

SOLANO COLLEGE ASSESSMENT NEWS



October 2016, Volume 1

SLO QUALITY RUBRIC & COURSE ASSESSMENT FORM

The Assessment Committee has updated the SLO Quality Rubric to help clarify what makes a quality assessment. We have also aligned the SLO-Course Assessment form with the new rubric. One of the new questions relates to closing the loop. Tell us how your previous planned actions worked and any changes you will make to support student learning. Find the new rubric, SLO form, and a sample in this newsletter or on the Solano website:
<http://www.solano.edu/slo/>

SCHOOL COORDINATORS:

CTE & Bus: Cynthia Jourgensen
Counseling: Jeffrey Young
Health Sciences: Terri Pearson
Liberal Arts: Michael Wyly
Math & Sciences: Randy Robertson
Social & Behavioral: LaNae Jaimez

ASSESSMENT COORDINATOR

Amy Obegi

GOAL: 100% SLO ASSESSMENT COMPLETION

As a college, we are striving for a goal of 100% SLO completion. We need your help to make this a reality! If your courses haven't been assessed in the last two years, please assess them this semester and share your results with your school coordinator. One of the obstacles we are encountering is missing assessments due to courses that haven't been taught in recent years. It is important that we delete from CurriCUNET and the catalogue classes that we haven't taught, or don't plan on teaching in the next two years. With this step, we will provide students an accurate picture of the courses they can expect to take, and get closer to our completion goal. Please note, these classes can be brought back in the future – they will be archived in CurriCUNET. Contact your School Coordinator and/or your Curriculum Committee representative if you have questions about how to remove courses.

*STAY TUNED: School Coordinators will
arrange meetings with discipline faculty to
review unassessed courses & support faculty
with SLO questions*

COMING SOON: CURRICUNET ASSESSMENT MODULE

As soon as the College gets CurriCUNET META up and running, the Assessment Committee in consultation with the VPAA and Academic Senate, will design and implement an assessment module on CurriCUNET. This will allow faculty to directly input their own SLOs and will allow for easier tracking. We are hoping to go live at the start of Spring Semester 2017. Stay tuned for more information and trainings.

SLO QUALITY ASSESSMENT RUBRIC

SOLANO COMMUNITY COLLEGE

Utilize this tool to review your student learning assessments to ensure they fall in the quality range. The SLOs and success criteria will be the same across all sections of the same course. The methods, results, planned actions, and closing the loop are individualized for each instructor's assessment.

	QUALITY	INADEQUATE
Student Learning Outcome	Outcomes are clear, measurable, and specify the knowledge or skill to be mastered by the students. SLOs have been chosen carefully so that the 2-4 SLOs for the course represent the most important learning to be mastered	Outcomes are not measurable (ex. understand the important of...), or are overly narrow or broad (ex. attempt to measure 3 or 4 skills in one SLO)
Success Criteria	Success criteria for the course is the same across all sections. Describes what the quantitative AND qualitative measures of success are for the SLO. Focus is on the knowledge and/or skills students are expected to master. A common rubric is included for courses with multiple sections	Criteria not described or reported superficially (ex. 70% pass with a "C" or better). Only reported quantitatively OR qualitatively
Methods	Methods of assessment are substantial enough to gauge student learning and/or skills. For example, 10-20 multiple choice questions, papers, portfolios, in-class skill demonstrations, etc. Where appropriate, multiple assignments and/or methods are utilized to assess the SLO. These measures are described or attached	Methods not reported or reported superficially (ex. "exam" or "rubric")
Results	Results for the SLO assessment are described in both quantitative AND qualitative terms. The specific strengths and weakness of students are reported	Results are not reported or reported superficially (ex. 73% successful)
Planned Actions	Planned actions are derived from the analysis of results. Plans include information about any needed adjustments to assignments or class activities, resource needs, etc. Where appropriate plans to submit instructional equipment requests or course modifications are noted. If students met the success criteria, comment on the teaching strategies and/or assignments that you believe helped them become successful. If the SLO itself needs to be modified, rationale is provided	Planned actions not reported or the actions are not connected to the results. Analysis is cursory
Closing the Loop (if applicable)	For courses that have been assessed by the faculty before, changes or results stemming from previous planned actions are reported. Faculty note if changes will or will not become a regular part of the course or assessment and why	Results of previous planned actions are not reported or described minimally

Approved by Academic Senate, 10/03/16

SLO-COURSE ASSESSMENT FORM

Course number/name:

Semester of course:

Date of assessment:

