

**SLO Fridays Professional Development Series  
AY 2015 – 2016 Summary**

Susan Jaworowski  
Anthony Silva

The SLO Fridays Professional Development Series was created in fall 2013 in order to communicate assessment theory, processes, and practices to KCC faculty, and to highlight the assessment work that faculty are doing in their courses and programs on campus.

The Series had a modest start in AY 2013 – 2014 and went on hiatus in 2014 – 2015 due to accreditation exigencies and the purchase, customization, and piloting of Taskstream. In 2015 – 2016, the Series was re-established and re-enlivened with new session types and new content: an Assessment Basics Course (ABCs) and a SLO Conversation Corner. The 2015 – 2016 Series consisted of the following session types:

- SLO Skills (Assessment Basics Course): The nuts and bolts of assessment processes and practices
- SLO Stories: Faculty presentations of their course- and program-level assessment activities
- SLO Conversation Corner: An open discussion forum for the sharing of assessment ideas, questions, and concerns
- SLO Special Topics: Customized sessions on faculty-requested issues, assessment topics in the news, etc.

After a late start in fall 2015, the Series reached its original goal of holding an assessment-related event every week at the same time and in the same place. The AY 2015 – 2016 schedule follows:

<b>Date</b>	<b>Session</b>	<b>Topic</b>
2015-10-9	SLO Skills: ABC 1	Developing Learning Outcomes
2015-10-16	Taskstream Talk	Taskstream Intro w/Dawne Bost
2015-10-23	SLO Skills: ABC 2	Developing an Assessment Plan
2015-10-30	SLO Stories	Mark Kunimune (MICT)
2015-11-6	SLO Stories	Shawn Ford (SLT)
2015-11-13	SLO Skills: ABC 3	Assessing Student Learning
2015-11-20	Conversation Corner	Open discussion session
2015-12-4	SLO Skills: ABC 4	Using Assessment Results
2016-1-22	Conversation Corner	
2016-1-29	SLO Skills: ABC 1	Developing Learning Outcomes
2016-2-5	SLO Stories	Frank Noji (ESOL)

2016-2-12	Conversation Corner	
2016-2-19	SLO Skills: ABC 2	Developing an Assessment Plan
2016-2-26	Conversation Corner	
2016-3-4	NONE = WO DAY	
2016-3-11	SLO Story	Kawehi Sellers (HOST)
2016-3-18	SLO Skills: ABC 3	Assessing Student Learning
2016-3-25	NONE = SPRING BREAK	
2016-4-1	SLO Stories	Fran Acoba (Service Learning)
2016-4-8	SLO Conversation	
2016-4-15	SLO Skills: ABC 4	Using Assessment Results
2016-4-22	SLO Special Topic	"SLO Madness" article discussion
2016-4-29	Conversation Corner	

We believe that the SLO Fridays Series is gaining momentum on campus. While still a small-scale professional development event, we believe a focus on quality of content over quantity of content has helped the Series to appeal to faculty. A large majority of attendees were repeaters who attended two or more sessions. Attendance data follow:

- Total attendance at all sessions = 72
- Total unique attendees = 23
- Total repeaters = 15
- Average session attendance = 3.6
- Attendance range = 0 – 8

As can be seen in Figure 1, below, attendance grew steadily throughout AY 2015 – 2016, suffered a precipitous decline in the weeks after spring break, and recovered at the end of the semester. We view this growth as an indication that faculty are gaining interest in assessment-related professional development.

As can be seen in Figure 2, below, average attendance at the different session types did not vary greatly. We view this trend as an indication that the different session types are well-defined and are of similar importance to faculty.

In addition, feedback from attendees has been overwhelmingly positive (see Tables 1 and 2, below).

Thus, it appears that the SLO Fridays Professional Development Series is gaining traction on campus. Based on attendance and feedback, it appears that faculty value the opportunity to learn more about assessment from both assessment coaches and from other faculty, and that they value the opportunity to come together to engage in rich conversations on student learning outcomes and the assessment thereof.

