

Student Learning Outcome Assessment Plan

Backward Design
with the ending in mind

SLOAC

Thinking on Paper

11/29/2010

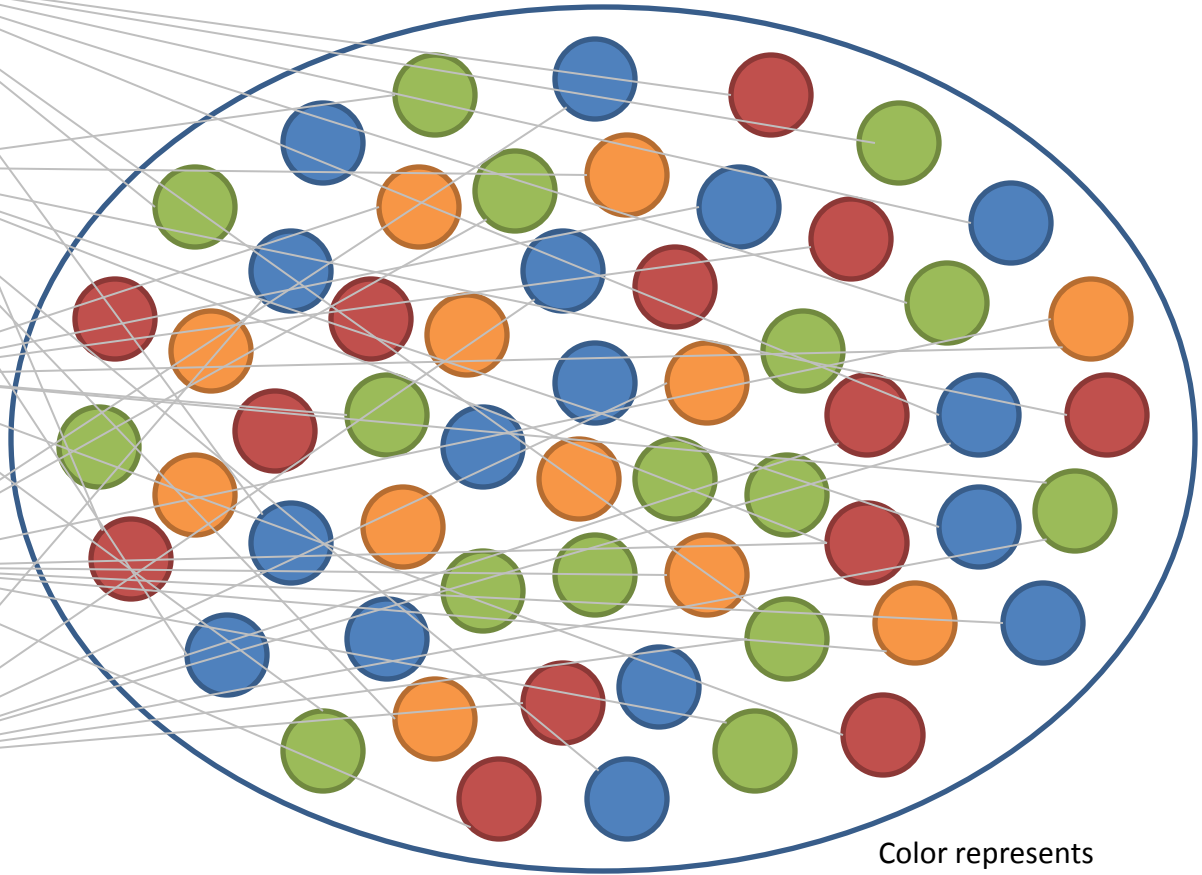
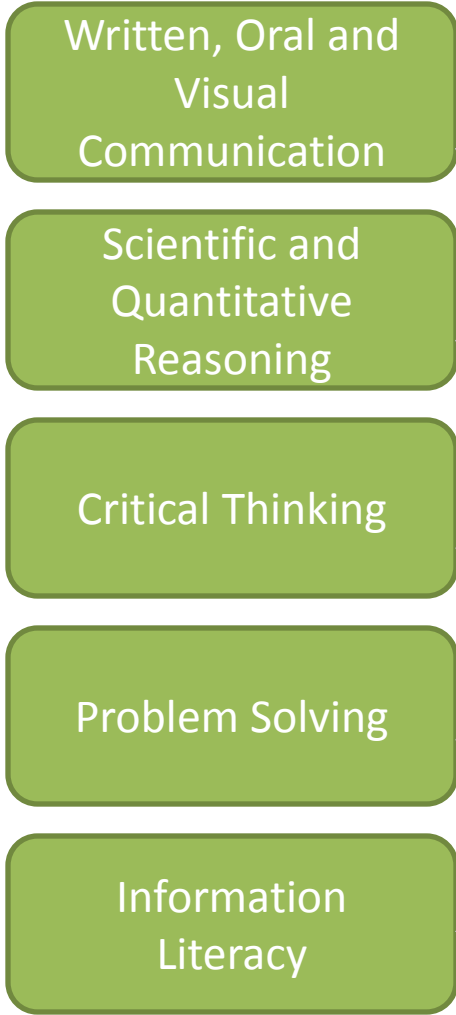
Student Learning Outcome Assessment Plan

- Concept of the Student Learning Outcomes
 - College Level *(page 3)*
 - Program Level *(page 13)*
 - Course Level *(page 19)*
- Measurements: Rubrics *(example, page 10)*
- Results of the Common Rubrics
 - College Level *(page 11-12)*
 - Program Level *(page 15-16)*
 - Course Level *(page 22-24)*
- Timeline for the Assessment Plan *(page 26)*
- General Role for Institutional Effectiveness System *(page 27)*

