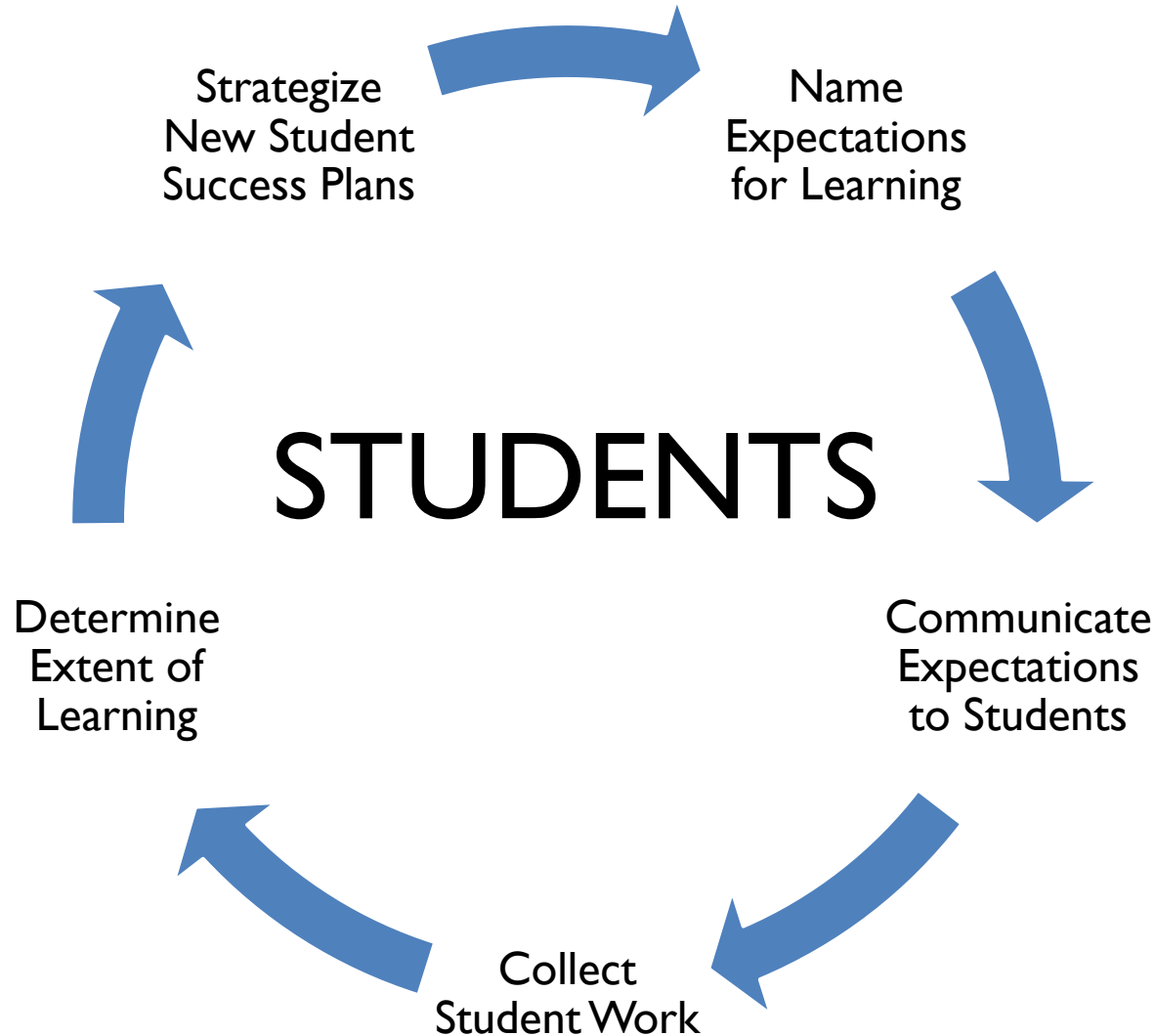


Building a Solid Foundation for Assessment

San Bernardino Valley College
April 8, 2014

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California State University-San Bernardino

Meaningful & Intentional Assessment



“Assessment” of What?

ACCJC Standard II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.



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ACCJC Standard II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

ACCJC Standard II.A.2.h

The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.



“Assessment” of What?

Assessment of Student Learning

Who: for students

What: how much students have learned

When: throughout each semester

Where: in classes

How: using assignments in which students demonstrate their learning

Why: to evaluate whether students have gained proficiency that prepares them to advance to a next course



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Assessment of Program Effectiveness

Who: for ourselves

What: how much we have taught or how successful programs are

When: each year, selectively

Where: in (non-)academic/technical units

How: using direct & indirect data (assignment results & surveys)

Why: to evaluate the extent to which our curricula, pedagogies, activities, and support systems are encouraging student success

ACCJC Standard II.A.1.C



Using the SLOs for Intentionality

SLO Assessment Data Collection Sheet
(Due to the Division Office each semester by Final Grade Submission Date)

Faculty Name:	Course:
Department:	Section:
Semester/Year Assessed: Fall 13	Units:

Outcomes	
Assessment Methods	
Criteria – what is “good enough”? (Attach department or faculty rubric or use the generic rubric below)	
Enter the distribution of student SLO assessment results. Is this distribution satisfactory?	