Figure 1

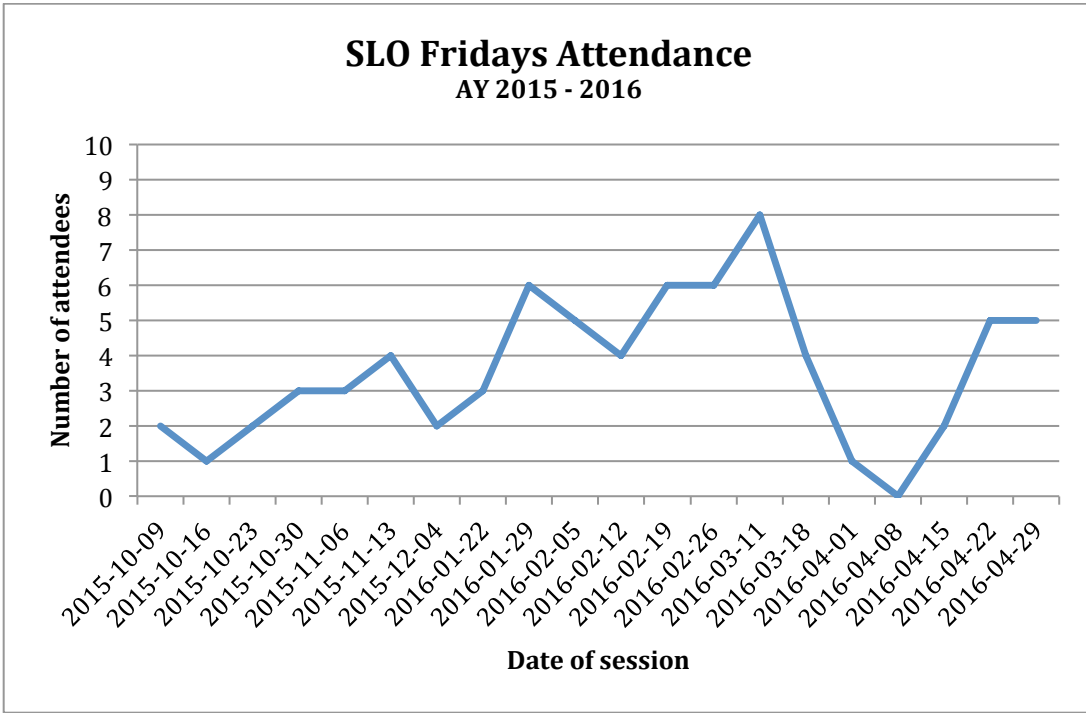


Figure 2

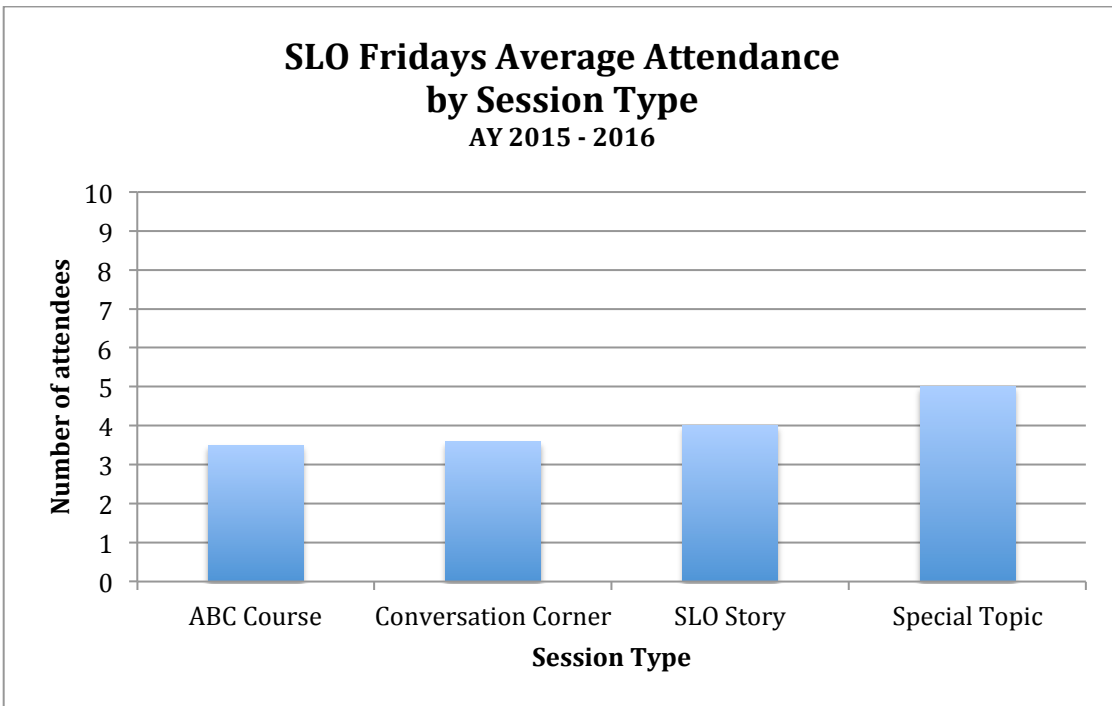


Table 1

Survey Question: *How effective was [the] workshop in increasing your understanding of learning outcomes?*

<b>SLO Fridays Attendee Feedback: All Sessions</b>			
<b><u>Very effective</u></b>	<b><u>Effective</u></b>	<b><u>Somewhat effective</u></b>	<b><u>Not very effective</u></b>
52%	42%	4%	2%

Table 2

Survey Question: *How effective was [the] workshop in increasing your understanding of learning outcomes?*

<b>SLO Fridays Attendee Feedback: ABC Sessions</b>			
<b><u>Very effective</u></b>	<b><u>Effective</u></b>	<b><u>Somewhat effective</u></b>	<b><u>Not very effective</u></b>
52%	48%	0%	0%

**Appendices (attached):**

- A. SLO Fridays Evaluation Reports for AY 2015 – 2016

## SLO Fridays Professional Development Series

### SLO Skills

#### Assessment Basics Course: Developing Learning Outcomes October 9, 2015

#### Evaluation Report

#### Report

1. Executive Summary

Assessment Coaches Susan Jaworowski and Anthony Silva conducted a workshop on developing student learning outcomes as part of a new *Assessment Basics Course (ABC)*. The workshop was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Two faculty members attended the workshop. Workshop evaluations were overwhelmingly positive, with 100% of attendees reporting that the workshop was "very effective."

2. State the goals of the workshop

By the end of the workshop, attendees will be able to

- Define learning outcomes (LOs).
- State why LOs need to be assessable.
- Give examples of assessable LOs in your area.

3. State how data were collected

Data were collected via an evaluation survey (100% response rate).

4. State how the data were interpreted, evaluated, or analyzed

Data from the evaluation survey were collated and coded.

5. Summarize the actual results

50% of attendees correctly defined learning outcomes (Question 1); 100% of attendees correctly stated why learning outcomes need to be assessable (Question 2); and 100% of attendees correctly identified two examples of assessable learning outcomes in their area (Question 3).

6. In addition to the actual results, were there additional conclusions or discoveries?

There were no additional conclusions or discoveries.

7. Use of results / workshop modifications

The wording on some slides will be refined and the order of some slides will be changed for the next session of this workshop.

8. Reflect on the assessment process

The evaluation form was an effective method of collecting workshop evaluation data.

9. Other important information

- Both attendees heard about the workshop from the KCC News and Events Bulletin.
  - Future workshop topic suggestions may best be addressed by assessment coaches via discipline-specific workshops.
- 

**Appendix A: Detailed Survey Results**

1. What are learning outcomes (LOs)?

50% of attendees correctly defined learning outcomes; 50% gave a synonym instead of a definition.

2. Why do learning outcomes need to be assessable?

100% of attendees correctly stated why learning outcomes need to be assessable.

3. What are two examples of assessable learning outcomes in your area?

100% of attendees correctly identified two examples of assessable learning outcomes in their areas.

4. How effective was this workshop in increasing your understanding of learning outcomes (LOs)?

Response choice	Number of responses
Very effective	2
Effective	0
Somewhat effective	0
Not very effective	0
Other	0

5. How did you hear about this event?

Response choice	Number of responses
Email from colleague	0
Conversation with colleague	0
Flyer posted on campus	0
KCC News Bulletin	2
Other	0

6. What was the most useful aspect of the workshop?

- Activity / discussion
  - The pop quiz
7. What was the least useful aspect of the workshop?  
(No responses)
  8. What would you suggest for future workshop topics?
    - Reviewing and revising actual SLOs
- 

## **Appendix B: Workshop Materials**

1. Workshop Slides
2. Workshop Handout
3. Workshop Worksheet
4. Workshop Evaluation Survey

# Assessment Basics Course: Developing Learning Outcomes

SLO Fridays@KapCC  
Fall 2015

Tony Silva  
Susan Jaworowski

Our workshops can help





## Today's Outcomes:

- Define learning outcomes (LOs).
- Understand why LOs need to be assessable.
- Be able to give examples of assessable LOs in your area.