5 College Level Student Learning Outcomes

College Level

Program Level



5 College Student Learning Outcomes



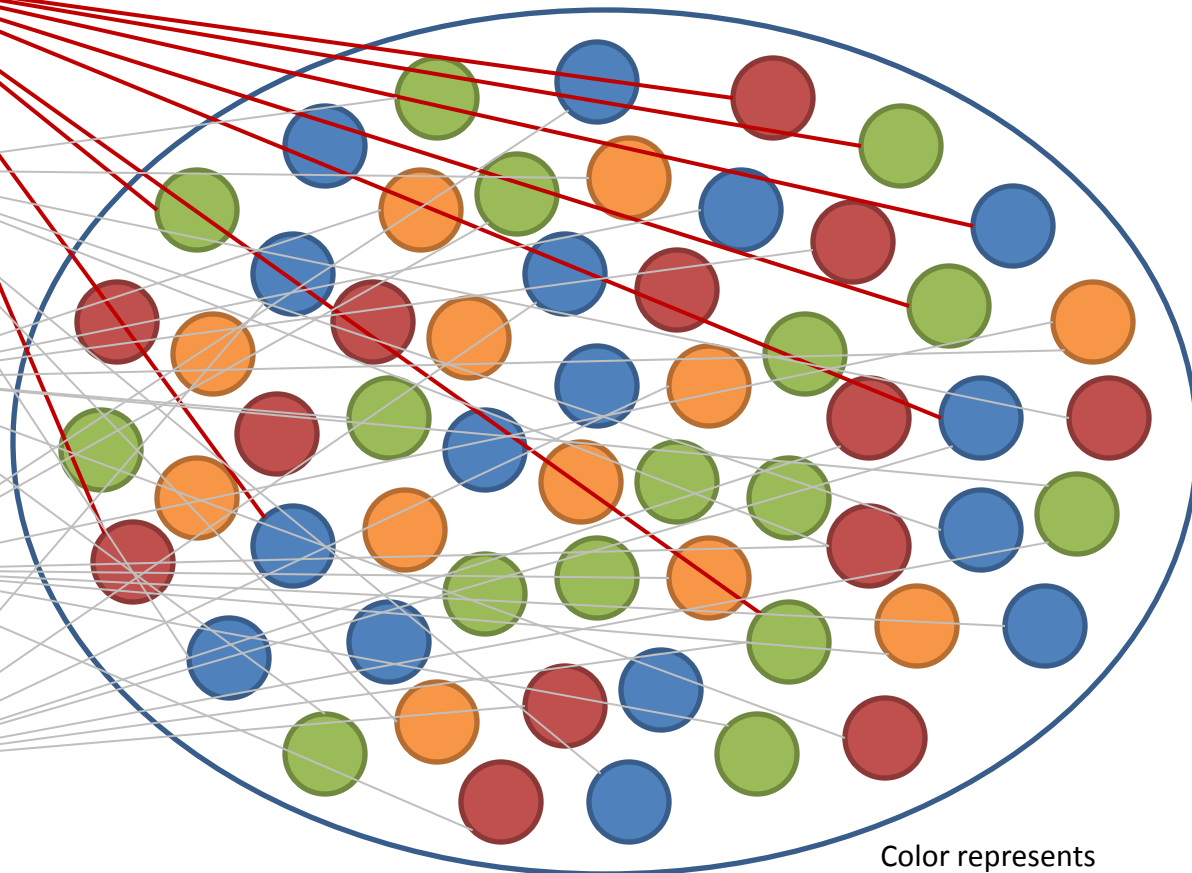
Written, Oral and Visual Communication

Scientific and Quantitative Reasoning

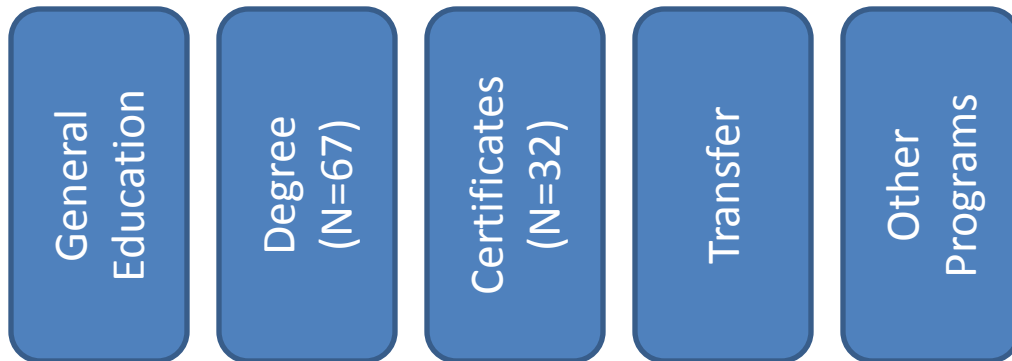
Critical Thinking

Problem Solving

Information Literacy



5 College Student Learning Outcomes



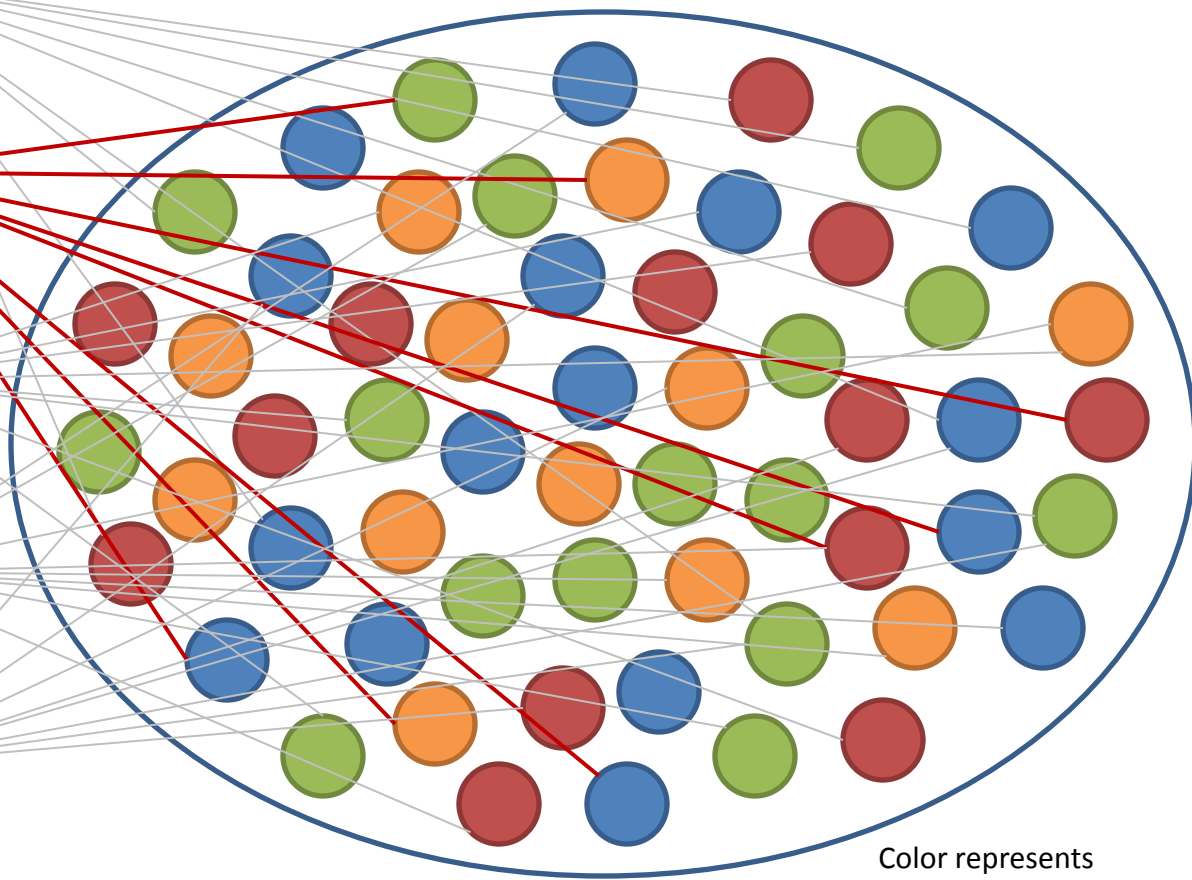
Written, Oral and Visual Communication

Scientific and Quantitative Reasoning

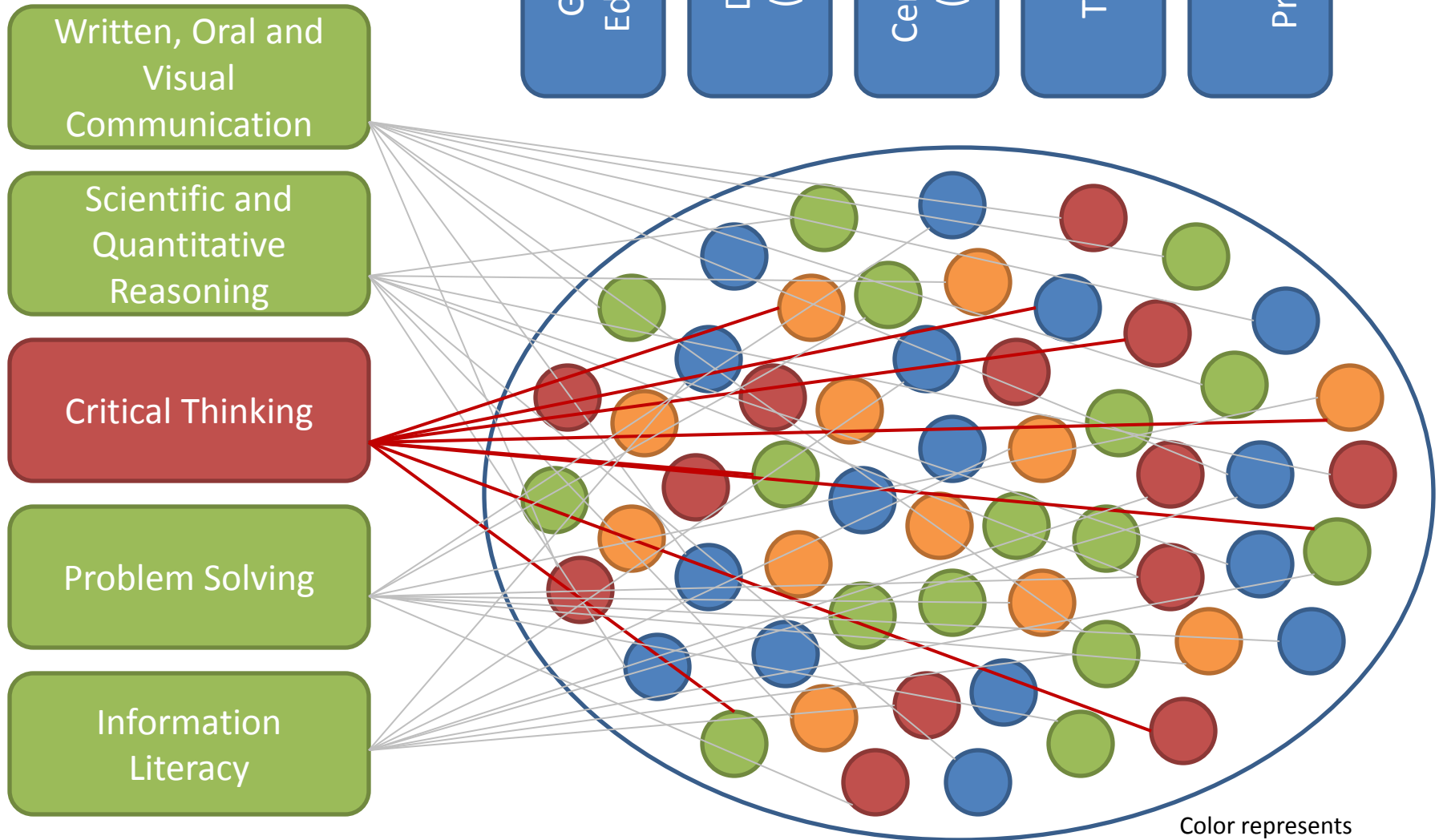
Critical Thinking

Problem Solving

Information Literacy



5 College Student Learning Outcomes