<i>Draft: Generic Rubric for use if Departmental or Faculty Rubric is Not Available.</i>	Total number of students enrolled in the class	Number of students who met the SLO	Number of students who did not meet the SLO	Number of students who did not assess
SLO 1				
SLO 2				
SLO 3				

<p>Reflect and comment on the successes and challenges in this class. Did you:</p> <ul style="list-style-type: none">• Try new strategies?• Add content?• See notable improvement in class performance?• Identify any learning gaps? <p>In future will you</p> <ul style="list-style-type: none">• Try new strategies• Make recommendations for content, assessment, or SLO modification	
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Apply a departmental rubric to inform completion of the numerical data table below

Numerical Data for tracking longitudinal performance

Space to track instructor strategies as well as **trends in student strengths and weaknesses**



Relating Outcomes

PLO: I

Utilize higher order thinking in applying basic research methods in psychology including research design, data analysis, and interpretation of findings, and, reporting of result both in written and oral forms that are in conformance with APA format.

SLO 1.1: Identify basic research methods and ethical considerations in the study of behavior.

SLO 1.2: Analyze the results of two different kinds of personality tests and birth order for college age adults especially introversions versus extraversion.

Objects of Learning Outcomes

- ▶ Content: facts, concepts, principles/theories
- ▶ Skills:
 - ▶ Cognitive: information literacy, thinking strategies, computational skills
 - ▶ Social/Interaction: communication skills, collaboration skills, initiative/leadership skills
 - ▶ Aesthetic: arts appreciation, proficiency in creative procedures, creativity
- ▶ Values: open-mindedness/love of knowledge, social responsibility, diligence/integrity



Relating Outcomes

	Culinary Arts AA Degree	
	Demonstrate to the instructor during the final exam how to use a knife and the basic knife cuts	Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of the final in this course
	Demonstrate that they understand optimal quantity, price and standard specifications of ordering by completing a class project that showcases each component of purchasing	Demonstrate to the instructor by recalling the top five problems that the restaurant industry encounters on a final exam
	Recall on a written exam how to derive the “Break-even Point” of a restaurant	Define and recall on a written exam the purchasing function
	Recall the seven areas of an HACCP plan	Be prepared to transfer a core curriculum to an accredited, four-year college or university with junior class standing in Culinary Arts or a related major
CLASSES		
CULART 010x4		
CULART 101		
CULART 160		
CULART 161		
CULART 201		
CULART 225		
CULART 235		
CULART 240		
CULART 250		
CULART 275		



- ▶ **Wordy statements:** be concise
- ▶ **Stacked outcomes:** be wary of including too many outcomes in a single statement
- ▶ **Procedural statements:** be aware of process-oriented constructions or assignment stipulations
- ▶ **Un-measurable outcomes:** be conscious of assessment possibilities for each outcome
- ▶ **Too many outcomes:** for every outcome there must be a means of measurement

SLO Pitfalls

Beware these frequent problems with outcomes statements to encourage stronger results.



- ▶ Focus on learning, not processes or assignments
- ▶ Avoid vague verbs (*know, understand, demonstrate*)
- ▶ Use action verbs (Bloom's taxonomy)
- ▶ Use verbs that reflect the level of learning
- ▶ Ensure that outcomes are observable and measurable
- ▶ State what students do (not what instructors do)

Features of Effective SLOs

Employ these strategies for writing strong outcomes statements that communicate clearly what students will know and be able to do.



- ▶ Review program outcomes for degrees and certificates
 - ▶ Are they accurate?
 - ▶ Are they adequate?
 - ▶ Are they aligned to course SLOs?
- ▶ What strengths do you see?
- ▶ What potential problems do you see?
- ▶ How can you respond to those problems?
 - ▶ Are additional outcomes needed?
 - ▶ Do revisions need to be made?
 - ▶ What changes might be necessary?

**The WORK part of
the Workshop:
Part I**

Time: 45 – 60 minutes



Mapping Outcomes & Curricula

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Benefits of Curriculum Mapping

- ▶ Aligns instruction to stated program goals
- ▶ Displays any necessary sequencing of courses/student learning
- ▶ Improves program coherence by indicating:
 - ▶ gaps in curricula
 - ▶ weakly structured programs
 - ▶ un(der)utilized classes
- ▶ Improves communication among faculty (full-time & contingent)
- ▶ Encourages more reflective practice
- ▶ **Increases odds that students achieve identified learning goals**



The Foundation: Learning Outcomes

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SLO I.1: Identify basic research methods and ethical considerations in the study of behavior.

SLO I.2: Analyze the results of two different kinds of personality tests and birth order for college age adults especially introversions versus extraversion.