## Assessment Basics

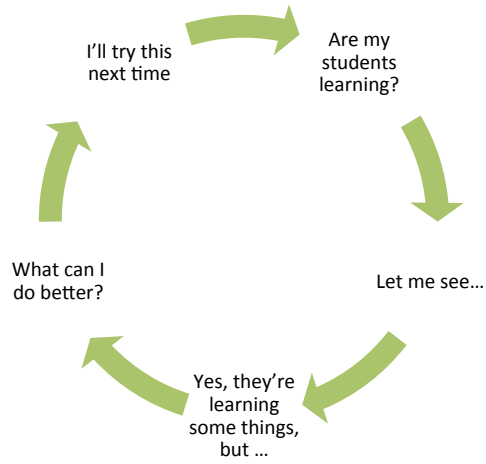
Assessment is a rich conversation  
about student learning  
informed by data.

*-Ted Marchese (AAHE)*

Student Learning Outcomes Assessment ...

- ... helps students improve their performance
- ... helps faculty improve their instruction
- ... helps programs improve their courses
- ... helps institutions improve their programs

## The Inquiry Process



## The Assessment Cycle



## Definitions

- Competency
- Learning Outcome
- ...at KCC, they are the same thing!

## Already defined terms!

### **Student Learning Outcomes and Course Competencies**

The Faculty Senate Ad Hoc Committee on Student Learning Outcomes (SLOs) distinguishes between course outcomes, called competencies, and broader learning outcomes, called student learning outcomes or SLO. Course competencies are defined as “measurable skills, knowledge, and/or attitudes that students possess at the end of a course.” Several competencies constitute a broader learning outcome at the program or general education levels.

CTE program (degree and certificate) SLOs are defined as “program-specific outcomes that two-year college graduates should possess to succeed in work.” General education outcomes and Liberal Arts program outcomes are defined as “cross curricular SLOs that two-year college graduates should possess to succeed in work, transfer education, and life.”

At KapCC, we use the term “competencies” at the course level.

## Skills, knowledge, and attitudes

“measurable skills, knowledge, and/or attitudes that students possess at the end of a course”

## Characteristics of LOs

- Specific ability that a student can demonstrate
  - Levels of specificity
- Action verbs
  - Describe, demonstrate, analyze, illustrate, produce, synthesize
  - There are many more!
- Specific (nonfuzzy) terms

## Source for ideas

- Your research
- Your reflection
- Your accrediting body
- Collaboration with your peers
- Consensus with fellow instructors on same course

## Test: Assessability

- How can you tell that a student “knows” something?
- Use that verb.

## Examples

- What would you do with this?  
“Understand the three branches of government and their interrelation.”

## Examples

- What would you do with this?  
“Know how to use proper laboratory procedures.”

## Examples

- What would you do with this?  
“Obtain realistic paralegal-related work experience in a legal office to correlate with the skills and knowledge acquired in the classroom”

Now it's your turn!





## Resources for active language

- Bloom et al, Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. (1956)
- Anderson & Krathwohl, Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. (2001)
- Costa & Kallick, Discovering and Exploring Habits of Mind (2000)
- Marzano, Pickering, & McTighe, Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model (1993)

Questions?

## SLO Care Package

(includes CAP & CLR)

@

<http://goo.gl/0dYtyg>

## Upcoming Workshops

Friday October 16 @ Naio 203

Taskstream Talk with Dawne Bost @ 11 – 11:45 am:

Get an overview of the new assessment management system

Friday October 23 @ Naio 203

SLO Skills@ 11 – 11:45 am:

Developing an assessment plan

Friday October 30 @ Naio 203

SLO Stories with Mark Kunimune @ 11 – 11:45 am:

Hear how your colleagues are handling assessment

Susan Jaworowski  
susanjaw@hawaii.edu

Tony Silva  
silvaa@hawaii.edu

**[Workshop Handout]**  
**Assessment Basics Course – Developing Learning Outcomes**  
**October 9, 2015**

Key takeaway:

Learning outcomes should begin with concrete action verbs, which will make the outcomes more easily assessable.

Examples of weak learning outcomes:

- Understand the three branches of government and their interrelation.
- Know how to use proper laboratory procedures.
- Know how to enter gross pay, withholdings, net pay, and employer taxes in a manual payroll system.
- Understand the origin and procedures of the various public assistance laws in Hawai'i.
- Be familiar with the functions of STAR components.
- Be aware of common business functions and understand the appropriate information technology solutions for them.
- Appreciate the development of civilizations in their geographical settings, understanding their characteristics and recognizing their enduring influence.

Useful frameworks for learning outcomes development:

Anderson, LW, & Krathwohl, DR (Eds). (2001). *Taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Needham Heights, MA: Allyn & Bacon.

Bloom, BS (Ed). (1956). *Taxonomy of educational objectives, handbook 1: Cognitive domain*. New York: Longman.

Costa, AL, & Kallick, B (Eds). (2000). *Discovering and exploring habits of mind*. Alexandria, VA: ASCD.

Marzano, R, Pickering, D, & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model*. Alexandria, VA: ASCD.

For more information, contact your SLO Coach:

Arts & Sciences Courses

Tony Silva  
silvaa@hawaii.edu

CTE Courses

Susan Jaworowski  
susanjaw@hawaii.edu



**[Workshop Evaluation Survey]**  
**SLO Fridays Professional Development Series**  
**SLO Skills: Assessment Basics Course – Developing Learning Outcomes**  
**October 9, 2015**

**Workshop Evaluation and Feedback**

1. What are learning outcomes (LOs)?

2. Why do learning outcomes need to be assessable?

3. What are two examples of assessable learning outcomes in your area?

4. How did you hear about this event (circle one)?

Email from colleague	Conversation with colleague	Flyer posted on campus	KCC News Bulletin	Other
-------------------------	--------------------------------	---------------------------	----------------------	-------

5. How effective was this workshop in increasing your understanding of learning outcomes (circle one)?

Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
-------------------	-----------	-----------------------	-----------------------	-------------------------

6. What was the most useful aspect of the workshop?

7. What was the least useful aspect of the workshop?

8. What would you suggest for future workshop topics?

## SLO Fridays Professional Development Series

### SLO Skills

#### Assessment Basics Course: Developing an Assessment Plan October 23, 2015

#### Evaluation Report

#### Report

1. Executive Summary

Assessment Coaches Susan Jaworowski and Anthony Silva conducted a workshop on developing an assessment plan as part of a new *Assessment Basics Course (ABC)*. The workshop was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Two faculty members attended the workshop. Workshop evaluations were overwhelmingly positive, with 100% of attendees reporting that the workshop was "very effective."