Color represents courses from different divisions

5 College Student Learning Outcomes



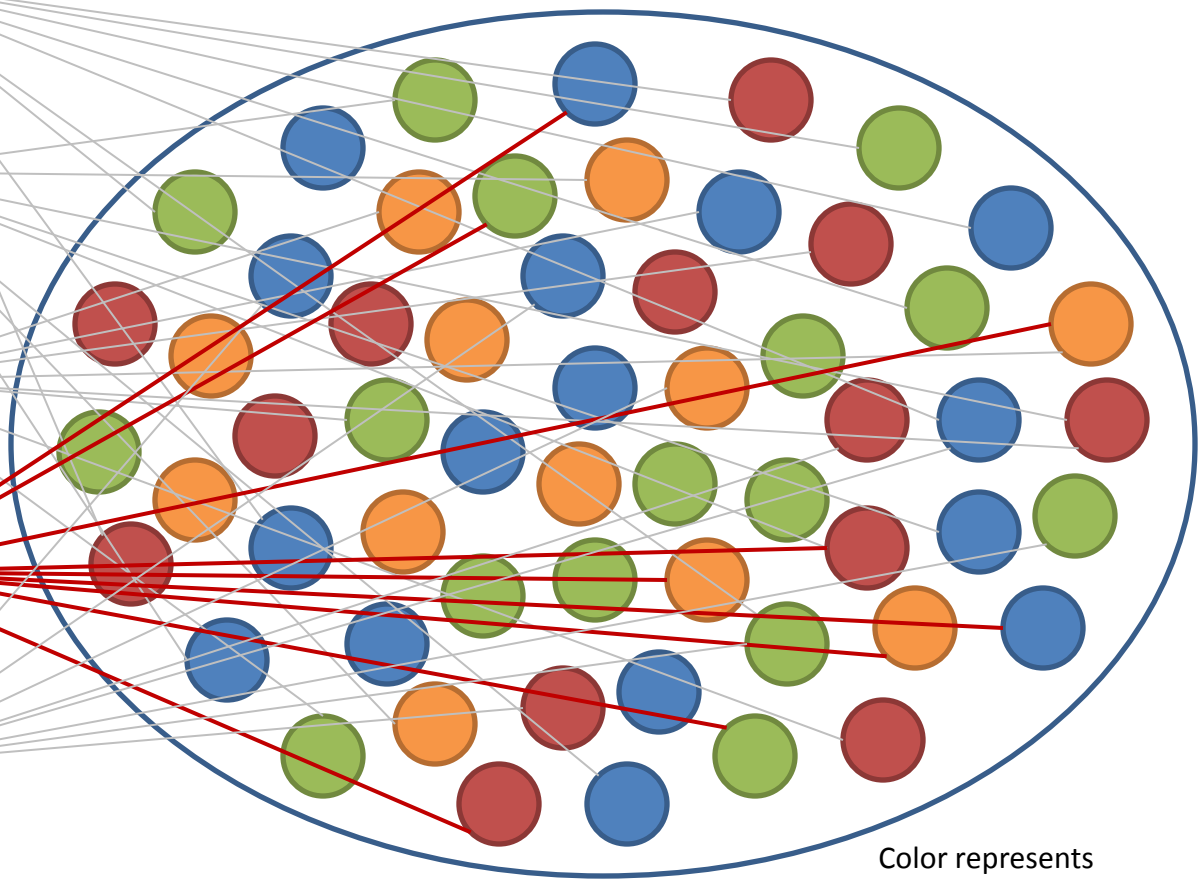
Written, Oral and Visual Communication

Scientific and Quantitative Reasoning

Critical Thinking

Problem Solving

Information Literacy



5 College Student Learning Outcomes

- General Education
- Degree (N=67)
- Certificates (N=32)
- Transfer
- Other Programs

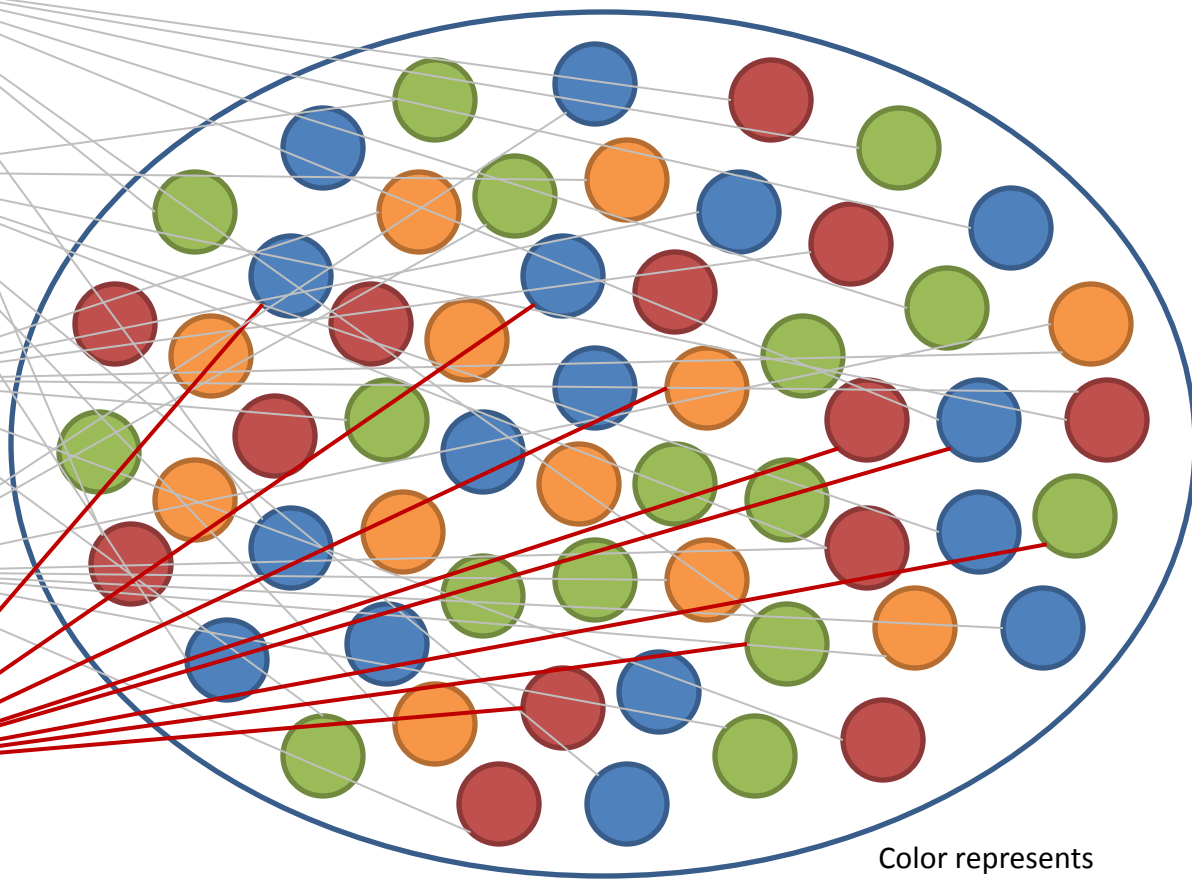
Written, Oral and Visual Communication

Scientific and Quantitative Reasoning

Critical Thinking

Problem Solving

Information Literacy



Color represents courses from different divisions

Critical Thinking Rubric (Example)

