Student Learning Outcomes: The Big Picture, and Assessment

Presented by:
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Our concern as educators should be focused on students and student-centered.

How do we know what our students have learned in our courses? In our programs? In our institutions?

- Development of Student Learning Outcomes (SLOs) at the course, program, and institutional levels
- Development of ways to assess the SLOs
Definition: “Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.” (Dr. Thomas A. Angelo)
The Big Picture

- **Authentic Assessment:** “Assessment is authentic when we directly examine student performance on worthy intellectual tasks. Traditional assessment, by contrast, relies on indirect or proxy ‘items’--efficient, simplistic substitutes from which we think valid inferences can be made about the student’s performance at those valued challenges.” (Grant Wiggins)
The ultimate goal of Student Learning Outcomes (SLOs) and their assessment is to improve student learning and incorporate this into our budget and planning processes, including program review.
Chaffey College’s Strategic Planning Framework for Institutional Effectiveness

1. Institutional Mission (Annual Review)
2. Institutional Goals / Ends Policies (Annual Review) (Back into PSR)
3. External Conditions (Put back into Program Review)
4. Program Mission / Program Goals
5. Institutional Effectiveness Process
   5a. Outcomes Statement (SLO, AUO, Programs)
   5b. Assessment
   5c. Summary of Evidence
   5d. Use of Results for Planning
5e. Feedback
5f. Analysis
6. Resources Needed / Budget Requests
7. Subcommittees Recommendations
8. PSR Recommendations
9. President
10. President’s Response to PSR Recommendations (Acceptance / Non-acceptance)
   10a. General Fund
   10b. Instructional Equipment Committee
   10c. Budget Advisory Committee
   10d. President’s Cabinet (Faculty and Staff Prioritization)
   10e. Technology Committee
1. SLO generated from use of results.

2. Means of Assessment

3. Criteria of Success

4. Summary of Evidence

5. Use of Results

5a

SLO Assessment Cycle
SLO Assessment Cycle

Example from Chinese

Chaffey College
SLO Assessment Cycle

1. Learning Outcomes Statement
   Students will be able to successfully engage in basic conversation strategies in Chinese

2. Means of Assessment
   An oral interview was conducted with each student in Chinese 2. Each student was graded on a rubric form. Rubric forms were processed and analyzed by Institutional Research.

3. Criteria for Success
   70% of students will be rated at 3 or higher in all five areas. No students will score 1 in any category.

4. Summary Of Evidence Collected
   93% of students scored 3 or higher overall. Between 85 and 96% of students scored at level 3 or higher in each rubric item. The lowest scoring categories were fluency and word order.

5. Use Of Results
   The Chinese Dept. was satisfied with the results, but they plan to spend more time focusing on some of the fluency issues this year. They will create a study group in the Language Success Center to give students more opportunities to improve their fluency. They will also add more activities in class to practice fluency. At the end of Chinese 3 in Spring 2009, they will assess the students using the same rubric.

Please provide your E-Mail Address (Required)
Keith Wurtz@chaffey.edu

SLO Program
Chinese

Program Type
- ● Instruction
- ○ Student Services

SLO Number 27

Prior SLO Number

1. Estimated Date of Completion
   Spring 2009

2. Estimated Date of Completion
   Spring 2007

3. Estimated Date of Completion
   Spring 2007

4. Estimated Date of Completion
   Spring 2008

5. Estimated Date of Completion
   Spring 2009
Closing the loop involves the use of the results (5) from the summary of evidence as well as how the results inform the development of another SLO (5a).

1. SLO generated from use of results.
2. Means of Assessment
3. Criteria of Success
4. Summary of Evidence
5. Use of Results
1. SLO generated from use of results.

2. Means of Assessment

3. Criteria of Success

4. Summary of Evidence

5. Use of Result

5a

The means of assessment (2) can help to inform the summary of evidence (4) and use of results (5).
1. SLO Statement
Students completing Fundamentals of Interpersonal Communication will be able to create, develop, and present a clear and cogent presentation.

2. Means of Assessment
A collaboratively developed rubric will assess student oral presentations in all COMSTD-4 courses. The rubric will assess the following areas: Introduction, Body, Use of Language, Delivery, Conclusion, and Presentation Aids.

3. Criteria of Success
80% of the rubric scores will be satisfactory or higher.

4. Summary of Evidence
87% of the rubric scores were satisfactory or higher. The conclusion and the presentation aids were more likely to be rated lower. For instance, 78% of the scores under conclusion were satisfactory or higher and 76% of the rubric scores under presentation aids were satisfactory or higher.

5. Use of Results
Based on analytical means of assessment it is clear that identified areas of instructional weakness for this outcome are the conclusion and use of presentation aids. Faculty will collaborate on pedagogical solutions for each area at their annual retreat and then integrate them into existing curriculum.
1. **SLO Statement**
   Students completing Fundamentals of Interpersonal Communication will be able to create, develop, and present a clear and cogent presentation.