2. State the goals of the workshop

By the end of the workshop, attendees will be able to

- Explain what curriculum mapping is.
- Explain why curriculum mapping is important.
- Describe the pros and cons of different assessment timelines.

3. State how data were collected

Data were collected via an evaluation survey (100% response rate).

4. State how the data were interpreted, evaluated, or analyzed

Data from the evaluation survey were collated and coded.

5. Summarize the actual results

100% of attendees correctly defined curriculum mapping (Question 1); 100% of attendees correctly stated why curriculum mapping is important (Question 2); and 100% of attendees correctly identified one pro and one con of an all-in-one-semester assessment timeline (Question 3).

6. In addition to the actual results, were there additional conclusions or discoveries?

There were no additional conclusions or discoveries.

7. Use of results / workshop modifications

Future workshops will maintain a Question and Answer period.

8. Reflect on the assessment process

Future attendees will be asked to answer survey questions in complete sentences in order to enable easier analysis of workshop feedback.

9. Other important information

Attendees heard about the workshop via conversation with, or email from, a colleague, as well as through the KCC News and Events bulletin.

---

**Appendix A: Detailed Survey Results**

1. What is curriculum mapping?

100% of attendees correctly defined curriculum mapping

2. Why is curriculum mapping important?

100% of attendees correctly stated why curriculum mapping is important.

3. What is one pro and one con of an all-in-one-semester assessment timeline?

100% of attendees correctly identified one pro and one con.

4. How did you hear about this event?

Response choice	Number of responses*
Email from colleague	1
Conversation with colleague	1
Flyer posted on campus	0
KCC News Bulletin	1
Other	0

\*One attendee provided two responses to this question

5. How effective was this workshop in increasing your understanding of learning outcomes (LOs)?

Response choice	Number of responses
Very effective	2
Effective	0
Somewhat effective	0
Not very effective	0
Other	0

6. What was the most useful aspect of the workshop?

- Q and A
- Everything

7. What was the least useful aspect of the workshop?



(No responses)

8. What would you suggest for future workshop topics?  
Taskstream
- 

## **Appendix B: Workshop Materials**

1. Workshop Slides
2. Workshop Worksheet
3. Workshop Evaluation Survey

[Workshop Slides]

# **Assessment Basics Course: Developing an Assessment Plan**

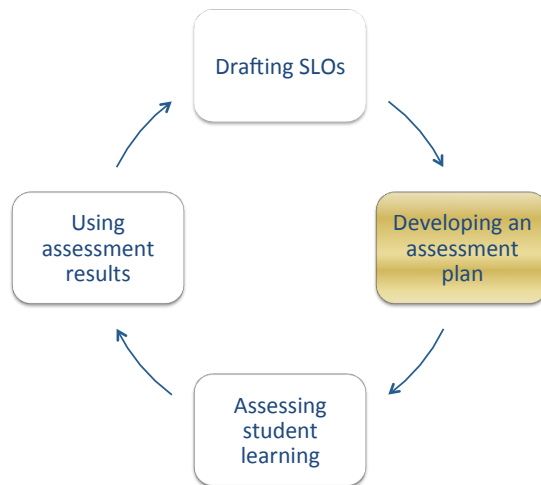
SLO Fridays@KapCC  
Fall 2015

Tony Silva  
Susan Jaworowski

Assessment is a rich conversation  
about student learning  
informed by data.

*-Ted Marchese (AAHE)*

## Our workshops can help



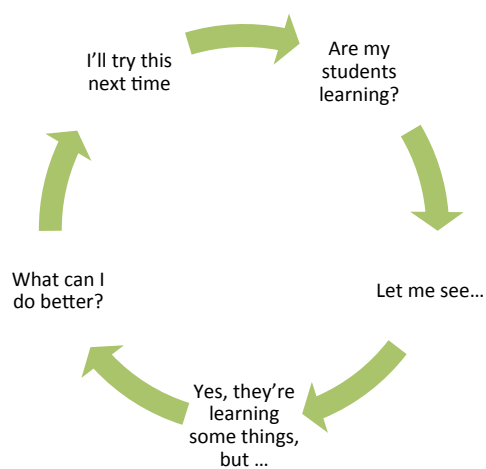
## Today's Outcomes:

- Explain what curriculum mapping is
- Explain why curriculum mapping is important
- Describe the pros and cons of different assessment timelines

## Student Learning Outcomes Assessment ...

- ... helps students improve their performance
- ... helps faculty improve their instruction
- ... helps programs improve their courses
- ... helps institutions improve their programs

## The Inquiry Process

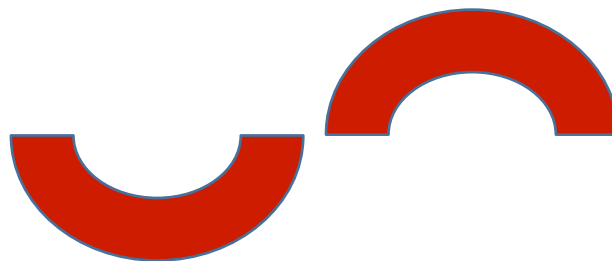


## The Assessment Cycle



## Curriculum mapping

- What it is and why it's important



Alignment!

# Example

**Key:**

**SLO1: Ethics:** Identify ethical issues that arise and apply rules of professional conduct to determine how to resolve them. (e.g., show awareness of legal ethics, confidentiality, and unauthorized practice of law issues).

**SLO2: Communication:** Demonstrate oral and written skills required in legal settings (e.g., convey knowledge and ideas clearly and precisely).

**SLO3: Critical Thinking:** Demonstrate basic principles of legal analysis and apply critical thinking skills. (e.g., integrate and synthesize concepts, generate options, and make logical and rational decisions).

**SLO4: Interpersonal Skills:** Demonstrate adaptability, flexibility, and sensitivity in working with diverse types of people, identify and resolve problems and disputes (e.g., establish effective working relationships with attorneys, coworkers, clients, and others).

**SLO5: Professionalism:** Demonstrate organizational skills to perform and prioritize assignments and utilize time efficiently. (e.g., manage workflow, adhere to procedural deadlines, use resources and time efficiently).

**SLO6: Technology & Information Literacy:** Identify, evaluate, and use appropriate technology and resources to effectively investigate, research, and present legal issues (e.g., conduct library and online legal research, and prepare, edit, and transmit legal and court documents).