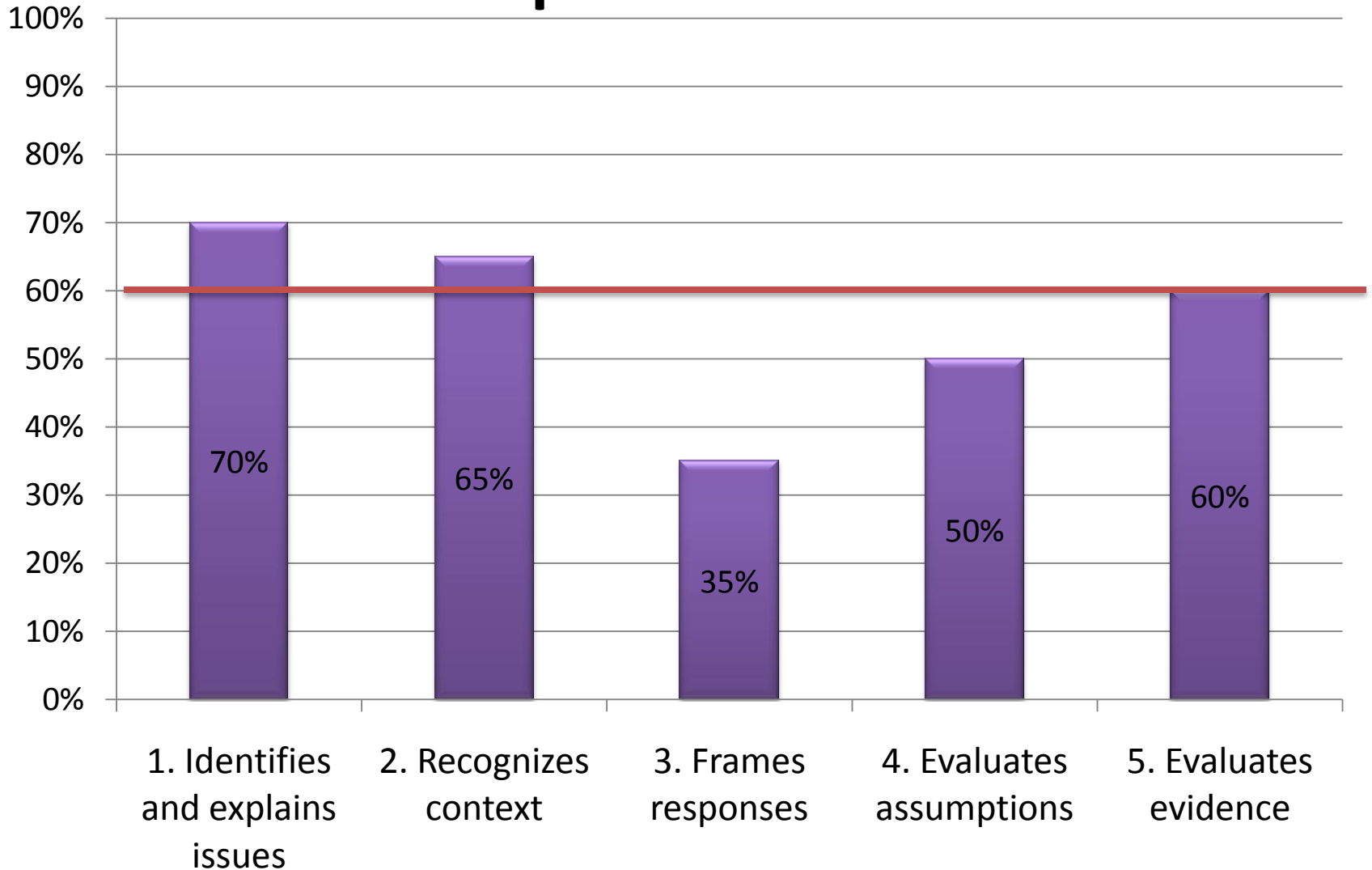
Quality Criteria	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
1. Identifies & Explains Issues	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.	Identifies main issues but does not summarize or explain them clearly or sufficiently	Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions	Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.
2. Recognizes Stakeholders and Contexts (i.e., cultural/social, educational, technological, political, scientific, economic, ethical, personal experience)	Fails accurately to identify and explain any empirical or theoretical contexts for the issues. Presents problems as having no connections to other conditions or contexts.	Shows some general understanding of the influences of empirical and theoretical contexts on stakeholders, but does not identify any specific ones relevant to situation at hand.	Correctly identifies all the empirical and most of the theoretical contexts relevant to all the main stakeholders in the situation.	Not only correctly identifies all the empirical and theoretical contexts relevant to all the main stakeholders, but also finds minor stakeholders and contexts and shows the tension or conflicts of interests among them.
3. Frames Personal Responses and Acknowledges Other Perspectives	Fails to formulate and clearly express own point of view, (or) fails to anticipate objections to his/her point of view, (or) fails to consider other perspectives and position.	Formulates a vague and indecisive point of view, or anticipates minor but not major objections to his/her point of view, or considers weak but not strong alternative positions.	Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as its strengths.	Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.
4. Evaluates Assumptions	Fails to identify and evaluate any of the important assumptions behind the claims and recommendations made.	Identifies some of the most important assumptions, but does not evaluate them for plausibility or clarity.	Identifies and evaluates all the important assumptions, but not the ones deeper in the background – the more abstract ones.	Not only identifies and evaluates all the important assumptions, but also some of the more hidden, more abstract ones.
5. Evaluates Evidence	Fails to identify data and information that counts as evidence for truth-claims and fails to evaluate its credibility.	Successfully identifies data and information that counts as evidence but fails to thoroughly evaluate its credibility.	Identifies all important evidence and rigorously evaluates it.	Not only identifies and rigorously evaluates all important evidence offered, but also provides new data or information for consideration.

Critical Thinking Results (Example)

Criteria	Below Basic	Basic	Proficiency	Advanced	Top 2 Levels (Proficiency & Advanced)
1. Identifies & Explains Issues	10%	20%	40%	30%	70%
2. Recognizes contexts	15%	20%	35%	30%	65%
3. Frames personal responses and acknowledges other perspectives	30%	35%	15%	20%	35%
4. Evaluates assumptions	10%	40%	40%	10%	50%
5. Evaluates evidence	30%	10%	25%	35%	60%
<i>Total # of Students = 1100</i> <i>Red = Below 60%</i>					

Critical Thinking Results

Top Two Levels



Program Level

Student Learning Outcomes and the

Relationship with

5 College Level

Student Learning Outcomes

Program Level

General Education

Degree (N=67)

Certificates (N=32)

Transfer

Other Programs

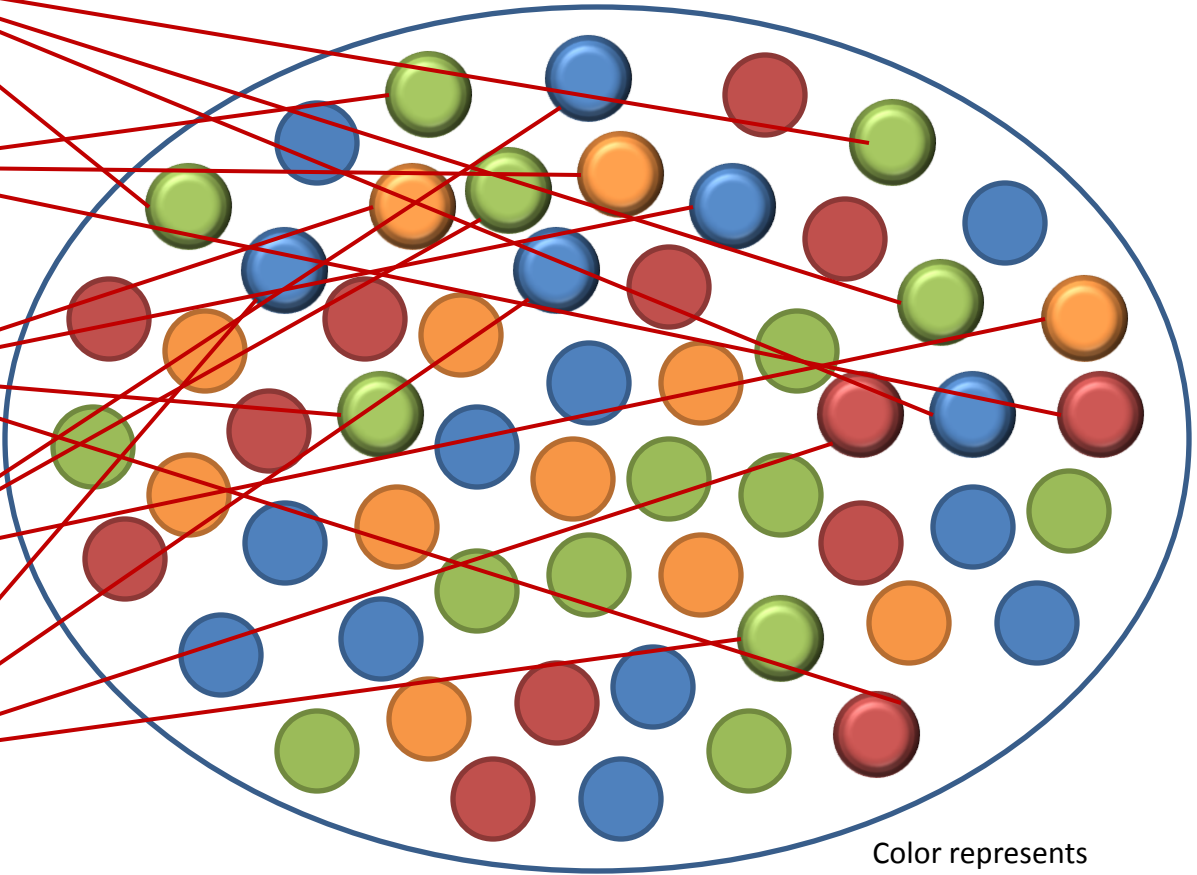
Written, Oral and Visual Communication

Scientific and Quantitative Reasoning

Critical Thinking

Problem Solving

Information Literacy



Color represents courses from different divisions
14

GE Program Results (Example)

Written, Oral and Visual Communication

Criteria	Below Basic	Basic	Proficiency	Advanced	Top 2 Levels (Proficiency & Advanced)
1. Identifies & Explains Issues	10%	20%	40%	30%	70%
2. Recognizes contexts	15%	20%	35%	30%	65%
3. Frames personal responses and acknowledges other perspectives	30%	35%	15%	20%	35%
4. Evaluates assumptions	10%	40%	40%	10%	50%
5. Evaluates evidence	30%	10%	25%	35%	60%

