

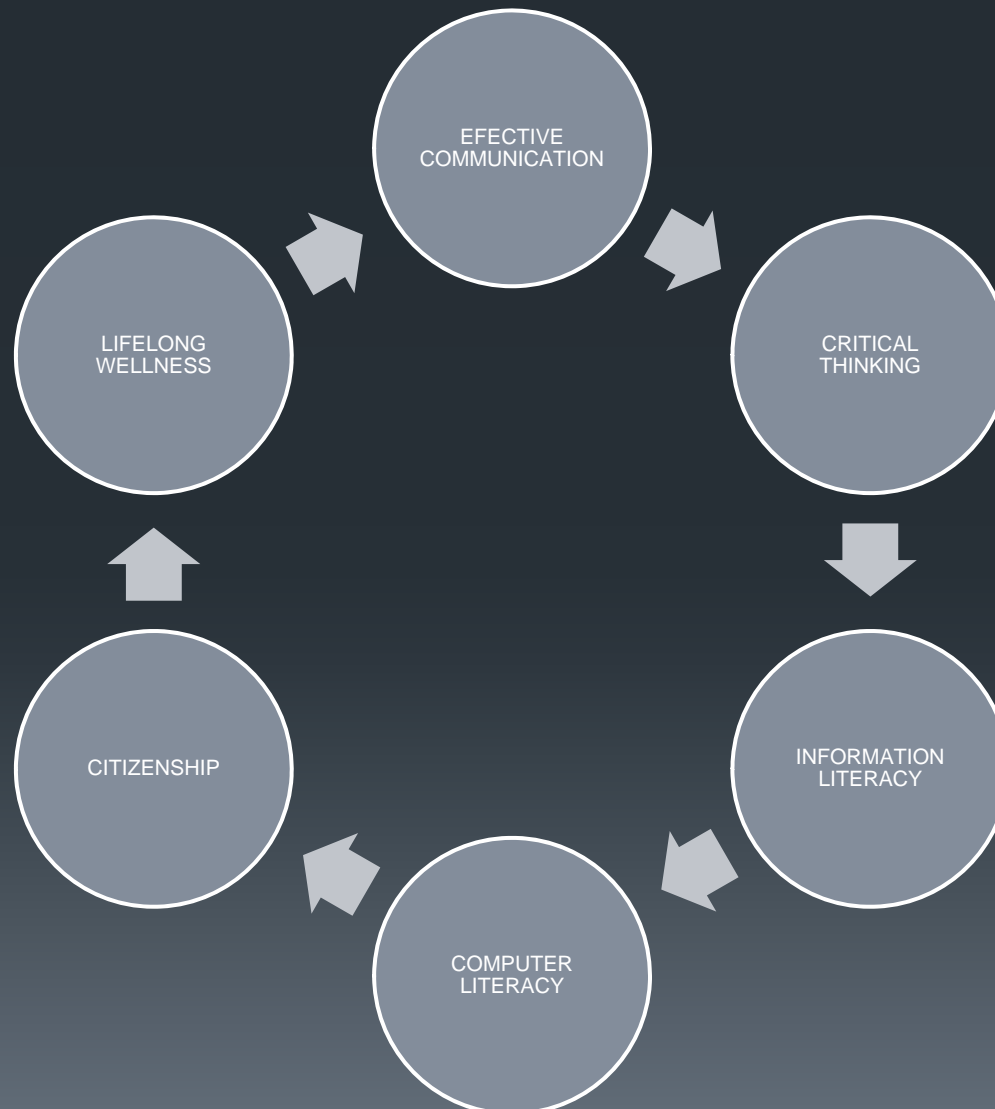
# ASSESSING ISLOs

KAREN WONG, SKYLINE COLLEGE

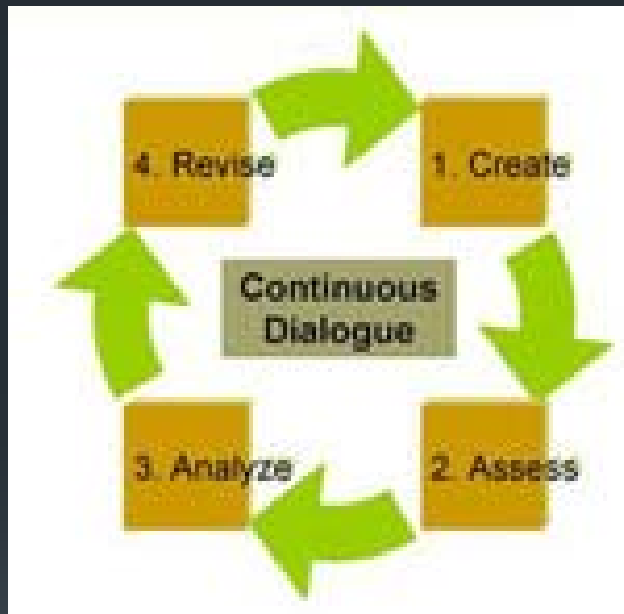
OCTOBER 13, 2011: STRENGTHENING STUDENT SUCCESS



# SIX ISLOs/ GE SLOs



# Two Means to Assess



- Indirect Measure:  
CCSSE survey every two years
- Direct Measure:  
assessment of an ISLO by evaluating student work across the disciplines with a common rubric each semester

# Indirect Measure: Community College Survey of Student Engagement (CCSSE)



- Survey that assesses institutional practices and student behaviors that are correlated highly with student learning and retention
- Skyline conducted an item analysis, selecting 4-16 statements per ISLO, such as for Critical Thinking:
  - Experience at college contributed to:
    - Solving numerical problems
    - Making judgments about value or soundness of information / arguments / methods
    - Applying theories / concepts to practical problems
    - Using information you have read / heard to perform a new skill

# CCSSE Administration



## Needed Resources

- \$, which depends on the size of the student population
- Institutional Research Office support:
  - overseeing administration of the survey
  - collection, analysis and presentation of data

## Timeframe

- CCSSE conducted at Skyline in Spring 2008, with sample of 1,018 valid responses (administered every two years)
- Institutional Research Office converted data into 0 – 100 scales and analyzed in Spring 2009

# CCSSE Results

**Table 1 - ISLO Scale Score Summaries**

ISLO	Mean Score
Citizenship	42.9
Critical Thinking	55.0
Effective Communication	50.3
Information & Computer Literacy	60.7
Lifelong Wellness	54.7

