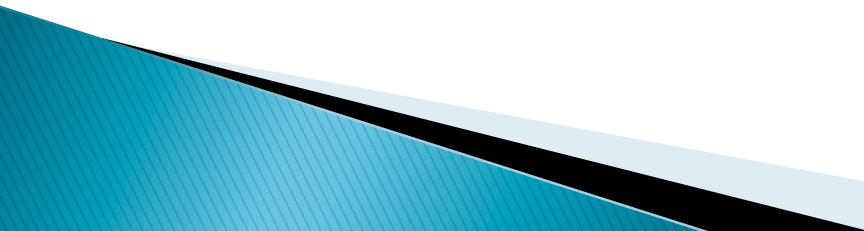


SLO & PLO Assessments

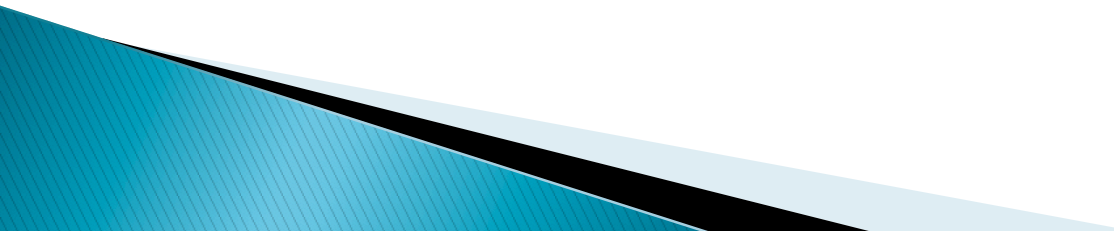
8/14/15



ACCJC Report – Question #36

- ▶ “Discuss alignment of SLOs at your institution, from institution and course to program level.
 - ▶ Describe your activities beyond cross-walking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction.
 - ▶ Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified.
 - ▶ Note whether the described practices apply to all instruction programs at the college.”
- 

ACCJC Report – Question # 38

- ▶ “Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels.
 - ▶ Note whether practices involve all programs at the college.
 - ▶ Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness.”
- 

Assessment Cycle INTENTION

(David Marshall – CSUSB)