Scientific and Quantitative Reasoning

Criteria	Below Basic	Basic	Proficiency	Advanced	Top 2 Levels (Proficiency & Advanced)
1. Identifies & Explains Issues	10%	20%	40%	30%	70%
2. Recognizes contexts	15%	20%	35%	30%	65%
3. Frames personal responses and acknowledges other perspectives	30%	35%	15%	20%	35%
4. Evaluates assumptions	10%	40%	40%	10%	50%
5. Evaluates evidence	30%	10%	25%	35%	60%

Critical Thinking

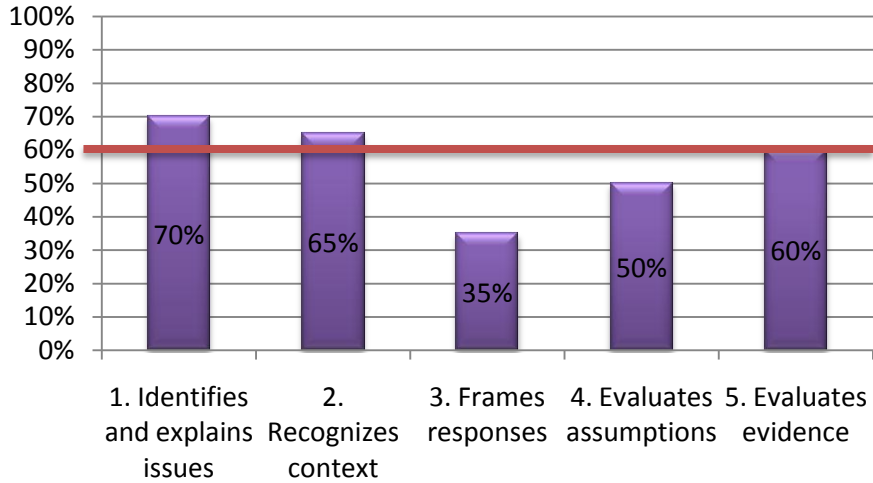
Criteria	Below Basic	Basic	Proficiency	Advanced	Top 2 Levels (Proficiency & Advanced)
1. Identifies & Explains Issues	10%	20%	40%	30%	70%
2. Recognizes contexts	15%	20%	35%	30%	65%
3. Frames personal responses and acknowledges other perspectives	30%	35%	15%	20%	35%
4. Evaluates assumptions	10%	40%	40%	10%	50%
5. Evaluates evidence	30%	10%	25%	35%	60%

Problem Solving

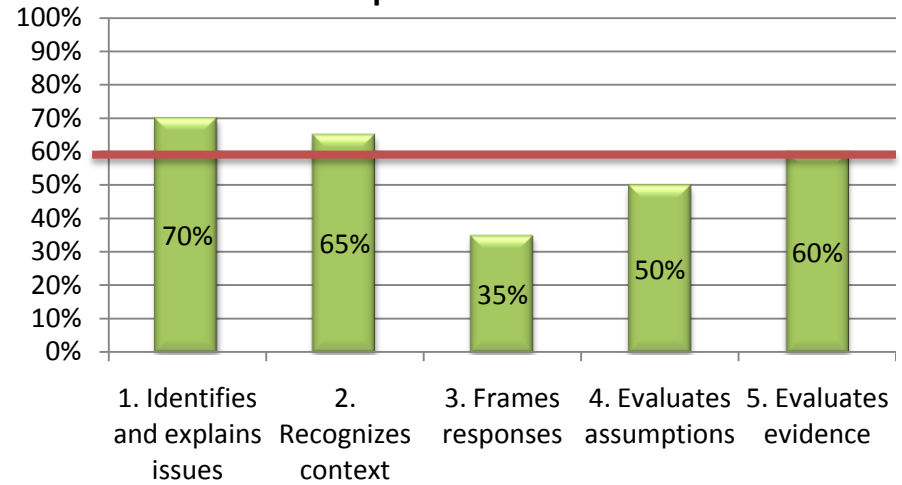
Criteria	Below Basic	Basic	Proficiency	Advanced	Top 2 Levels (Proficiency & Advanced)
1. Identifies & Explains Issues	10%	20%	40%	30%	70%
2. Recognizes contexts	15%	20%	35%	30%	65%
3. Frames personal responses and acknowledges other perspectives	30%	35%	15%	20%	35%
4. Evaluates assumptions	10%	40%	40%	10%	50%
5. Evaluates evidence	30%	10%	25%	35%	60%

GE Program Results (Example)

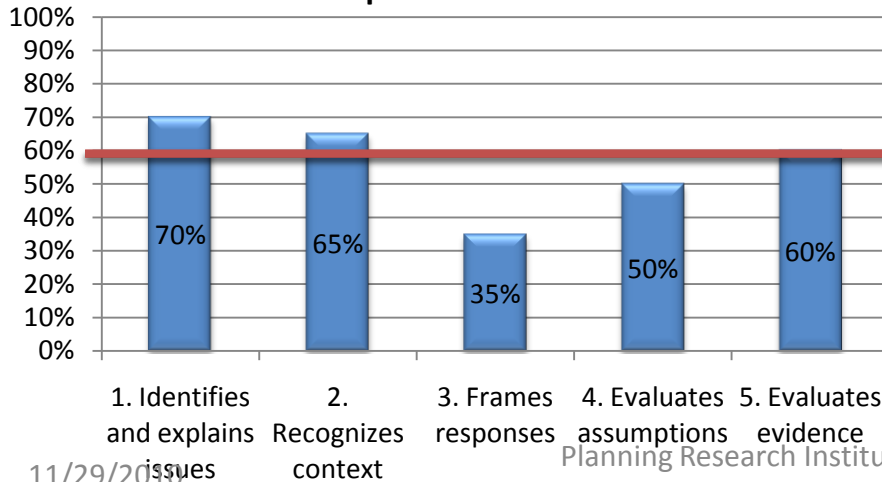
**Critical Thinking Results
Top Two Levels**



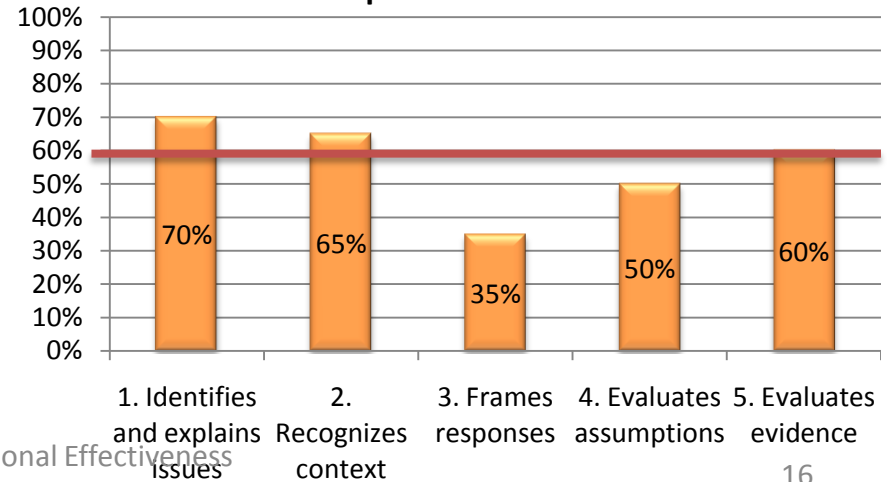
**Written Communication Results
Top Two Levels**



**Scientific Reasoning Results
Top Two Levels**



**Problem Solving Results
Top Two Levels**



Program Level

General
Education

**Degree
(N=67)**

Certificates
(N=32)