**LAW 101 The Hawai'i Legal System (3) (UPDATED 2011)**

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Identify and analyze key legal principles in the state and federal Constitutions and the county Charter.		X	X			
Describe the functions of, relationships between, and the philosophy underlying the three branches of government.		X	X			X
Describe the history of the paralegal profession, the functions of paralegals, their relationship to attorneys, and influences on potential changes to those roles.		X	X			

# Assignment mapping

**AW 101 course activity map**

Courses and Activities Mapped to LAW 101 The Hawai'i Legal System Outcome Set

	Outcome			
	Identify and Analyze Constitutional Legal Principles Identify and analyze key legal principles in the state and federal Constitutions and the county Charter.	Describe Branches of Government Describe the functions of, relationships between, and the philosophy underlying the three branches of government.	Describe Paralegal Profession Describe the history of the paralegal profession, the functions of paralegals, their relationship to attorneys, and influences on potential changes to those roles.	Analyze Ethical Issues Analyze and critique ethical issues for legal professionals.
<b>Courses and Learning Activities</b>				
Discussion/quiz Week 2 discussion board and quiz	✓			
Paralegal essay Final exam question			✓	
W/1 essay Final exam essay		✓		
W/2 essay Final exam essay on final exam				✓

**Legend:** ✓ = Aligned       Show Outcome Descriptions       Show Course/Activity Det



# Spread out assessment

## Pros

- Allows focus on most-needed areas.
- Assessment (and student learning) is always “top of mind.”

## Cons

- In focusing on pieces of the course, overall review can be lost.
- Potential to “not close the loop.”

# When to assess?

January							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
53					1	2	3
1	4	5	6	7	8	9	10
2	11	12	13	14	15	16	17
3	18	19	20	21	22	23	24
4	25	26	27	28	29	30	31

February							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
5	1	2	3	4	5	6	7
6	8	9	10	11	12	13	14
7	15	16	17	18	19	20	21
8	22	23	24	25	26	27	28
9	29						

March							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
9		1	2	3	4	5	6
10	7	8	9	10	11	12	13
11	14	15	16	17	18	19	20
12	21	22	23	24	25	26	27
13	28	29	30	31			

April							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
13					1	2	3
14	4	5	6	7	8	9	10
15	11	12	13	14	15	16	17
16	18	19	20	21	22	23	24
17	25	26	27	28	29	30	

May							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
17							1
18	2	3	4	5	6	7	8
19	9	10	11	12	13	14	15
20	16	17	18	19	20	21	22
21	23	24	25	26	27	28	29
22	30	31					



# Course Assessment Plan (CAP)

## Course Assessment Plan (CAP)

Please save your completed CAP form with the course alpha and number – e.g. ENG100 -- and submit completed CAP electronically to your Department Chair.

Course (include alpha) \_\_\_\_\_

Author of this report \_\_\_\_\_ Date \_\_\_\_\_

Approximate number of class sections assessed at one time \_\_\_\_\_

Number of course competencies \_\_\_\_\_

List course competencies and indicate when during your five-year assessment cycle they will be or have been assessed. List the competencies according to competency number as designated in the KCC Catalog.

Competency	Academic Year for Assessment
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

# KCC Catalog

## SLT 102 Language Learning (3) KCC AA/DS

3 hours lecture per week

*Prerequisite(s): A grade of "C" or higher or concurrent enrollment in ENG 100, a grade of "C" or higher or concurrent enrollment in ESL 100.  
Comment: Students must do Service Learning in the Education pathway as a requirement of this course.*

SLT 102 introduces the post-method viewpoint of learning in the classroom. The course will begin with identifying the students' intuitions and insights about language learning. Students will then examine different language learning goals and needs as well as explore some basic needs in order for language to be acquired and factors that can accelerate or hinder language learning. In the second portion of the course, students will be introduced to ethnographic case studies of language learners and learn how to do their own ethnographic study on an individual or on one group of student language learners.

Upon successful completion of SLT 102 Language Learning, the student should be able to:

1. Describe the language development cycle, including each stage
2. Describe the various language learning frameworks commonly found in educational settings
3. Describe the various motivational and socio-cultural characteristics of language learners
4. Create scenarios of various language learning situations
5. Complete an ethnographic study of a language learner including:
  - Observation
  - Interview
  - Artifact collection
  - Secondary research
  - Data analysis
  - Data reporting

## **Course Assessment Plan (CAP)**

Please save your completed CAP form with the course alpha and number – eg ENG 100 – and submit completed CAP electronically to your Department Chair

**Course (include alpha)** SLT 102 Second Language Learning

Author of this report Shawn Ford

Date 3/18/11

Approximate number of class sections assessed at one time 1

Number of course competencies 5

List course competencies and indicate when during your five-year assessment cycle they will be or have been assessed. List the competencies according to competency number as designated in the KCC Catalog.

<b>Competency</b>	<b>Academic Year for Assessment</b>
1. Describe the language development cycle, including each stage	Fall 2011, Fall 2012, Fall 2013
2. Describe the various language learning frameworks commonly found in educational settings	Spring 2011, Spring 2012, Spring 2013
3. Describe the various motivational and socio-cultural characteristics of language learners	Fall 2014, Fall 2015, Fall 2016
4. Create scenarios of various language learning situations	Spring 2014, Spring 2015, Spring 2016

# Taskstream

UNIVERSITY OF HAWAII  
KAPĪŌLANI  
COMMUNITY COLLEGE

Shared Resources | Locator | Messages | Resource Tools

View Content | Discussion | Options & Info

**ZOO 141 Human Anatomy and Physiology I** (Workspace: Course Assessment Workspace)

Expand All | Collapse All

**Edit Content:**

**General Information**

- Standing Requirements
- 2014-2015 Assessment Cycle
  - Assessment Plan**
  - Assessment Results
  - Next Steps Plan
  - Assessment Update
- 2015-2016 Assessment Cycle
- 2016-2017 Assessment Cycle
- 2017-2018 Assessment Cycle

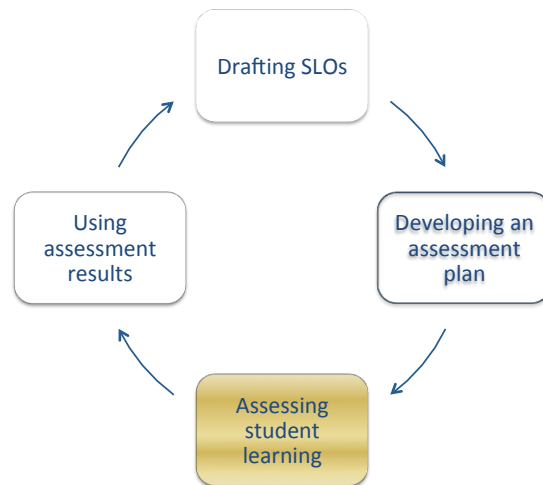
**A number of options are available in this workspace:**

- To view, add or edit content, select the item from the panel on your left, and then click "Ch
- To initiate discussion topics or add comments about the content added to these requiremen
- Once work is completed, submit items to your designated reviewer via the Submission and Workspace).
- You can also use the 'Share' feature located at the top of each requirement content page to

For more information on any of these options simply click the Help icon at the top of the AMS s

Questions?

