

## Student Learning Outcomes and Assessment Ohlone College Project Guidelines

Assessment of course, program and GE Plan A student learning outcomes (SLOs) is an ongoing annual process. The goal is to develop a meaningful and reasonable SLO assessment project by using the following guidelines.

- What student learning outcomes do you want to focus on?
- How will you collect evidence to determine if students have met the outcomes?
- How will you use the results to make improvements in your course and/or program to promote student learning?

### **1. Align course, program, and GE Plan A (if applicable) student learning outcomes.\***

- a. Check to see if course student learning outcomes (CSLOs) are aligned with the program student learning outcomes (PSLOs). There is a SLO matrix in the CurricUNET Program Review to assist you with this process.
- b. The GE Committee requests that faculty who teach a GE course align the course and program learning outcomes with appropriate Plan A GE area outcomes.
- c. If needed, update or revise the CSLOs or PSLOs to meet current student and program needs.

### **2. Select course and program SLOs to be assessed.**

- a. Instructional Programs/Disciplines reviews include degrees, certificates, GE Plan A courses and “stand alone” courses. All assessments are included within the Ohlone CurricUNET Program Review module.
- b. Assessment of course and program SLOs, including GE Plan A outcomes, can be completed at the same time if the SLOs at both levels are aligned and if assessment strategies used at the course level also fit for assessing the program level SLOs.
- c. Faculty may start with a question they want answered in relation to student learning or by assessing the common SLOs in a certificate / degree or by choosing another approach.

### **3. Describe the SLO assessment methods. \*\***

- a. Choose the best *authentic assessment method(s) or evidence* to show that students are meeting your CSLOs and PSLOs.
- b. Typically, start with the current strategies you use to evaluate your students. Do your current assignments and methods of student evaluation align with the SLOs?
  - i. If yes, consider selecting one or more of these methods for the course/program level assessment.
  - ii. If no, consider revising some of your assignments or evaluation methods. Then select an assessment method to be used by all faculty teaching the course.
- c. Determine when, where, and how the evidence will be collected.

### **4. Describe the criteria and/or performance standards used to appraise student work in relation to the SLO.**

- a. How will you know if your students have successfully met the learning outcome? Consider how you establish and communicate your grading criteria to the students.
- b. Consider developing a rubric to clearly communicate performance standards to your students. Information on developing rubrics:

<http://www.ohlone.edu/org/sloacomm/docs/designingrubrics.pdf>

## 5. Develop an Implementation Plan

- a. Identify who is responsible for coordinating the assessment project. State person's name.
- b. Develop a timeline for completion of each step of the assessment project.
  - i. Create a realistic plan to complete the project in a timely manner *and* allow for development of any new curriculum or methods of evaluation/assessment.
- c. Develop a second time line to indicate when assessment of all course and program SLOs will be completed. Faculty may begin by assessing one or two outcomes that are deemed important. Then they assess one or two more the next year and continue until all SLOs are assessed.

## 6. Analyze Results and Reporting Out

- a. Work with program/course faculty to collect and analyze the data.
  - i. Faculty dialog is critical to interpreting results and making any recommendations.
- b. Working together, summarize the assessment results and report out.
  - i. Describe successes.
  - ii. Describe revisions in curriculum or teaching strategies used to promote student success.
- c. Update the CurricUNET Program Review module.
  - i. Choose one person to update the assessment data, analysis, interpretation of results, and any improvements planned in the CurricUNET program review module within the following sections: Program SLOs and Assessments, SLO Matrix, Course SLOs and Assessment. Attachments may also be used to document assessment project results.

## 7. Implement Planned Improvements

- a. Reassess. Collect and analyze the assessment data. Summarize the results.
- b. Update the CurricUNET Program Review module.
- c. Share assessment results with others on campus.

## Definitions

**\*Student Learning Outcomes** are *student* focused. They are global and broad measurable statements that clearly state the knowledge, skills, abilities, and attitudes a *student* has attained upon completion of a course or program and upon receiving student services. Learning outcomes:

- Focus on what the student can do
- Demonstrate the student is competent
- Include a measurable expectation
- Use active verbs (Bloom's Taxonomy)

**\*\*Assessment** is aimed at improving the teaching and learning processes to promote "***student learning***". It is the systematic collection, analysis, and interpretation of information, which provides continuous feedback about the success of *all* students in reaching the stated course, program, and/or GE Plan A learning outcomes. Curriculum, teaching methodologies, student assignments, and methods of evaluation are considered. All faculty who teach in the program or a section of the course are involved in the assessment process. Dialog among program/course faculty is critical to success.

**Evaluation** is the judgment of an *individual student's work* to determine the learning achieved, the grade earned, and/or the graduation requirements satisfied.

**Authentic Assessment:** “Traditional assessment sometimes relies on indirect or proxy items such as multiple choice questions focusing on content or facts. In contrast, authentic assessment simulates a real world experience by evaluation the student’s ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the work place or other venues outside of the classroom setting.” (The Academic Senate for California Community Colleges, 2010, SLO Terminology Glossary - A Resource for Local Senates, pages 2-3.

“Authentic Assessment” can be further defined as:

- ✚ Meaningful, engaging, and worthwhile for both students and faculty: the assignments being assessed simulate “real-world” experiences.
- ✚ Relevant to course material (the student learning outcomes): focused on performing meaningful tasks instead of generating memorized knowledge on a test. Students should be able to *do* the subject as well as *know* it.
- ✚ A performance assessment which includes (1) the assignment with clear directions explaining student expectations and (2) a scoring guide or rubric for evaluation.
- ✚ Inclusive of student input: Students are encouraged to contribute to the choice of the assignment. Instructors need to provide the scoring criteria (i.e., rubric) in advance *or* allow students to help create the performance measurements.
- ✚ An individual or group activity: teamwork is a common expectation for many employees.
- ✚ Examples of Authentic Assessment : Portfolios (sampling of student work), projects, performance assessments, skills assessment, conducting laboratory experiments, writing assignments, analyzing case studies, completing internships, testing when “real-life” situations are included.
- ✚ Resources:
  - <http://pareonline.net/getvn.asp?v=2&n=2>  
Case for Authentic Assessment by Jon Mueller, Ruth Stiehl, and Grant Wiggins, 1990.
  - Suskie, Linda. (2009) Assessing Student Learning, a Common Sense Guide, 2cd edition, S.F., Jossy-Bass. pp 26.