Assessor's name:

SLO 1: (insert here)

- ➔ Success criteria: (these should be the same across all sections of the course)
- ➔ Methods:
- ➔ Results: (reported in both quantitative and qualitative form)
- ➔ Planned action:
- ➔ Closing the loop: (what were the results of any previous planned actions from former assessments of the course)

SLO 2: (insert here)

- ➔ Success criteria: (these should be the same across all sections of the course)
- ➔ Methods:
- ➔ Results: (reported in both quantitative and qualitative form)
- ➔ Planned action:
- ➔ Closing the loop: (what were the results of any previous planned actions from former assessments of the course)

SLO 3: (insert here)

- ➔ Success criteria: (these should be the same across all sections of the course)
- ➔ Methods:
- ➔ Results: (reported in both quantitative and qualitative form)
- ➔ Planned action:
- ➔ Closing the loop: (what were the results of any previous planned actions from former assessments of the course)

DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, rubrics, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment).

Approved by Academic Senate 10/03/16

SLO-Course Assessment Form

SAMPLE

Course number/name: CDFS 038: Child Growth and Development

Semester of course: Fall 2015

Date of assessment: January 2016

Assessor's name: Amy Obegi

SLO 1: Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies including observation.

- ➔ **Success criteria:** Students earn a 70% or higher on their preschool observation assignment, which demonstrates an ability to apply unbiased observations of a preschool-age child to developmental information in various areas including: biosocial, cognitive, psychosocial, language, and play. Success includes knowledge of developmental domains and the ability to relate to the norms of that domain (measured by a rubric).
- ➔ **Methods:** An hour observation of a preschool age child and paper
- ➔ **Results:** 75% of students (18) passed with a score of 70% or better. Of those that did the paper, 90% passed. There were 9 A's, 6 B's, and 3 C's. There was 1 D and 5 F's. Of the F grades 4 did not turn in papers. Most were due to personal challenges (taking care of a sick relative, student illness (physical and/or mental health). Those that did the paper demonstrated competence linking observed behaviors to developmental terminology. Some struggled with an understanding of perseveration in the context of brain development. Others had a hard time adequately quoting developmental norms, particularly Jean Piaget and Lev Vygotsky.
- ➔ **Planned action:** First, to encourage students to be successful, I will continue to use a rubric, grid, and in-class work days. On two days, I flip the classroom so students have time to work on their papers and ask questions if they are having difficulty linking theory to practice. There are always lots of questions that I shared with the group which collectively helps them how to recognize developmental norms in children's behaviors. I will also continue to provide examples of quality papers and offer to give feedback on papers ahead of the due date. I will also provide more reminders of how to cite appropriately. To help those with personal stresses, I will refer to counseling or other student services (writing center, DSP, etc.). I will check in by email with students who begin to miss class to see if support can be provided to help them complete.
- ➔ **Closing the Loop:** Based on the last assessment, I noted that not all students had the text. This year, I made sure copies were in the libraries on the Vacaville and Fairfield campuses. I provided a sample that shows how to quote and cite. I also referred students to the drop-in writing center.

SLO 2: Compare and contrast various theoretical frameworks that relate to the study of human development.

- ➔ **Success criteria:** Scores of 70% or better on final examination, which includes a cumulative assessment of theories of child development.
- ➔ **Methods:** Multiple choice and essay questions related to theories of development
- ➔ **Results:** 71% of students passed the final exam. Of those who attempted 77% passed. Grades were 7 A's, 6 B's, 4 C's, 3 D's and 4 F's. Students who did the best were those who attended the in-class final exam review date. Students did well with questions that related to general knowledge of theories, but didn't add needed depth to essay questions.

- ➔ Planned action: I will encourage students to attend the final exam review and stress the importance of thorough essay questions. I will continue to provide a study guide and will add two in-class exercises at the end of the semester: 1) students are asked to compare and contrast two developmental theories to prime them for what is expected on the final (I will utilize different theorists for the exam), 2) an activity that gives theoretical perspectives on children's behaviors to see if they can recognize which theory applies.
- ➔ Closing the Loop: In my previous assessment, I considered purchasing a videotape that summarizes the major theories of development to refresh students at the end of the semester. I haven't found such a video yet and will keep looking to see if this is the best option. In the absence of a comprehensive video, I could upload you-tube clips of theoretical concepts on our CANVAS shell for students to review.

DATA/EVIDENCE:

Faculty – Please attach rubrics, copies of course assignments, test questions, etc. that demonstrate the success criteria and methods of evaluation.