## Our workshops can help



## SLO Care Package

(includes CAP & CLR)

@

<http://goo.gl/0dYtyg>

## Upcoming Workshops

Friday October 30 @ Naio 203

SLO Stories with Mark Kunimune @ 11 – 11:45 am:  
Hear how your colleagues are handling assessment

Friday November 6 @ Naio 203

SLO Stories with Shawn Ford @ 11 – 11:45 am:  
Hear how your colleagues are handling assessment

Friday November 13 @ Naio 203

SLO Workshop @ 11 – 11:45 am:  
Assessing Student Learning

## See you next time!

Susan Jaworowski  
susanjaw@hawaii.edu

Tony Silva  
silvaa@hawaii.edu

**[Workshop Worksheet]**  
**SLO Fridays Professional Development Series**  
**SLO Skills**  
**Assessment Basics Course – Developing an Assessment Plan**  
**October 23, 2015**

*Your turn! What might be some pros and cons of each assessment timeline?*

	Pros	Cons
Assess all course competencies in the same semester		
Spread out course competency assessment over the 5-year cycle		

**[Workshop Evaluation Survey]**  
**SLO Fridays Professional Development Series**  
**SLO Skills: Assessment Basics Course – Developing an Assessment Plan**  
**February 19, 2016**

**Workshop Evaluation and Feedback**

1. What is curriculum mapping?

2. Why is curriculum mapping important?

3. What is one pro and one con of an all-in-one-semester assessment timeline?

4. How did you hear about this event (circle one)?

Email from colleague	Conversation with colleague	Flyer posted on campus	KCC News Bulletin	Other
-------------------------	--------------------------------	---------------------------	----------------------	-------

5. How effective was this workshop in increasing your understanding of learning outcomes (circle one)?

Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
-------------------	-----------	-----------------------	-----------------------	-------------------------

6. What was the most useful aspect of the workshop?

7. What was the least useful aspect of the workshop?

8. What would you suggest for future workshop topics?

## SLO Fridays Professional Development Series

### SLO Stories

#### Mark Kunimune on Rubric Development

October 30, 2015

### Evaluation Report

#### Report

1. Executive Summary

Assessment Coaches Susan Jaworowski and Anthony Silva sponsored a faculty presentation on student learning outcomes assessment. In this faculty presentation, Mark Kunimune, Assistant Professor of Emergency Medical Services, shared his story of developing a rubric to evaluate paramedic interns in the field. The presentation was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Three faculty members attended the presentation. Presentation evaluations were overwhelmingly positive, with 100% of attendees reporting that the presentation was "very effective."

2. State the goals of the workshop

The SLO Stories sessions do not have explicitly stated goals.

3. State how data were collected

Data were collected via an evaluation survey (100% response rate).

4. State how the data were interpreted, evaluated, or analyzed

Data from the evaluation survey were collated and coded.

5. Summarize the actual results

100% of attendees left the workshop with at least one tip about SLOs / assessment rubrics (Question 1).

6. In addition to the actual results, were there additional conclusions or discoveries?

There were no additional conclusions or discoveries.

7. Use of results / workshop modifications

Future workshops will maintain a Question and Answer period.

8. Reflect on the assessment process

Future attendees will be asked to answer survey questions in complete sentences in order to enable easier analysis of workshop feedback.

9. Other important information



Attendees heard about the workshop via conversation with, or email from, a colleague.

---

## Appendix A: Detailed Survey Results

1. What is one tip you learned about SLOs / assessment rubrics?

- They must evolve
- Evolution is informative
- I liked his technique of tallying the scores horizontally and vertically – captures average of all skills as well as each skill individually

2. What was the most useful aspect of the workshop?

- How to attend to gut feeling
- Good explanations
- Seeing actual examples

3. What was the least useful aspect of the workshop?

- Nothing
- Ø
- Missing the beginning (arrived late)

4. How did you hear about this event?

Response choice	Number of responses
Email from colleague	2
Conversation with colleague	1
Flyer posted on campus	0
KCC News Bulletin	0
Other	0

5. How effective was this workshop in increasing your understanding of learning outcomes (LOs)?

Response choice	Number of responses
Very effective	3
Effective	0
Somewhat effective	0
Not very effective	0
Other	0

---

## **Appendix B: Workshop Materials**

### 1. Workshop Evaluation Survey

**[Workshop Evaluation Survey]**  
**SLO Fridays Professional Development Series**  
**SLO Stories: Mark Kunimune on Rubrics**  
**October 30, 2015**

**Workshop Evaluation and Feedback**

1. What is one tip you learned about SLOs / assessment and rubrics?

2. What was the most useful aspect of the workshop?

3. What was the least useful aspect of the workshop?

4. How did you hear about this event (circle one)?

Email from colleague	Conversation with colleague	Flyer posted on campus	KCC News Bulletin	Other
-------------------------	--------------------------------	---------------------------	----------------------	-------

5. How effective was this workshop in increasing your understanding of learning outcomes (circle one)?

Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
-------------------	-----------	-----------------------	-----------------------	-------------------------

## SLO Fridays Professional Development Series

### SLO Stories

#### Shawn Ford on Assignment Alignment

November 6, 2015

### Evaluation Report

## Report

1. Executive Summary

Assessment Coaches Susan Jaworowski and Anthony Silva sponsored a faculty presentation on student learning outcomes assessment. In this faculty presentation, Shawn Ford, Assistant Professor of English for speakers of other languages, shared his story of aligning class assignments to course competencies to program outcomes. The presentation was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Three faculty members attended the presentation. Presentation evaluations were very positive, with 66% of attendees reporting that the presentation was "very effective."

2. State the goals of the workshop

The SLO Stories sessions do not have explicitly stated goals.

3. State how data were collected

Data were collected via an evaluation survey (100% response rate).

4. State how the data were interpreted, evaluated, or analyzed

Data from the evaluation survey were collated and coded.

5. Summarize the actual results

100% of attendees left the workshop with at least one tip about SLOs / assessment rubrics (Question 1).

