

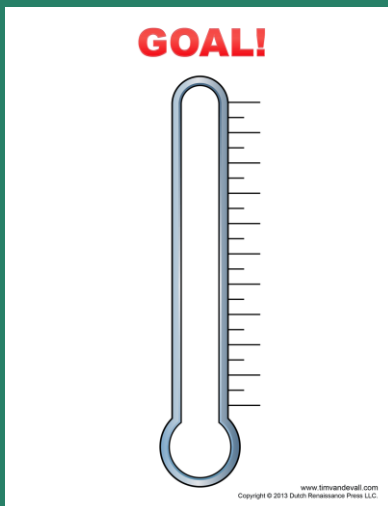
# SOLANO COLLEGE ASSESSMENT NEWS



September 13, 2017 Volume 11

HELP US REACH OUR  
GOAL OF GETTING ALL  
SLOS UPDATED IN  
META THIS SEMESTER!

We will use a  
thermometer to track  
our progress to  
completion



## SCHOOL COORDINATORS:

CTE & Bus: Cynthia Jourgensen  
Counseling: Kimberly Ramos  
Health Sciences: Terri Pearson-Bloom  
Liberal Arts: Rachel Smith  
Math & Sciences: Randy Robertson  
Social & Behavioral: LaNae Jaimez

## ASSESSMENT COORDINATOR:

Amy Obegi

## LET THE GAMES BEGIN!

Solano College is hosting a contest to get **ALL** our SLOs inputted into **CurricUNET META** by the end of this semester. This means inputting SLOs, success criteria, and GELOs/ILOs for all of our courses. As faculty complete their “SLO change only” updates, we will record completion and we will move our way up our SLO “thermometer.” **If an entire school finishes their SLO updates by the end of the semester, they will get their spring school meeting catered.** The first school to finish gets first choice of restaurants. Second school gets choice, third gets third choice, etc. In order to be eligible, faculty must complete their updates by the end of fall 2017 term.

If you need support with your SLO updates, come to an open office hour in the **BIB Lab 103 (in the library)** or to the optional flex day. The school coordinators and SLO coordinator can also meet with you to help. All workshops are flex eligible.

### Faculty Success Workshops – Assessment Office Hours

Wednesday, September 13th, 5-6:00pm

Friday, September 22nd, 9:30-11:30am

Monday, September 25th, 5-6:00pm

**OPTIONAL FLEX DAY** Tuesday, October 10<sup>th</sup> 9-noon (Room TBA)

Training materials are available online, as is the new assessment handbook: <http://www.solano.edu/slo/index.php>. Help us show the accreditation team our progress by their visit on Oct. 2<sup>nd</sup>! Thanks to the Superintendent-President Celia Esposito-Noy for supplying the prizes!

Attached below is a document with key points about success criteria and rubrics for your guidance. We know the creation of rubrics can take time. While faculty do need to include success criteria in their META update, they do not need to have their completed rubrics finalized by the end of the semester. Please keep working on your rubric though – they are valuable to students and faculty alike to clarify the knowledge and skills required to be proficient in the SLO.

## SOLANO COLLEGE ASSESSMENT: SUCCESS CRITERIA & RUBRICS

### Key Points about Success Criteria and Rubrics

- Success criteria is the standard of success on a learning outcome, it should be delineated both qualitatively and quantitatively. You are denoting what knowledge or skills a student must have to be considered proficient in the SLO.
- It is measured at the student level, not the course level as the goal is to measure student learning (ex. student receives 70% or higher on the exam, NOT 70% of the students pass)
- Each SLO will have a defined success criteria so that no matter who is teaching the course, the student has to achieve the same competency
- Faculty should decide together what the success criteria for the SLO is and document it in a rubric
- The creation of success criteria rubrics helps delineate to both faculty and students what specifically constitutes success
- Rubrics may vary by assignment and discipline. It is imperative that they include a description of what is proficient and what is not passing/substandard. However, some rubrics may be more detailed, specifying what constitutes an A, B, C, etc. or what is outstanding, proficient, and substandard. The goal is clarity and consistency

Many of our course SLOs are general, and without the detail provided in a success criteria rubric, there could be wildly different expectations across sections. For example, in CDFS 038, a SLO is to “Demonstrate an understanding of developmental theories from conception through adolescence.” Those teaching the course may wonder, how many theories constitutes success, and are there specific theories that must be taught? One instructor may ask for two theories while another asks for six. Imagine how a description of the success criteria and a rubric would clarify the expectations.

**SLO:** Demonstrate an understanding of developmental theories from conception through adolescence

**Success Criteria:** Students earn a score of proficient (70%) or higher on their written descriptions of child development theories including their stages and/or major concepts. Students provide examples of how the theories relate to children’s behaviors.

#### Rubric:

<b>Outstanding</b>	Comprehensive description of a minimum of 4 theories of child development (Piaget and Erikson must be included) including examples of how the theories relate to children’s behaviors
<b>Proficient</b>	Describe and provide examples of a minimum of 3 theories of child development
<b>Substandard</b>	Describe 2 or fewer theories of child development

Rubrics can be designed with more depth and detail than the one above. They can also delineate the difference between the grades of A, B, C, etc. The key is that faculty are deciding what the standard of success should be and that all faculty that teach the course are adhering to the same standard. It is also essential that we are sharing our expectations with students and we let them know when we will be measuring their learning. The more information they have, the more prepared they will be to give their best effort.

Solano College does not require that all faculty use the exact same assessment method to measure the SLO (though standardization has many advantages), but we do ask for common success criteria. In the CDFS 038 example, one faculty may assess this SLO as essay questions on the final exam, while another faculty may do an in-class activity mid-semester and have their students write about their understanding of the theories. The key is that students are learning and integrating the material!