2. **Means of Assessment**
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Analytical rubric collaboratively developed by communication studies instructors.

Chaffey College - Student Learning Outcomes
Oral Presentation Evaluation for COMST-4 Courses
Please consult the Rubric Tool handout for detailed scoring criteria.

<table>
<thead>
<tr>
<th>Needs Considerable Improvement</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Exemplary</th>
</tr>
</thead>
</table>

**INTRODUCTION**
- Attention step
- Credibility established
- Clear thesis/central statement
- Preview of main points

**BODY**
- Main point(s)
- Developing ideas
- Support material
- Organization
- Transitions

**USE OF LANGUAGE**
- Concise & accurate
- Appropriateness

**DELIVERY**
- Eye Contact
- Poise
- Posture/kinesic movement
- Vocal variety and volume
- Rate of speech and pausing
- Articulation

**CONCLUSION**
- Summary and final statement

**PRESENTATION AIDS**
- Visible/Audible to everyone
- Clearly reinforce ideas
Means of Assessment
Additional Examples of Rubrics

- Arabic
- American Sign Language (ASL)
- Chinese
- Communication Studies
- Disabilities, Programs, and Services (DPS)
- Math
- Physical Education (PE)
- Student Activities
### Pronunciation

Pronunciation is generally clear though the ability to master tone differentiation and tone changes is not complete.

<table>
<thead>
<tr>
<th>No Communicative Ability</th>
<th>Below Average</th>
<th>Average</th>
<th>Good</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Pronunciation**

- Pronunciation is unclear. The speech may be unintelligible.
- Pronunciation is often unclear. There are many problems of articulation and tone variations.
- Pronunciation is generally clear though there are more problems of tone differentiation and tone changes.
- Pronunciation is clear though the ability to master tone differentiation and tone changes may be still incomplete.

**Fluency**

- Fluency is unnoticeable. Utterances are short and often incomplete.
- Fluency is often unnoticeable. Utterances are short and often incomplete.
- Fluency is often noticeable though it is restricted to some concrete exchanges and predictable topics.
- Fluency is generally noticeable though it is limited to predictable and concrete questions and answers necessary for survival in the target culture--these include personal information covering self, family, home, daily activities, etc.
- Fluency is noticeable. Speakers are able to converse with ease when dealing with routine tasks and social situations though some hesitation and errors may be present.

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※Please turn the page over!※
### No Communicative Ability

<table>
<thead>
<tr>
<th>Word Accuracy</th>
<th>Word order</th>
<th>Grammatical Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word accuracy is not obvious.</td>
<td>Word order is incorrect</td>
<td>Grammatical patterns are improper. Speakers have no real functional ability though they may be able to communicate minimally with a few isolated words and a few high frequency phrases.</td>
</tr>
</tbody>
</table>

### Below Average

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<td>Word accuracy is often not obvious. Speakers mainly respond to simple and direct questions and can ask only a very few formulaic questions when asked to do so.</td>
<td>Word order is often incorrect.</td>
<td>Grammatical patterns are often improper and speakers are unable to sustain sentence level discourse.</td>
</tr>
</tbody>
</table>

### Average

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<td>Word accuracy is often obvious that speakers are primarily reactive and struggle to answer direct questions though they are able to ask basic questions.</td>
<td>Word order is often correct though the utterances may be filled with hesitancy and inaccuracies.</td>
<td>Grammatical patterns are generally proper but are strongly influenced by their first language.</td>
</tr>
</tbody>
</table>

### Good

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</tr>
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<td>Word accuracy is generally obvious that the speech can be understood by native speakers with experience interacting with foreign speakers.</td>
<td>Word order is generally correct though there may be some hesitation.</td>
<td>Grammatical patterns are generally proper though speakers may pause and make self-corrections as they search for the correct vocabulary and grammar.</td>
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### Superior

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<th>Grammatical Patterns</th>
</tr>
</thead>
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<tr>
<td>Word accuracy is obvious that the speech is understandable by native speakers.</td>
<td>Word order is correct and does not interfere with communication.</td>
<td>Grammatical patterns are proper though some errors may still exist in elaborated narration or description.</td>
</tr>
</tbody>
</table>
Means of Assessment

Additional Means of Assessment

- Change over time (Pre/Post-Test)
- Standardized or locally developed measure (e.g.: critical thinking)
- Questionnaires or surveys
- Portfolios
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Use of Results
Conclusions

- What process did you use to develop SLOs? ILOs?
- Can a similar process be used to develop the means to assess the SLOs?
- Where will you house your data? How will you use your data?
- In the end, you need to develop a process that works best for your faculty and your college.