6. In addition to the actual results, were there additional conclusions or discoveries?

There were no additional conclusions or discoveries.

7. Use of results / workshop modifications

SLO Fridays will continue to be marketed via the KCC News site and the Bulletin.

8. Reflect on the assessment process

All attendees completed both sides of the Evaluation and Feedback survey.

9. Other important information

Attendees heard about the workshop via conversation with a colleague or the KCC News Bulletin.

---

## Appendix A: Detailed Survey Results

1. What is one tip you learned about SLOs / assessment and assignment alignment?
  - Backward planning is good
  - Backward design is maybe the best way to link grading to assessment
  - I appreciated (and envied) the efficiency of having all assignments = grade for the course = assessment of outcome
2. What was the most useful aspect of the workshop?
  - It is possible to link all activities to SLOs
  - Explanations of reasons for doing this process
  - Visual representation of how capstone project maps to outcomes
3. What was the least useful aspect of the workshop?
  - Ø
  - N/A
  - N/A
4. How did you hear about this event?

Response choice	Number of responses
Email from colleague	0
Conversation with colleague	2
Flyer posted on campus	0
KCC News Bulletin	1
Other	0

5. How effective was this workshop in increasing your understanding of learning outcomes (LOs)?

Response choice	Number of responses
Very effective	2
Effective	0
Somewhat effective	1
Not very effective	0
Other	0

---

## **Appendix B: Workshop Materials**

### 1. Workshop Evaluation Survey

**[Workshop Evaluation Survey]**  
**SLO Fridays Professional Development Series**  
**SLO Stories: Shawn Ford on Assignment Alignment**  
**November 6, 2015**

**Workshop Evaluation and Feedback**

1. What is one tip you learned about SLOs / assessment and assignment alignment?

2. What was the most useful aspect of the workshop?

3. What was the least useful aspect of the workshop?

4. How did you hear about this event (circle one)?

Email from colleague	Conversation with colleague	Flyer posted on campus	KCC News Bulletin	Other
-------------------------	--------------------------------	---------------------------	----------------------	-------

5. How effective was this workshop in increasing your understanding of learning outcomes (circle one)?

Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
-------------------	-----------	-----------------------	-----------------------	-------------------------

## SLO Fridays Professional Development Series

### SLO Skills

#### Assessment Basics Course: Assessing Student Learning November 13, 2015

#### Evaluation Report

### Report

1. Executive Summary

Assessment Coaches Susan Jaworowski and Anthony Silva conducted a workshop on assessing student learning as part of a new *Assessment Basics Course (ABC)*. The workshop was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Five faculty members attended the workshop. Workshop evaluations were overwhelmingly positive, with 100% of attendees reporting that the workshop was "effective" or "very effective."

2. State the goals of the workshop

By the end of the workshop, attendees will be able to

- Describe the difference between direct and indirect evidence of student learning
- Describe the different types of benchmarks and when each might be appropriate

3. State how data were collected

Data were collected via an evaluation survey (100% response rate).

4. State how the data were interpreted, evaluated, or analyzed

Data from the evaluation survey were collated and coded.

5. Summarize the actual results

80% of attendees correctly defined direct assessment (Question 1); 60% of attendees correctly defined indirect assessment (Question 2); and 80% of attendees correctly matched 100% of the assessment goals to the appropriate benchmark (Question 3).

6. In addition to the actual results, were there additional conclusions or discoveries?

There were no additional conclusions or discoveries.

7. Use of results / workshop modifications



- The amount of material covered (or the workshop length) will be reconsidered so as to allow ample time for both discussion and proper coverage of the material.
  - The wording on some slides and on the worksheet will be revised.
8. Reflect on the assessment process
- Oral directions to attendees regarding workshop evaluation need to be clearer so that attendees do not give examples of the information asked for, but rather directly answer the question.
9. Other important information
- The material on "benchmarks" was covered rather quickly due to the allowance of extended time for attendee discussion of direct and indirect evidence as they completed the worksheet. This, perhaps, affected their ability to correctly answer Question 3; it also may have affected the evaluation of the effectiveness of the workshop (Question 4).
  - All attendees heard about the workshop from the KCC News and Events Bulletin.
  - Future workshop topic suggestions provided fruitful areas to consider.
- 

## Appendix A: Detailed Survey Results

1. What is direct assessment?  
80% of attendees correctly defined direct assessment; 20% gave a (correct) example instead of a definition.
2. What is indirect assessment?  
60% of attendees correctly defined indirect assessment; 20% gave a (correct) example instead of a definition; 20% incorrectly defined indirect assessment.
3. Match the assessment goal to the appropriate benchmark.  
80% of attendees correctly matched 100% of the goals to the appropriate benchmark; 20% of the attendees correctly matched 33% of the goals to the appropriate benchmark.
4. How effective was this workshop in increasing your understanding of learning outcomes (LOs)?

Response choice	Number of responses
Very effective	1
Effective	4
Somewhat effective	0
Not very effective	0
Other	0

5. How did you hear about this event?

---

Response choice	Number of responses*
Email from colleague	1
Conversation with colleague	0
Flyer posted on campus	0
KCC News Bulletin	5
Other	0

---

\* One attendee selected two responses

6. What was the most useful aspect of the workshop?

- Descriptions of assessment
- Benchmarks and targets of performance
- Definitions and discussions and examples
- Info on direct / indirect assessment; quizzes and discussion
- Using direct and indirect evidence

7. What was the least useful aspect of the workshop?

- Direct / indirect

8. What would you suggest for future workshop topics?

- Ways to apply direct and indirect evidence gathering
  - Additional examples
  - Worksheet we could use to help decide on assessment method, purpose, goal, etc
  - Process for determining what is being taught; Can we assess what is not directly taught?
- 

## **Appendix B: Workshop Materials**

1. Workshop Slides
2. Workshop Handout
3. Workshop Worksheet
4. Workshop Evaluation Survey

# **Assessment Basics Course: Assessing Student Learning**

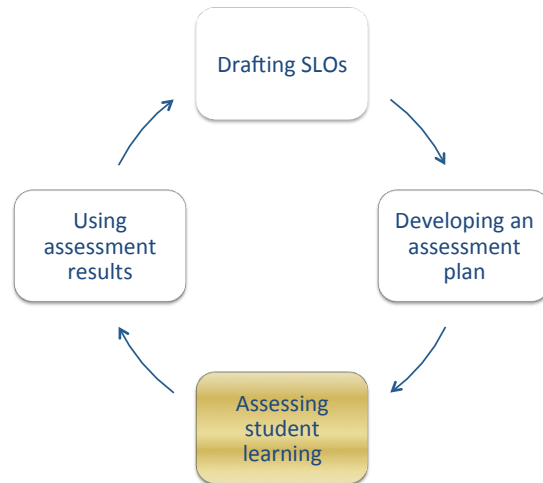
SLO Fridays@KapCC  
Fall 2015

Tony Silva  
Susan Jaworowski

Assessment is a rich conversation  
about student learning  
informed by data.