Transfer

Other
Programs

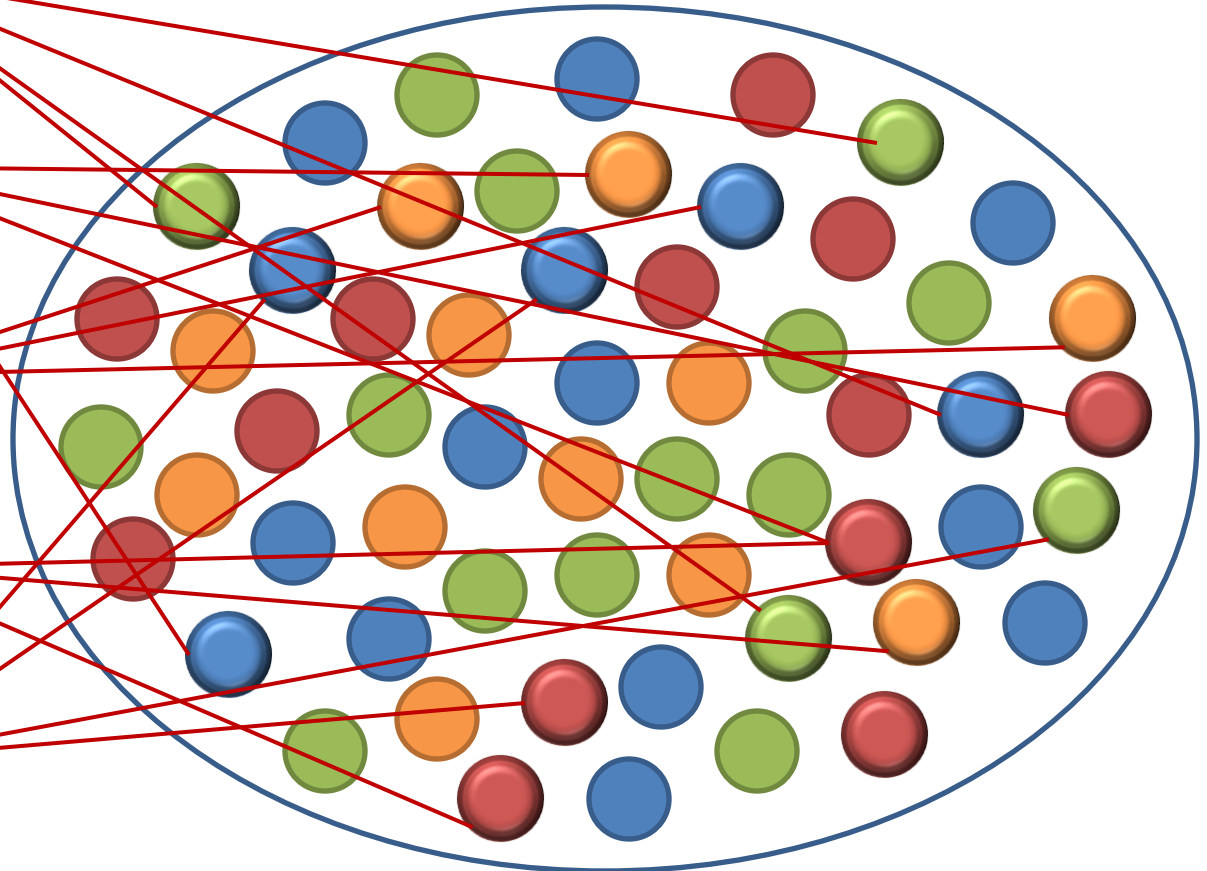
Written, Oral and
Visual
Communication

Scientific and
Quantitative
Reasoning

Critical Thinking

Problem Solving

Information
Literacy



Program Level

Degree
(N=67)

Political
Science
Degree

Compare political structures
across nations

Make connections between
political structures and economic
and social conditions.

Group nations by comparative
theory and theorists and give the
rationale for particular groupings.