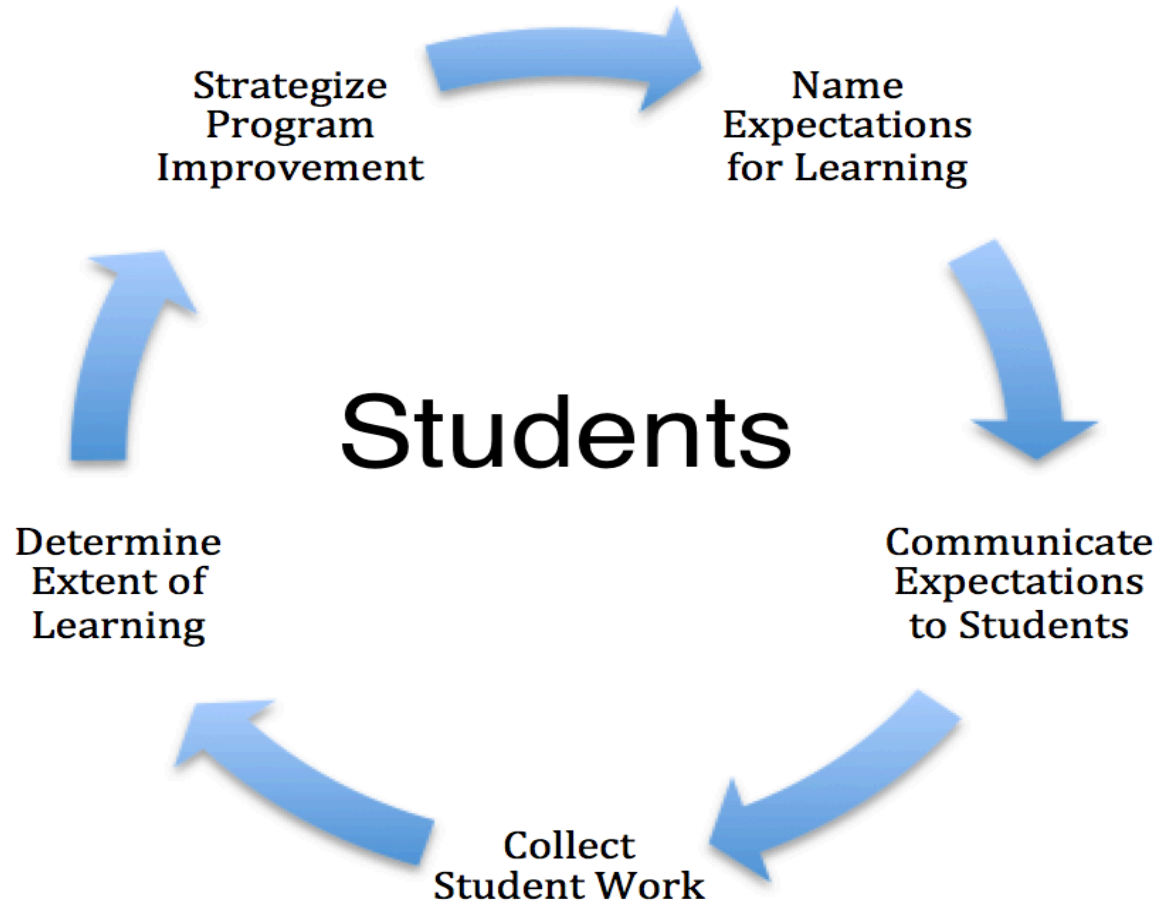
Actual PERCEPTION

(David Marshall - CSUSB)



STUDENT CENTERED View

(David Marshall - CSUSB)

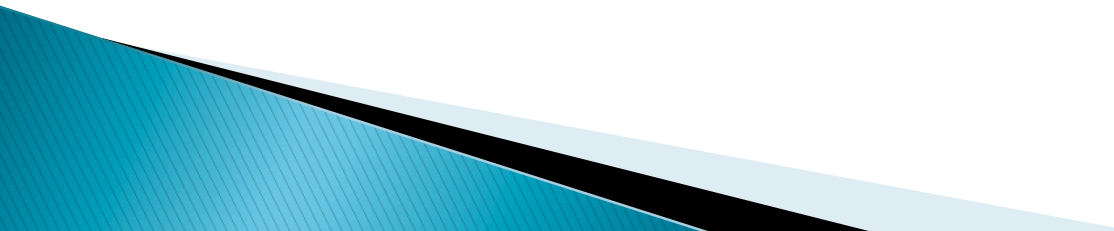


SLO Committee Expectations

1. Consider narrowing the # of SLOs to a reasonable and valuable number.
2. In a 3 year cycle, each SLO should be assessed at least twice in order to ensure improvement in teaching and learning through the assessment process.
(continuous or ongoing evaluation)

All changes to SLOs must be submitted via Curricunet by 9-30-2015

ACCJC – Assessment Expectations

1. All colleges must assess all programs as defined by their catalog (degrees/certificates)
 2. Assessments must go beyond ‘mapping’ course SLOs to PLOs to ILOs.
 3. Assessment must have documented results.
 4. Evidence must indicate the further the development and improvement of the program.
- 

