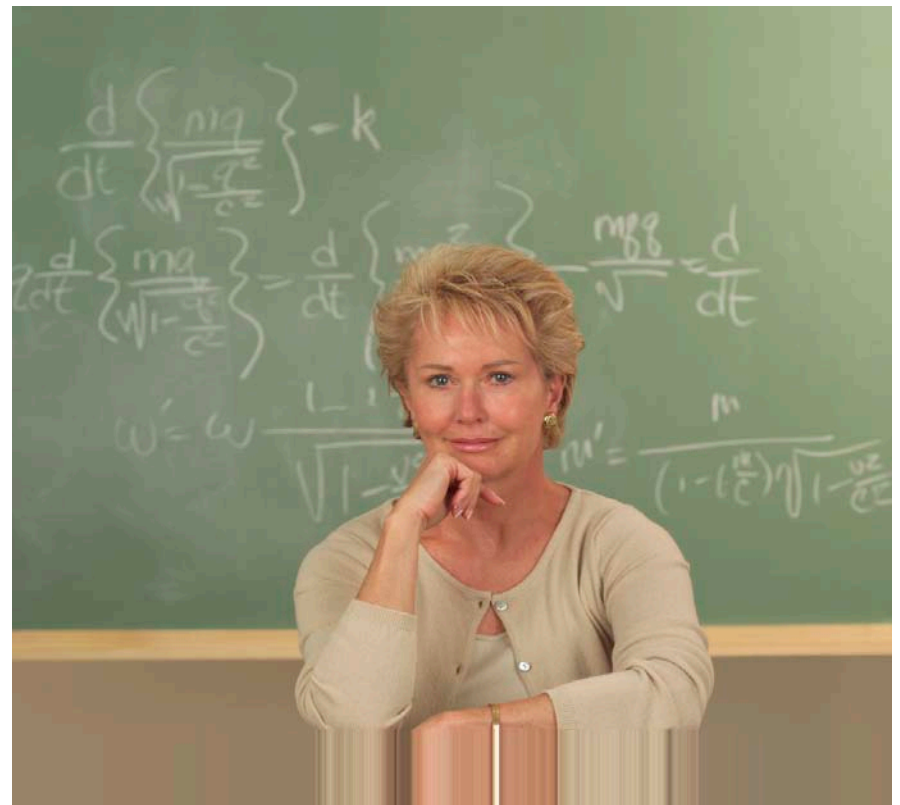


College Level

- ❖ Student Centered Learning
- ❖ Student Success
- ❖ Learning College
- ❖ Inclusive – Diversity, Community
- ❖ Innovative
- ❖ Life Long Learning

Teaching Centered

Focuses on what the **teacher** does *and* the **program needs**.





Learning-Centered Instruction

Focuses on what

Students

will be able to do

with what they know.





Program Level

- ❖ SLO – What will the student know, do, & value upon program completion?
 - ❖ The student will
- ❖ Each course supports program SLOs
- ❖ Assessment – Analysis of student performance to review how each course contributes to student success and to determine what improvements or changes are needed



Course Level

- ❖ SLO – What will the student know, do, & value upon course completion?
- ❖ Course Outline & Syllabus Match - Content outline, assignments, & evaluation support student learning outcomes
- ❖ Assessment – Analysis of aggregate student performance to review course and determine what improvements or changes are needed



First Step: Taking Stock

- ❖ What's working within your courses and programs?
- ❖ What needs to be revised?
- ❖ What can be deleted to make room for new content, courses, or programs?
- ❖ What are the current needs of your students?



Second Step: SLOs

- ❖ Write clearly stated measurable expectations for student learning
- ❖ What students do with what they know and value





SLOs include:

- ❖ Conditions under which performance will be assessed – simulation, lab, portfolio, writing task
- ❖ Criteria or standards for assessing student performance
- ❖ Rubric for scoring student performance



Example Program Outcome

- ❖ Upon Completion of A.A. in a Foreign Language, the student will construct effective language that communicates clearly to a native speaker.
- ❖ Assessment Method: During an interview as part of the final exam, the student will demonstrate the use of conversational skills by asking questions and making spontaneous statements. Scoring will be based on a foreign language assessment grid.



Sample Course Outcome

- ❖ Upon completion of a Foreign Language course, the student will speak the language by responding appropriately to a set of predetermined questions.
- ❖ Assessment method: During performance exam, student's response will be scored based on an assessment grid.



Sample: Student Services; Counseling, Interpreting

- ❖ The student will independently access and utilize the services as evidenced by making an appointment, requesting services, and following through with advice.



Third Step: Assessment

- ❖ Analyze the evidence to determine the degree to which students meet the learning outcomes.
- ❖ Plan for improvement
- ❖ Act on the plan
- ❖ **Close the feedback loop!**



Putting It All Together!

Assessment of Student
Learning Outcomes
is a

**Collective
Responsibility**

http://209.204.139.179/~jond/flash/learning_college.swf