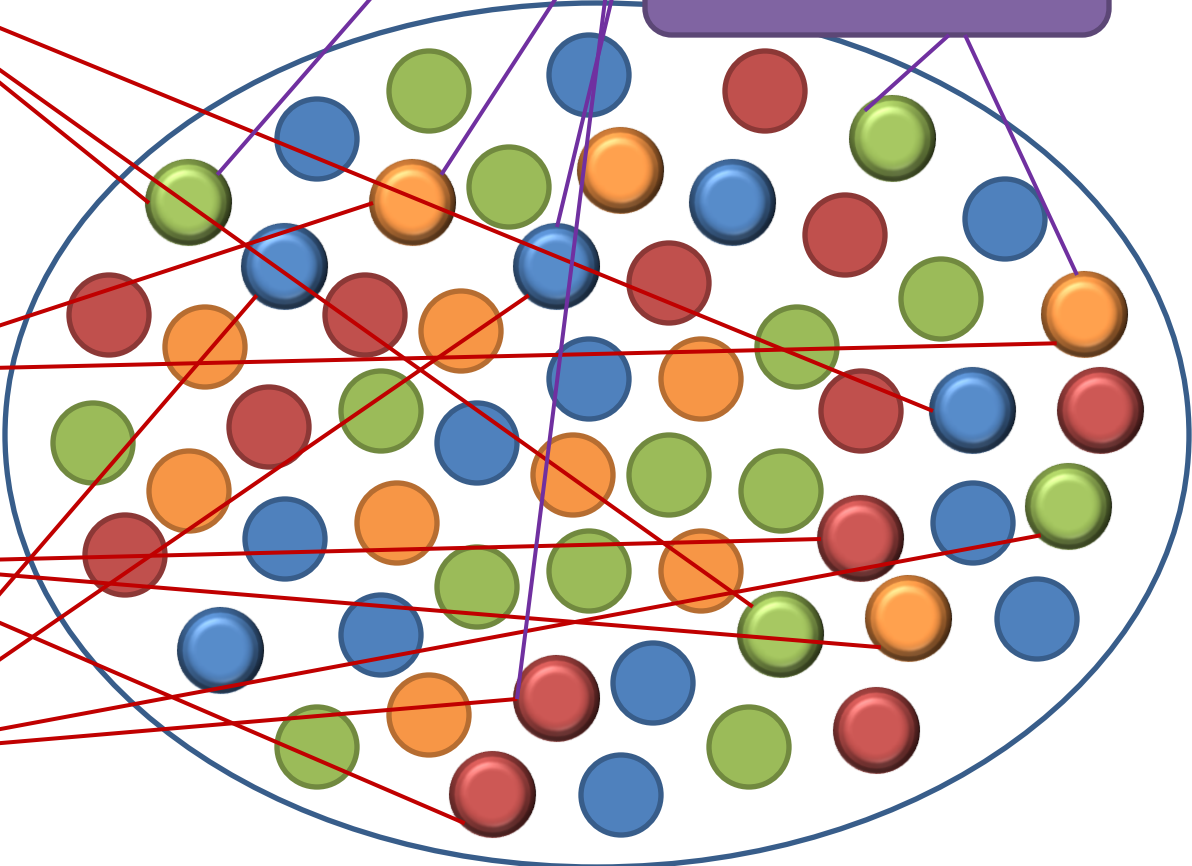
Written, Oral and
Visual
Communication

Scientific and
Quantitative
Reasoning

Critical Thinking

Problem Solving

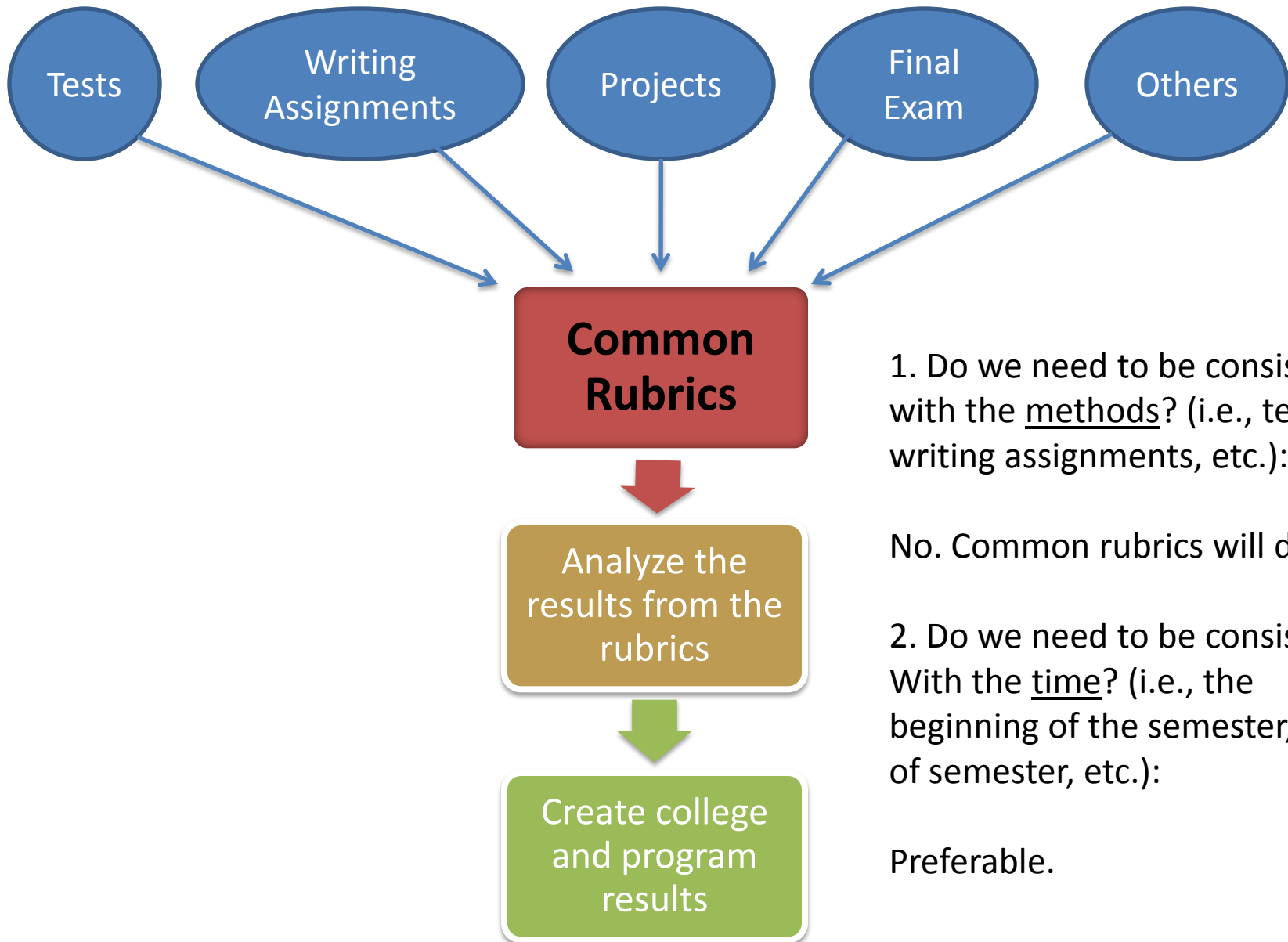
Information
Literacy



Course Level

Student Learning Outcomes

- What is there for me as a faculty to collect data from common rubric?
 - You will be able to see your student's learning transparent.
 - Strengths and weaknesses of your student's leaning.
 - However, the results won't be able to tell you how to improve your student's learning.



1. Do we need to be consistent with the methods? (i.e., test, writing assignments, etc.):

No. Common rubrics will do.

2. Do we need to be consistent with the time? (i.e., the beginning of the semester, end of semester, etc.):

Preferable.

Critical Thinking Rubric (Example)

Quality Criteria	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
1. Identifies & Explains Issues	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.	Identifies main issues but does not summarize or explain them clearly or sufficiently	Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions	Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.
2. Recognizes Stakeholders and Contexts (i.e., cultural/social, educational, technological, political, scientific, economic, ethical, personal experience)	Fails accurately to identify and explain any empirical or theoretical contexts for the issues. Presents problems as having no connections to other conditions or contexts.	Shows some general understanding of the influences of empirical and theoretical contexts on stakeholders, but does not identify any specific ones relevant to situation at hand.	Correctly identifies all the empirical and most of the theoretical contexts relevant to all the main stakeholders in the situation.	Not only correctly identifies all the empirical and theoretical contexts relevant to all the main stakeholders, but also finds minor stakeholders and contexts and shows the tension or conflicts of interests among them.
3. Frames Personal Responses and Acknowledges Other Perspectives	Fails to formulate and clearly express own point of view, (or) fails to anticipate objections to his/her point of view, (or) fails to consider other perspectives and position.	Formulates a vague and indecisive point of view, or anticipates minor but not major objections to his/her point of view, or considers weak but not strong alternative positions.	Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as its strengths.	Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.
4. Evaluates Assumptions	Fails to identify and evaluate any of the important assumptions behind the claims and recommendations made.	Identifies some of the most important assumptions, but does not evaluate them for plausibility or clarity.	Identifies and evaluates all the important assumptions, but not the ones deeper in the background – the more abstract ones.	Not only identifies and evaluates all the important assumptions, but also some of the more hidden, more abstract ones.
5. Evaluates Evidence	Fails to identify data and information that counts as evidence for truth-claims and fails to evaluate its credibility.	Successfully identifies data and information that counts as evidence but fails to thoroughly evaluate its credibility.	Identifies all important evidence and rigorously evaluates it.	Not only identifies and rigorously evaluates all important evidence offered, but also provides new data or information for consideration.

Pre-Test: Date:

Course Name

Student's Score (4 Levels)	Criteria					Points earned	Total points	%(Points earned/Total points)
	1. Identifies and explains issues	2. Recognizes context	3. Frames responses	4. Evaluates assumptions	5. Evaluates evidence			
Student's Name								
Mary	1	2	3	2	3	11	20	55%
John	3	3	4	4	3	17	20	85%
Tom	3	4	4	3	3	17	20	85%
Amy	4	3	4	3	3	17	20	85%
Anne	4	4	4	4	3	18	20	90%
Nick	4	3	4	3	3	17	20	85%
Sara	4	4	4	3	4	19	20	95%
Mark	2	3	4	3	4	16	20	80%
Joe	1	2	4	3	4	14	20	70%
Joyce	1	3	3	3	4	14	20	70%
Tim	2	1	2	2	4	11	20	55%
Lisa	1	1	2	2	3	9	20	45%
Becky	4	3	3	2	2	14	20	70%
Peggy	3	2	3	2	4	14	20	70%
Polly	1	1	1	4	4	11	20	55%
Emily	2	1	3	4	3	13	20	65%
Class Total Points	40	40	52	46	54	232	320	73%
Class Average Points	2.5	2.5	3.3	2.9	3.4	14.5	20	73%

Number of Students	Criteria				
	1. Identifies and explains issues	2. Recognizes context	3. Frames responses	4. Evaluates assumptions	5. Evaluates evidence
Below Basic (1)	5	4	1	0	0
Basic (2)	3	3	2	5	1
Proficient (3)	3	3	2	8	8
Advanced (4)	5	3	2	3	7
Total	16	13	7	16	16

Percent of Students	Criteria				
	1. Identifies and explains issues	2. Recognizes context	3. Frames responses	4. Evaluates assumptions	5. Evaluates evidence
Below Basic (1)	31%	31%	14%	0%	0%
Basic (2)	19%	23%	29%	31%	6%
Proficient (3)	19%	23%	29%	50%	50%
Advanced (4)	31%	23%	29%	19%	44%
Total	100%	100%	100%	100%	100%
Top Two Levels (3 & 4)	50%	46%	57%	69%	94%

Mary got a total score of 11 out of 20. She earned 55% for this assignment.

Mary got a score of 1 for criteria 1, identifies and explains issues.

Faculty only need to enter student's rubric score in the yellow highlights, then all the results will be automatically calculated for faculty.

Green: Greater than 60%

Post-Test: Date:

Course Name

Student's Score (4 Levels)	Criteria					Points earned	Total points	%(Points earned/Total points)
	1. Identifies and explains issues	2. Recognizes context	3. Frames responses	4. Evaluates assumptions	5. Evaluates evidence			
Student's Name								
Mary	1	2	3	2	3	11	20	55%
John	3	3	4	4	3	17	20	85%
Tom	3	4	4	3	3	17	20	85%
Amy	4	3	4	3	3	17	20	85%
Anne	4	4	4	4	3	18	20	90%
Nick	4	3	4	3	3	17	20	85%
Sara	4	4	4	3	4	19	20	95%
Mark	2	3	4	3	4	16	20	80%
Joe	1	2	4	3	4	14	20	70%
Joyce	1	3	3	3	4	14	20	70%
Tim	2	1	2	2	4	11	20	55%
Lisa	1	1	2	2	3	9	20	45%
Becky	4	3	3	2	2	14	20	70%
Peggy	3	2	3	2	4	14	20	70%
Polly	1	1	1	4	4	11	20	55%
Emily	2	1	3	4	3	13	20	65%
Class Total Points	40	40	52	46	54	232	320	73%
Class Average Points	2.5	2.5	3.3	2.9	3.4	14.5	20	73%

Number of Students	Criteria				
	1. Identifies and explains issues	2. Recognizes context	3. Frames responses	4. Evaluates assumptions	5. Evaluates evidence
Below Basic (1)	5	4	1	0	0
Basic (2)	3	3	2	5	1
Proficient (3)	3	3	2	8	8
Advanced (4)	5	3	2	3	7
Total	16	13	7	16	16

Percent of Students	Criteria				
	1. Identifies and explains issues	2. Recognizes context	3. Frames responses	4. Evaluates assumptions	5. Evaluates evidence
Below Basic (1)	31%	31%	14%	0%	0%
Basic (2)	19%	23%	29%	31%	6%
Proficient (3)	19%	23%	29%	50%	50%
Advanced (4)	31%	23%	29%	19%	44%
Total	100%	100%	100%	100%	100%
Top Two Levels (3 & 4)	50%	46%	57%	69%	94%