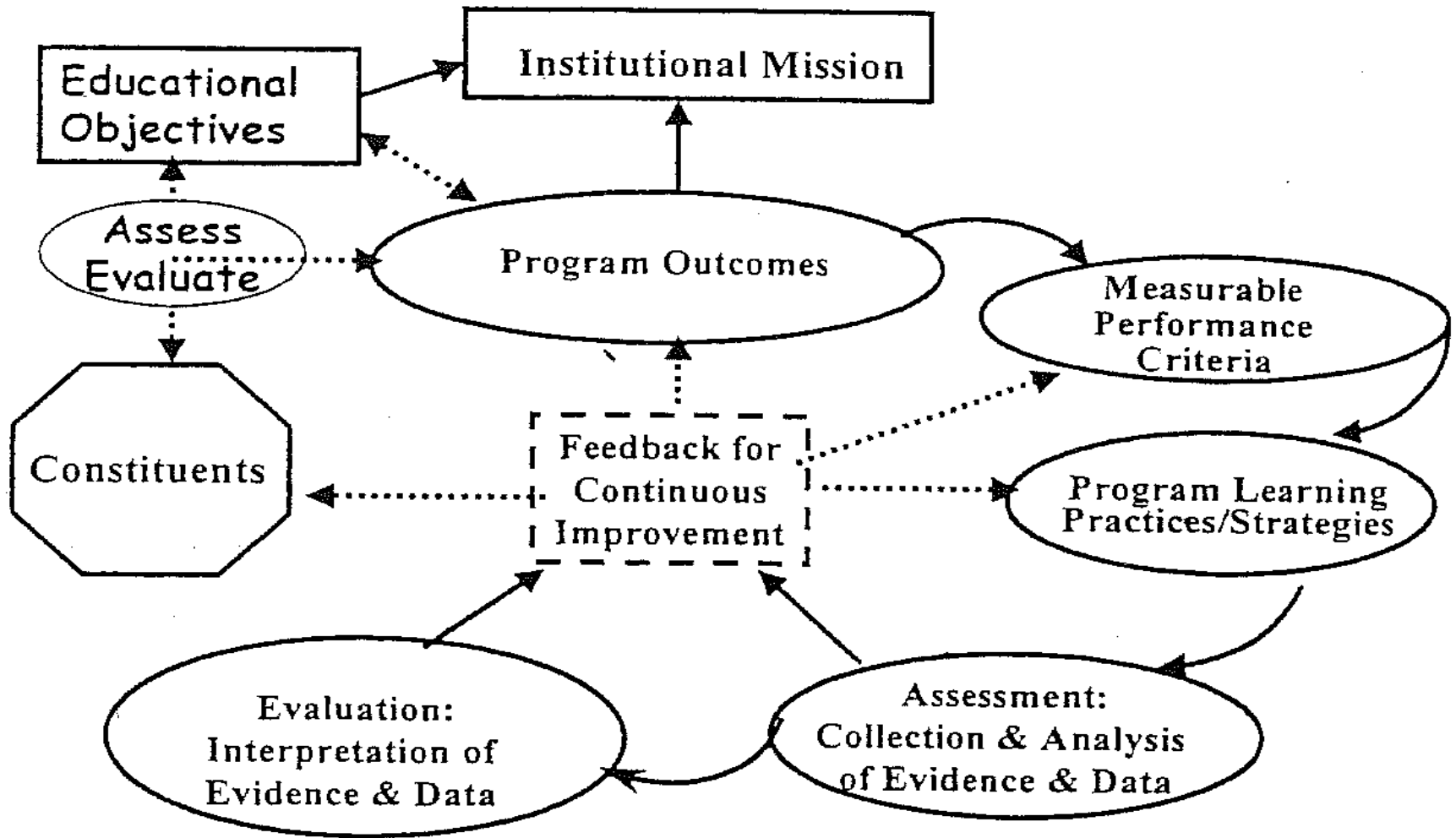
ACCJC – Assessment Expectations

5. Cross-disciplinary approach facilitates the improvement of other programs
6. Outcomes must align with the mission of the institution
7. Outcomes of the programs are continuously measured for ongoing improvement.

All PLO Assessment Plans must be submitted by 9-30-2015. (Submit to Jill Nelipovich)

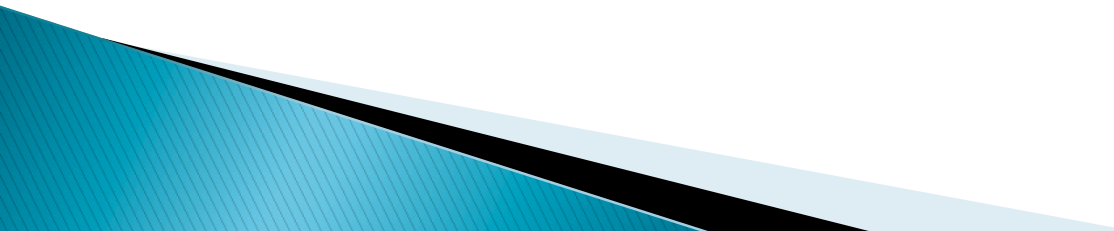


Continuous Improvement Cycle

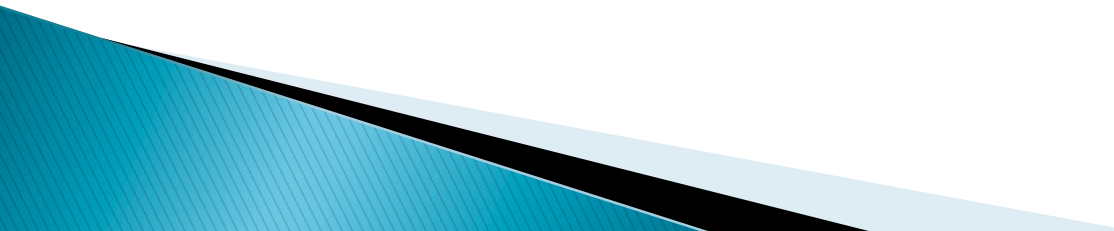


Assessment for Continuous Improvement


Program Assessment Measures

1. Characteristics of effective program
 2. Developing an effective PLO Assessment Plan
 3. Methods to identify assessment needs
 4. Examples of assessment methods
(Are they S.M.A.R.T.?)
- 

