SOLANO COLLEGE ASSESSMENT NEWS

DEPARTMENT CHECKLIST (#ASSESSMENTGOALS):

☐ Have all of your course SLOs been assessed within the last two or three years?

☐ Have faculty collectively reviewed SLOs to ensure they are meaningful, clear, measurable, & most relevant to the course?

☐ Have faculty begun creating success criteria rubrics for courses with multiple sections?

☐ Have SLOs changes been shared with both full-time and part-time faculty?

SCHOOL COORDINATORS:

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

ASSESSMENT COORDINATOR

Amy Obegi

CURRICUNET META ASSESSMENT MODULE: Construction in-progress

Governet is currently working on implementation of our assessment module in CurricUNET, and we will likely "go live" this semester. We are excited about the functionality the module will provide such as linking with college's integrated planning and resource allocation process, the ability to disaggregate data by modality, location, etc., curriculum mapping between PLOs, GELOs, and ILOs, and most importantly greater sharing among faculty about teaching and learning. Trainings will be available once the module goes live. In the meantime, we ask faculty to get ready by making sure learning outcomes are written clearly and meaningfully, success criteria have been defined, and their assessments are up-to-date.

70% OF WHAT? RETHINKING SUCCESS…

In reviewing success criteria, many coordinators have seen the phrase "70% of students will pass with a grade of "C" or better." We want to reframe this benchmark and ask facuty to look at each student's skill/knowledge obtainment rather than the course as whole. We encourage you to change the criteria to "Students received a score of 70%* or higher on the exam (assignment, etc.), which means they demonstrated the ability to…(you fill in the blank)." Phrasing the success criteria in this way changes the focus to student's learning obtainment. Faculty can then report on students strengths and both qualitatively and quantitatively. If students have done well on the assessment measure, we can emphasize the teaching strategies that worked. If they are struggling, we can look at practices in the classroom and in the college that might bolster learning. *please note that in some disciplines, the score needed to pass may be different

*Below, find an example of a **quality** SLO assessment from David Schrumpf, adjunct professor in the Department of History*

SLO – Assessment Form

Course Number/Name: HIST 17, History of the United States to 1865

Semester of Course: Fall 2016

Date of Assessment: December, 2016

Assessor's Name: David Schrumpf, M.A.

SLO #1: Recognize and define the major economic, social, cultural and political events and trends in American history c.1400-1865.

Success Criteria: Students will answer at least 70% of exam questions ("C" average) assessing understanding of economic, social, cultural and political trends in American history correctly.

Methods: Students were assessed on two different reading quizzes totaling 40 multiple choice questions testing their understanding of the above events and trends in American history c. 1400 – 1865.

Results: Of the 40 items in the assessment, 12 (30%) were below the success criterion, and 28 (70%) were at or above the success criterion. The overall average on the set of assessments was 27.8 out of 40, which was quite similar to success criterion for the assessment as a whole.

The following trends were evident from the assessment:

- Students had the most difficulty with questions that required the application of conceptual thinking, rather than simple recall of information or the definition of key terms.
- Students had the most success on questions that paraphrased review questions from the reading guides (prepared by the instructor) or dealt with the definition of key terms from the reading guides.
- Questions gauging understanding of political events and trends had the highest rate of success (90% of students met success criteria on the 10 items relating to political history).
- Questions gauging understanding of social events and trends had the lowest rate of success (40% of students met success criteria on the 10 items relating to social history).

Planned Action: I will refine both my reading guides and course discussions to more carefully address social and cultural history rather than focusing so strongly on political history and development. Additionally, I plan to spend more time during class helping students draw connections between historical events and apply conceptual thinking so that they are better able to answer questions required the application of concepts to exam questions.

It is evident from the data that students are having difficulty understanding how the perspective of historical actors pertains to concepts from relevant historical eras. I will consider designing an assignment or activity in which students "roleplay" historical actors in order to get them to examine perspectives on relevant historical concepts, such as the ratification debates or the role of women in early republican society.

Closing the Loop: N/A. This is my first time assessing the course SLOs.