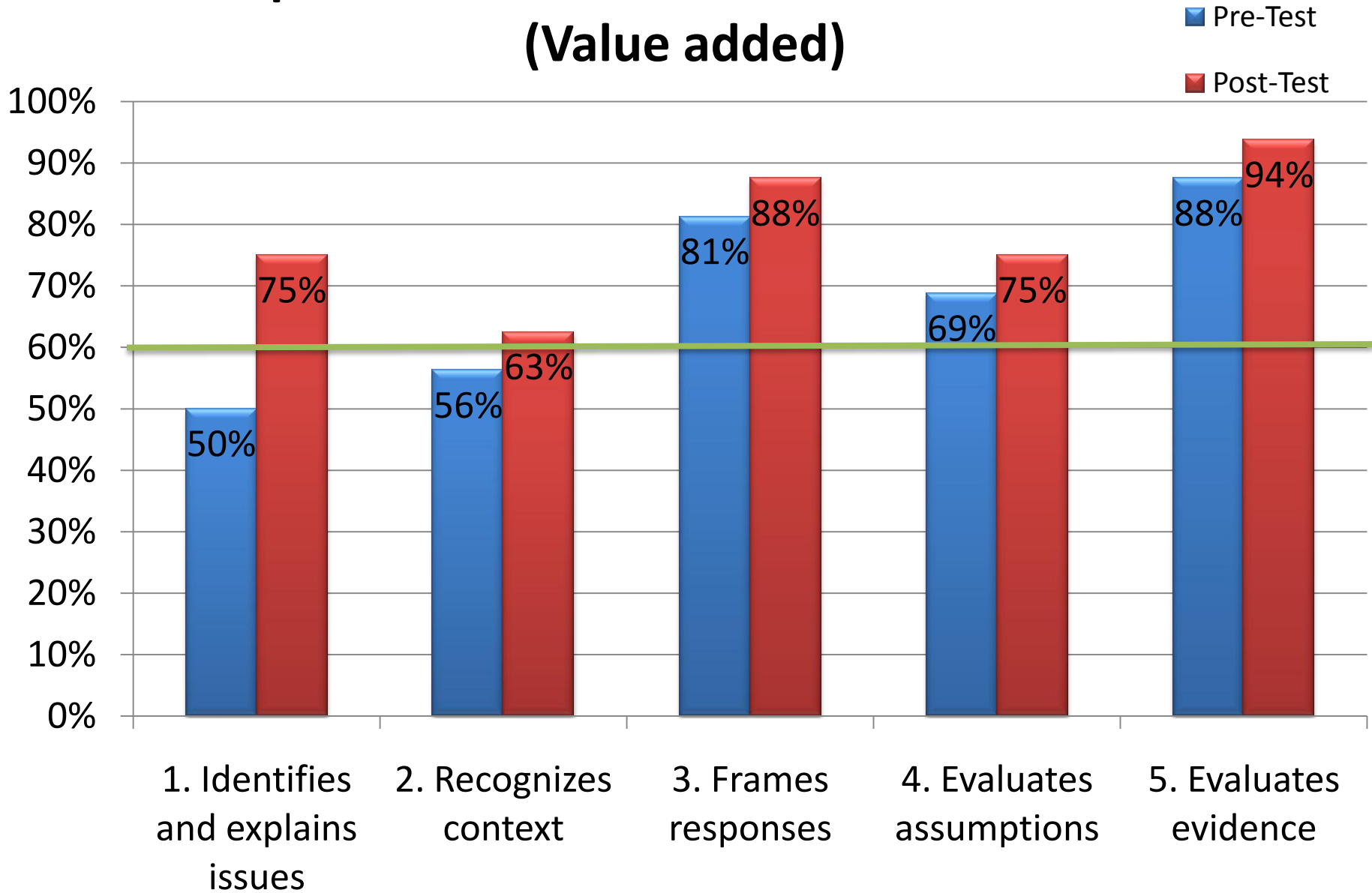
Mary got a total score of 11 out of 20. She earned 55% for this assignment.

Mary got a score of 1 for criteria 1, identifies and explains issues.

Faculty only need to enter student's rubric score in the yellow highlights, then all the results will be automatically calculated for faculty.

Green: Greater than 60%

Comparison of Pre-Test and Post-Test Results (Value added)



General Education SLOs

- Five college-wide learning outcomes approved by the Senate two years ago:
 - Communication, scientific and quantitative reasoning, critical thinking, problem solving and information literacy
- GE Matrix created to identify most popular classes in which to focus SLO assessment
- **Small faculty groups are creating common rubrics to assess specific outcomes in GE classes.**
- **Rubrics will be used to assess GE classes in Spring 2011**

(Work developed by Sara McKinnon)

Assessment Plan

Fall 2010

1. SLOAC task will be to:
 - a. Develop a shared rubric for their assigned College/GE Learning Outcome area by the end of Fall 2010 semester. Teams will gather feedback from students and faculty in the relevant courses on draft(s) of the rubric during this process to ensure clarity and effectiveness. Team members will meet regularly throughout the semester as well as completing individual tasks that contribute to the completion of the project.
 - b. Develop a report on their work that will be distributed campus-wide.
 - c. The PRIE office and academic Deans will provide any necessary information and support for the faculty teams.
 - d. Dr. Mary Allen, or another expert in the field, will work with each faculty team for a total of 1-2 hours/team (6-12 hours for the semester). **(Need estimate of the cost)**

Spring 2011

1. Faculty team members will pilot the rubrics in their own classes at least twice during the semester as they assess students.
2. At the beginning of the Spring 2011 semester, the faculty team members will present their rubrics to the faculty and staff at a panel presentation during Flex Week (January 2011). Their rubrics will be made available for all faculty teaching in the relevant GE courses, with the recommendation that they use them and discuss what they learn from using the rubrics during department/discipline meetings.
3. At the end of Spring 2011, the PRIE office will conduct a survey to determine the use of the new rubrics college-wide and solicit feedback from faculty on the process. (feels like top down??)

Fall 2011

1. The Program Review template for instructional programs will be revised to include questions for programs that address the first three College/GE Learning Outcomes. These questions will be:
 - a. What did you learn from using the shared rubrics?
 - b. What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of
 - c. What you have learned? (or what have you already changed?)

Fall 2010

- Develop common rubrics (Dec 2010)

Spring 2011

- Pilot common rubrics

- Collect data from common rubrics

- Dialog of student learning using

common rubrics or results (SLOAC & Departments)

Fall 2011

- Assess GE courses, degree, certificate

using the common rubrics

- Use SLO Rubrics

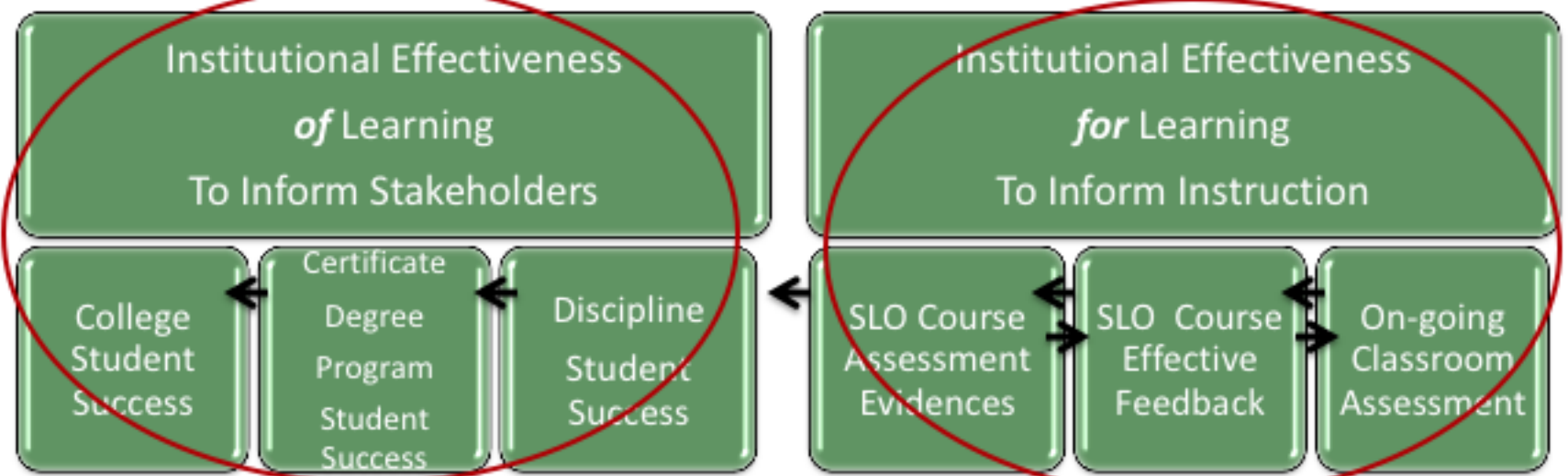
Results for Program Review for Resource

Allocation

PRIE and RAG
report to the
Board of
Trustees

College of Marin Institutional Effectiveness System

SLO Committee,
Faculty, Chairs,
Deans, Office of
Student Learning



SLO
Committee

Foundation for Assessment

RAG



Mission

Questions to Ponder.....

- Assessment that informs continuous improvement (Institutional Effectiveness *for* learning)
 - Course level assessments
 - Analysis & Discussions of SLOs across sections of the same class
 - Analysis and Discussions of SLOs across different courses
- Assessment that informs planning and budget (Institutional Effectiveness *of* learning)
 - What level of assessment would best do this?
 - What kinds of assessments would be most informative?
 - How specifically do you use this to inform the purchase of a new computer or microscope or set of tape measures....?
 - How do we use SLO assessment data to inform program review decisions and priorities

(Questions pondered by Sara McKinnon, Yolanda Bellisimo)