Use these in assessment rubric



The Foundation: Learning Outcomes

PLO: I

Utilize higher order thinking in applying basic research methods in psychology including research design, data analysis, and interpretation of findings, and, reporting of result both in written and oral forms that are in conformance with APA format.

Put this in the curriculum map

SLO I.1: Identify basic research methods and ethical considerations in the study of behavior.

SLO I.2: Analyze the results of two different kinds of personality tests and birth order for college age adults especially introversions versus extraversion.

Use these in assessment rubric



A Mapped Program

CLASSES	Culinary Arts AA Degree	Demonstrate to the instructor during the final exam how to use a knife and the basic knife cuts	Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of the final in this course	Demonstrate that they understand optimal quantity, price and standard specifications of ordering by completing a class project that showcases each component of purchasing	Demonstrate to the instructor by recalling the top five problems that the restaurant industry encounters on a final exam	Recall on a written exam how to derive the “Break-even Point” of a restaurant	Define and recall on a written exam the purchasing function	Recall the seven areas of an HACCP plan	Be prepared to transfer a core curriculum to an accredited, four-year college or university with junior class standing in Culinary Arts or a related major
CULART 010x4		X							X
CULART 101									X
CULART 160									X
CULART 161			X					X	X
CULART 201									X
CULART 225								X	X
CULART 235									X
CULART 240									X
CULART 250			X	X			X		X
CULART 275					X	X			X



Diagnosing Problems

CLASSES	Culinary Arts AA Degree	Demonstrate to the instructor during the final exam how to use a knife and the basic knife cuts	Demonstrate how to calculate food costs as it applies to menus by pricing a menu as part of the final in this course	Demonstrate that they understand optimal quantity, price and standard specifications of ordering by completing a class project that showcases each component of purchasing	Demonstrate to the instructor by recalling the top five problems that the restaurant industry encounters on a final exam	Recall on a written exam how to derive the “Break-even Point” of a restaurant	Define and recall on a written exam the purchasing function	Recall the seven areas of an HACCP plan	Be prepared to transfer a core curriculum to an accredited, four-year college or university with junior class standing in Culinary Arts or a related major
CULART 010x4	X	X	X	X	X	X	X	X	X
CULART 101	X	X	X	X	X	X	X	X	X
CULART 160	X	X	X	X	X	X	X	X	X
CULART 161	X	X	X	X	X	X	X	X	X
CULART 201	X	X	X	X	X	X	X	X	X
CULART 225	X	X	X	X	X	X	X	X	X
CULART 235	X	X	X	X	X	X	X	X	X
CULART 240	X	X	X	X	X	X	X	X	X
CULART 250	X	X	X	X	X	X	X	X	X
CULART 275	X	X	X	X	X	X	X	X	X



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CULART 101					X				X
CULART 160						X			X
CULART 161			X				X		X
CULART 201						X			X
CULART 225			X				X		X
CULART 235		X							X
CULART 240					X		X		X
CULART 250		X	X						X
CULART 275					X	X			X



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CULART 010x4		X							X
CULART 101									
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CULART 161			X					X	X
CULART 201				X					X
CULART 225		X						X	X
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CULART 250			X	X			X		X
CULART 275					X	X			X



- ▶ Map courses to the outcomes in the maps
- ▶ To what extent do courses address outcomes?
- ▶ To what extent are there gaps?
- ▶ How can you address those gaps?
 - ▶ Are additional courses needed?
 - ▶ Are there unnecessary courses?
 - ▶ What changes might be necessary?

The **WORK** part of the Workshop: Part 2

Time: 45 – 60 minutes





Looking Ahead

Assessment Summary Form

Program SLO Summary Evaluation Form

Division:

Program:

Semester Evaluated:

Next Evaluation:

Program Learning Outcome	
Program SLO Assessment Methodology	
Criteria – What is “good enough”? Rubric	Click here to enter text.
What % of students met the criteria? Is this % satisfactory?	Click here to enter text.
Were trends evident in the outcomes? Are there learning gaps?	Click here to enter text.
What content, structure, strategies might improve outcomes?	Click here to enter text.
Will you change evaluation and/or assessment method and or criteria?	
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>
Will you rewrite the Program SLO?	Click here to enter text.
Response to program outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p>Click here to enter text.</p>

Goals for Moving Forward

May 28:

The goal is to receive program maps by 5/28/14 so the maps can increase our percentage of ongoing program assessment in the accreditation self-evaluation.

Activities for Goal

- ▶ Review (and revise) outcomes for programs
- ▶ Complete curriculum maps



Goals for Moving Forward

September 1:

Program Maps & Program Evaluations received by 9/1/2014 can be included in the Update Report provided to the visiting team as further evidence of ongoing program assessment and systematic program evaluation.

Activities for Goal

- ▶ Complete Program Assessment forms

Fall:

- ▶ Assessment planning/trouble-shooting sit-downs with David Marshall
-





Thank you