SLO Workshop for Part-time Instructors

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Why measure outcomes

• Because you have to...
• Use the data for reflection on what we are doing
  in the classroom and making changes to either
  pedagogy or content.
• This effort can encourage productive discussions
  within departments, regarding curriculum and
  assessment.
• Examine modifications’ effects over time, e.g. After
  modifying the rock classification unit, the rock
  classification project scores have steadily dropped. What might be happening?

What we will cover

• Student Learning Outcomes
  – Why learning outcomes
  – What is a learning outcome
  – Outcome tips
  – Activity
  – Assessments/ways of measuring outcomes
  – Rubrics
  – Activity
  – Summarizing data
  – Reflecting on the results
  – Activity
• Our College’s effort
• Submitting your data
• Questions and additional support

What is a learning outcome (SLO)

• The expected learning results of students participating in
  your course or program.
• What do you expect students will be able to do as a result
  of completing the course?
• Outcomes should be clear, active, and assessable.
• Example, Students will apply a Child Development theory in the
  development of a lesson plan.
• Bloom’s taxonomy:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Students can list the major theoretical approaches of the discipline.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Students can describe the key theories, concepts, and issues for each of the major theoretical approaches.</td>
</tr>
<tr>
<td>Application</td>
<td>Students can apply theoretical principles to solve real-world problems.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Students can analyze the strengths and weaknesses of each of the major theoretical approaches for understanding specific phenomena.</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Students can select theoretical approaches to explain complex phenomena.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Students can select the theoretical approach that is most applicable to a phenomenon and explain why they have selected that perspective.</td>
</tr>
</tbody>
</table>

Outcome tips

• Pick an outcome that taps into or is an indicator of
  the most important piece of what you are doing
  with students. E.g. Students will demonstrate an
  ability to balance a chemical equation (incorporates
  lots of course elements).
• Pick a specific, measurable outcome which
  indicates you are having the expected effect, (not
  students will understand the principles of astronomy
  rather student will describe the development of a
  star).

Activity #1

• On newsprint, list an outcome (a real one or a made
  up one) for your course.
• If you would like to look up the outcome on records, I
  can help (https://mail1.gavilan.edu/slo/relay.php?node=course).
• When you are finished writing it on the newsprint, paste it up on the wall.
How to assess outcomes

- Embedded assessments (projects, tests items, papers, quizzes), e.g. 2 essay items on a Child Development theory, final presentation on multi-culturalism in America, quiz on the lifecycle of a star
- Surveys (Items on how much students reported learning on a particular topic)
- Interviews (Asking students what they achieved and what worked in the course and why)
- Observations (Observing their skills in a classroom project or field setting)
- Don’t forget sampling (assessing a representative portion of the overall population)

Activity #2

- Go back to the outcome you listed on the newsprint, and enter below the assessment method you might or currently use.

Rubrics

- Rubrics are a way to layout criteria for ratings.
- For example, you can use a rubric for scoring a presentation, paper, or observation. See below:

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughness</td>
<td>None</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>Quality of Information</td>
<td>Minimal</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>Source/References</td>
<td>Minimal</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>Organization</td>
<td>Minimal</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td>Clarity</td>
<td>None</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
</tbody>
</table>

Activity #3

- Go back to your newsprint, and enter some sample results and some sample reflections.

Reflecting on the results

- The main purpose of this effort is to collect data to help inform curricula or pedagogical modifications.
- So, let’s say your outcome results are lower than you expect. This may suggest improving the assessment or improvements in how you teach a particular topic, e.g. most students were not adequately applying a theory in the final essay questions, which suggests more work on helping students make the jump from knowledge to application.
- If things are as you expected, then there might be no need to improve for this area.

How to summarize the data

- Distributions, e.g. 20% were high, 50% were medium, and 30% were low.
- Mean/Average, e.g. the average score of the balancing equations items on the final was 7.8.
- You can also use grades, e.g. on the final project which assessed design skills 20% got As, 20%, Bs, 20% Cs, and 40% got Fs.
- Then, compare essentially the same assessment periodically.

- Spreadsheet spreadsheet tool
What are we doing here

- As per accreditation standards, we are shooting for 100% of our courses and programs assessed and reflected upon.

<table>
<thead>
<tr>
<th>Year</th>
<th>Major Tasks</th>
</tr>
</thead>
</table>
| 07/08 | - Identify Assessment Coordinator  
      - Develop information resources and website  
      - Train faculty on course-level SLOs  
      - Train student service and instructional support staff on program-level SLO assessment  
      - Support course-level work |
| 08/09 | - Finalize SLO Guidelines  
      - Train faculty on program-level SLOs  
      - Continue course-level support  
      - Collect first round of program-level data |
| 09/10 | - Collect first round of program-level data  
       - Support remaining instructional programs  
       - Support remaining instructional programs for courses and programs  
       - Support faculty who have not assessed remaining courses  
       - Train and support part-time Admissions staff |
| 10/11 | - Support remaining instructional programs  
       - Train and support part-time faculty responsible for courses and programs  
       - Support remaining faculty who have not assessed remaining courses  
       - Offer training on increasing assessment rigor |
| 11/12 | - Support remaining instructional programs  
       - Train and support part-time faculty responsible for courses and programs  
       - Support remaining faculty who have not assessed remaining courses  
       - Target key course for more rigorous study |

Submitting your data

- October 10th deadline for 08/09 data. So, 09/10 data will be due in Oct. 2010.
- Here is how you do it:
  [https://mail1.gavilan.edu/slo/index.html](https://mail1.gavilan.edu/slo/index.html)

Questions comments

- For more assistance or questions, just contact me:
  
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