# Subsequent Administration of the CCSSE



- Determined to which degree items should be weighed in calculating the means (somewhat/ moderate/ really strong)
  - Example from Lifelong Wellness: Skipped class (somewhat)
- Added statements that directly map to our ISLOs, especially Citizenship
  - During this current school year, how often have you participated in an activity from a culture other than your own? 0/1- 2/ 3-4/ 5+
  - In a typical day, how often do you consult media sources that explore social, economic, and political issues which affect our world? always/ frequently/sometimes/ rarely
  - How often are you willing to listen to and consider points of view that differ from your own? always/ frequently/sometimes/ rarely

# Indirect Measure: CCSSE



## Benefits:

- Data already available if your campus is using it
- Efficient
- Custom scales can be crafted from 91 content items

## Caveats:

- Students' self assessment, not actual performance
- Not directly designed to assess ISLOs, nor was it intended to fulfill that function
- \$



## Direct Measure: Evaluate Student Work Across the Disciplines with a Common Rubric

- Preceding semester: With the deans' input and from the preliminary mapping of courses to ISLOs on Tracdat, faculty teaching such courses will be invited to participate in this ISLO assessment.
- Assessment semester: Only data from students with 36+ units will be included in the sample, except for some CTE certificate programs.
- Following semester: Preliminary dialogue about the data and its implications will take place in the SLOAC Steering Committee.
  - Subsequent discussion to the larger campus will likely take place during flex day or during division/ departmental meetings where appropriate.

