

Assessment Primer

**Outcomes Assessment**

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# Assessment Primer

- Define student learning outcomes
- Review “Guiding Principles for SLO Assessment” (2010)
  - Created as a result of Resolution 2.03 by the ASCCC
- Authentic assessment
- “Closing the loop”
- New stuff!

# What's an SLO?

- Measurable goals and results that are expected subsequent to a learning experience or service
- Types include knowledge (cognitive), skills (behavioral), or attitudes (affective behavior)
- Clear and assessable statements that define what a student is able to DO following a course or program
  - Display evidence that learning has occurred at a specified level of competency

# Highlight of ASCCC's "Guiding Principles for SLO Assessment" (2010)

- "The Academic Senate views outcomes assessment as a productive activity that can improve teaching..." (p. 7)
- Faculty have primary responsibility and should fulfill that role positively and collaboratively
  - Part-time faculty should be included wherever possible
- Faculty should use SLO results to improve curriculum, foster student success, or strengthen pedagogy
  - Assessments should be "authentic" and ongoing
- Assessment data is not designed for and should not be used in the evaluation of faculty members

# Characteristics of Authentic Assessment

- *Students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills*
- Ongoing and formative
  - Evaluating student performance to provide feedback to enhance student learning through improved curriculum, pedagogy, or interventions
  - Both the student and the instructor discover what has been learned and what still needs to be learned

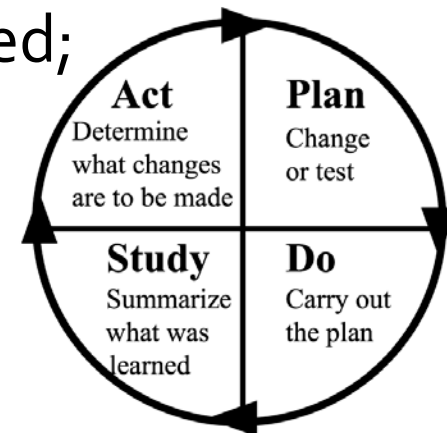
# Creating Authentic Assessments

1. What should students know and be able to do?
2. What indicates students have met these standards?
3. What does good performance on this task look like?
4. How well did the students perform?
5. Craft a rubric for evaluation. (other [tools](#))

<b>TRADITIONAL ASSESSMENT</b>	<b>AUTHENTIC ASSESSMENT</b>
Select a response	Perform a Task
Contrived	Real-Life
Recall/Recognition	Construction/Application
Teacher-Structured	Student-Structured
Indirect Evidence	Direct Evidence

# “Closing the Loop”

- SLO assessment should be an ongoing activity rather than a periodic exercise
- Assessment cycle needs to include “closing the loop”
  - Faculty question → Assessment → Analyze data → Discuss what was learned and what can be improved → Repeat
  - The results collected are not used by the College and are to remain anonymous for both faculty and students
- Faculty must reflect upon the data collected; determine if further actions are required



# Assessment tips!

- Faculty should ask pointed questions as it relates to the content they expect students to master!
- Courses may have 1 -  $\infty$  SLOs per course
- Measureable objectives may be used as SLOs
- SLOs should be in alignment from course to program
  - Capstone courses may be utilized as program-level SLOs
- If the SLO process lacks value, areas should ask new questions and get additional support from OC



# New Stuff!

- See handouts for information on...
  - Website improvements
  - New and improved Outcomes Plan at Academic Senate
  - Moving from GEOs to Institutional Competencies
  - Coming changes in accreditation
  - AP 4020 Implementation