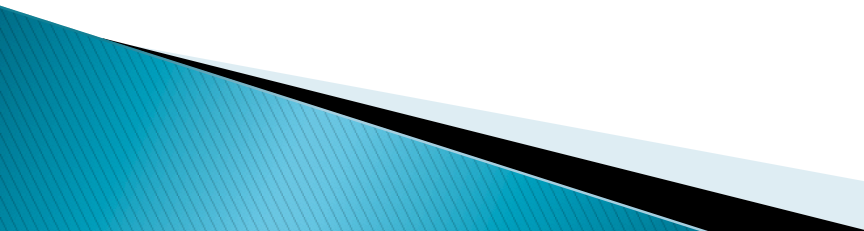
Define characteristics of an effective program (lens of IVC)

1. Student Success Rates
 2. Contribution to Other Programs
 3. Program Completions
 4. High Demand
 5. High FTES
 6. Labor Market Need
- 

Developing an effective PLO Assessment Plan

- ▶ What should students be able to do when they graduate from this program?
 - ▶ What does the degree or certificate mean to employers or transfer colleges?
 - ▶ What evidence can you show to document this?
 - ▶ What and how does the program contribute to the development and growth of the students?
 - ▶ How can **student learning** be improved through pedagogical content knowledge?
- 

Assessment Methods

- Exit and other Interviews
 - Written Survey and Questionnaires
 - Standardized Exams
 - Locally Developed Exams
 - Capstone Course or a Project
 - Case Studies
 - Focus Groups
 - Portfolios
 - Simulations
 - Performance Appraisal
 - External Examiner
 - Oral Exam
 - Behavioral Observation
 - Projects
- 

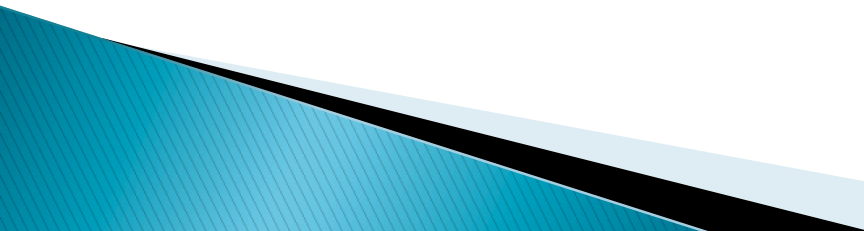
Selecting Assessment Method

- ▶ Each method has advantages and disadvantages, therefore use more than one method.
- ▶ **Validity:**
 - Is it appropriate for the measurement?
 - Does it cover the program objectives?
 - Can the results be generalized and useful for improvement planning?
- ▶ **Reliability:**
 - Will it yield consistent measurements?
 - Is it clearly worded and not ambiguous?

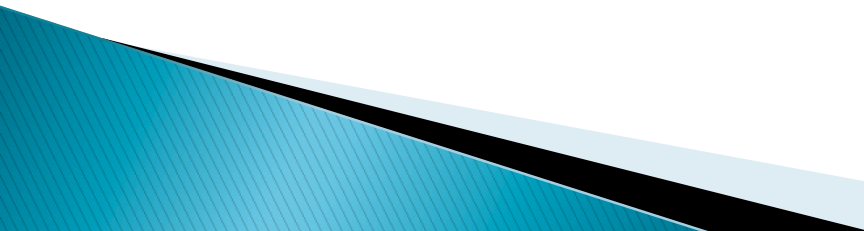
Are the outcomes S.M.A.R.T?

- ▶ **S**pecific Outcomes –
 - Provide specific details regarding the SLO and PLOs?
- ▶ **M**easureable –
 - SLO and PLO assessments are measureable.
- ▶ **A**ppropriate –
 - Assessments satisfy students' abilities and/or experiences
- ▶ **R**ealistic –
 - Measures are realistic and achievable given available resources, etc.
- ▶ **T**ime –
 - Can be analyzed within a reasonable time frame (PLOs)

Activity #1 – SLOs (10 minutes)

- ▶ All Student Learning Outcomes need to be assessed once in a three-year cycle
 - ▶ Is the quantity of outcomes reasonably assessable?
 - ▶ Consider narrowing SLOs to 3 for all courses with 3+ units (if a 1 unit course, only 1 SLO)
 - ▶ Once students “master” an SLO – change it so, as a discipline, you can improve on another content area
 - ▶ Are the SLOs S.M.A.R.T?
- 

Activity #2 – PLOs (15 minutes)

- ▶ All Program Learning Outcomes need to be assessed once in a three-year cycle
 - ▶ Evaluate the PLOs for your department.
 - ▶ Are the PLOs S.M.A.R.T?
 - ▶ Remember K.I.S.S. – Keep It Simple Sweetheart
- 

Next Steps

- ▶ Coming topics for ongoing improvement
 - Data analysis
 - Documenting dialogue between faculty and between disciplines
 - Identifying how has data and dialogue led to defining new or alternate strategies for student success and program improvement

Questions