# Direct Measure: Evaluate Student Work



## **Needed Resources**

- Participating faculty
- Research Office (provides list of students with 36+ units; created an Excel spreadsheet; tabulates and presents data)
- Common rubric

## **Timeframe**

- One ISLO per semester

# Common Rubric for Effective Communication



ISLO: EFFECTIVE COMMUNICATION (7/26/2010)				
	Needs Work	Adequate	Good	Excellent
Assignment Fulfillment	Essay is off-topic and/or fails to fulfill the directives.	Essay is on-topic but fails to fulfill some of the directives.	Essay is on-topic and fulfills most of the directives.	Essay is on-topic and fulfills all directives.
Comprehension	Student does not relate the message to his or her own framework/ existing knowledge, summarizes inaccurately, or fails to mention the message.	Student integrates the message into his or her own frame of reference/ existing knowledge. Student's knowledge of the subject is generally accurate, though flawed or in the words of the original source.	Student develops a framework for organizing the message and relating it to his or her own frame of reference/ existing knowledge.  Student's knowledge of the subject is accurate throughout except with minor details, and is in his or her own words.	Student develops a framework for organizing the message and relating it to his or her own frame of reference/ existing knowledge or broader context/ larger world perspective.  Student's knowledge of the subject is accurate throughout, and is in his or her own words.

# Common Rubric for Effective Communication



## ISLO: EFFECTIVE COMMUNICATION (7/26/2010)

	Needs Work	Adequate	Good	Excellent
<b>Analysis and audience</b>	Student generally lacks an awareness of the reader, for the discussion lacks evidence, illustrations, other definitive details and/or reasonable follow-up explanations. Analysis shows undeveloped observational skills.	Student makes some attempt to provide evidence, illustrations, or other definitive details to convince the audience, but some information is either extraneous or insufficient. Analysis shows reasonable observational skills.	Explanations and uses of evidence, illustrations, or other definitive details generally convince the audience. Analysis reflects good observational skills.	Explanations and sophisticated/ original uses of evidence, illustrations, or other definitive details effectively convince the audience. Analysis reflects highly developed observational skills.
<b>Organization and audience</b>	Opening comments are inappropriate, or are unlikely to engage the audience; provides little or no focus or order to the material; closes abruptly, either with no apparent concluding statement or with inappropriate remarks.	Opening comments attempt to reveal the purpose and major points and engage the audience, but the approach seems somewhat artificial, weak, or unimaginative; provides some focus or order to the material, but the structure is somewhat unclear or awkward; concluding comments relate to the purpose and major points, but they either bring in extraneous information or are unnecessarily redundant.	Opening comments attempt to reveal the purpose and major points and engage the audience; focuses and orders the materials to convey a generally unified point or effect, and provides movement within and between major points and from beginning to end; concluding comments are appropriate and relate to the purpose and major points, but they are not very strong or emphatic.	Opening comments attempt to reveal the purpose and major points and engage the audience; focuses and orders the material to convey a unified point or effect, and provides clear and consistent movement within and between major points and from beginning to end; concluding comments are strong both in reemphasizing the purpose and major points and in leaving the audience with an appropriate closing statement.

# Direct Measure: Evaluate Student Work



## **Benefits:**

- Prompts faculty and staff to think how their courses and/or services help students to fulfill the ISLO
- Solicits input from diverse disciplinary perspectives
- Forges a common assessment language and criteria
- Enables faculty to assess on both the course and institutional level
- Prompts dialogue across the disciplines

## **Concerns:**

- No recourse if faculty don't participate
- May not assess enough students to constitute an adequate sample size

**Input and questions?**

**Jenny Simon, El Camino College →**  
**[jsimon@elcamino.edu](mailto:jsimon@elcamino.edu)**

**Karen Wong, Skyline College → [wongk@smccd.edu](mailto:wongk@smccd.edu)**