*-Ted Marchese (AAHE)*

## Our workshops can help



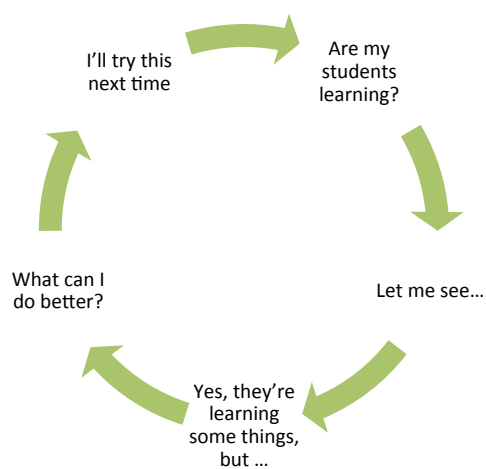
## Today's Outcomes:

- Describe the difference between direct and indirect evidence of student learning
- Describe the different types of benchmarks and when each might be appropriate

## Student Learning Outcomes Assessment ...

- ... helps students improve their performance
- ... helps faculty improve their instruction
- ... helps programs improve their courses
- ... helps institutions improve their programs

## The Inquiry Process



## The Assessment Cycle



## Direct and Indirect Evidence of Student Learning

## Direct Evidence

Evidence that involves examination of student work or performance, such as ...

- Tests
- Embedded test questions
- Written papers
- Oral presentations
- Student projects / performances
- Portfolios

## Indirect Evidence

Evidence that solicits the students (or others) perspective about how much they think they know. It supplements and enriches what faculty learn from direct evidence. Indirect evidence includes ...

- Surveys of students
- Interview with students
- Surveys/interviews of others
- Focus groups of students
- Reflective journals
  
- Insufficient on its own, but can be just as meaningful
  
- Helps to provide insights as to performance on direct evidence

## Direct or Indirect Evidence of Learning?

- Write down the name of each state's capital  
Hawaii \_\_\_\_\_ California \_\_\_\_\_
- How many capital cities can you name?  
1 – 20      21 – 40      41 – 50
- Write a research paper in which you.....

## Assessment Options

### Direct Evidence

- Option 1
- Option 2
- Option 3

### Faculty use:

- Different assignments / same criteria
- Same assignment / same criteria
- Different assignments / different criteria

### Indirect Evidence\*

- Option 4
- Agreed-upon survey questions across sections

\*Option 4 cannot be used alone; it must be combined with Option 1, 2, or 3



## Benchmarks

## Benchmarks

Standards against which faculty judge student achievement of learning outcomes.

## Setting Benchmarks

1. Choose type of benchmark
2. Set specific, appropriate standards of performance
3. Set targets for students' collective performance

## Types of benchmarks

- Value-added
- Historical trends
- Strengths / weaknesses
- Capability
- Productivity
- Local
- External
- Internal peer
- External peer
- Best practices

## Choosing type of benchmark

**Question you want to answer:**      **Type of benchmark to choose:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Are our students meeting our own standards?</li><li>• Are our students meeting standards set by someone else?</li><li>• How do our students compare to peers at other colleges?</li></ul> | <ul style="list-style-type: none"><li>• Local benchmarks</li><li>• External benchmarks</li><li>• External peer benchmarks</li></ul> |
|---|---|

## Choosing type of benchmark

**Question you want to answer:**      **Type of benchmark to choose:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Is our program improving?</li><li>• Are our students improving?</li><li>• What are our students' areas of relative strength and weakness?</li></ul> | <ul style="list-style-type: none"><li>• Historical trends benchmarks</li><li>• Value-added benchmarks</li><li>• Strengths / weaknesses benchmarks</li></ul> |
|---|---|

## Standards of performance

- Setting performance standards is subjective
- Performance standard decisions can be strengthened by ...
  - Doing some research
  - Involving others in the process
  - Using samples of student work
  - Using other benchmarks as corroboration

## Targets of performance

- Setting performance targets is subjective
- Performance target decisions can be strengthened by using the same methods as for performance standards
- Also consider ...
  - Expressing targets as percentages rather than means
  - Varying targets depending on circumstances
  - Using multiple targets (meet / exceed)

# Course Learning Report

## (CLR)

1

### Course Learning Report

(revised 9/2013)

Course:

Date:

Author:

#### Overview of Course Learning Report Concepts

**Competency:** Statements of what students are expected to know and be able to do by the time they complete the learning experience.

**Assessment Method:** The systematic collection, review, and use of information about educational experiences undertaken for the purpose of improving student learning and development. Consider the following:

- o WHAT—What is the assessment tool? (Example: course assignment, test questions, paper, presentation, project, portfolio, etc.)
- o HOW— How will the assessment results be evaluated? (Example: rubric, answer key, observation checklist, rating scale, etc.)
- o WHO—Who will conduct the assessment? (Example: 4 out of 5 faculty)
- o WHEN—When will the assessment be conducted (semester, year, week)? (Example: spring 2013 week 16, etc.)

**Expected Level of Achievement:** Benchmark or specific level of performance expected of students serving as a point of reference by which performance is measured.

**Results of Assessment:** Summary of assessment results after analyzing assessment noted in the *assessment method* column.

**Next Steps:** Recommendations for improvements (if there are any). Next steps can include revisions to assessment methods, competency, syllabi, curriculum, teaching methods, student support, and other.

**Continuing the Cycle of Improvement:** If this is not the first cycle of assessment for this course / competency, what were the "Next Steps" from the previous assessment cycle? Include "Next Steps" status.

PROGRAM OUTCOME	Competency	Assessment Method	Expected Level of Achievement	Results of Assessment	Next Steps
	Competency 1	What: How: Who: When:	Expected:	Results:	Action: Date:
	Competency 2	What: How: Who: When:	Expected:	Results:	Action: Date:
	Competency 3	What: How: Who: When:	Expected:	Results:	Action: Date:
	Competency 4	What: How: Who: When:	Expected:	Results:	Action: Date:
	Competency 5	What: How: Who: When:	Expected:	Results:	Action: Date:
	Competency 6	What: How: Who: When:	Expected:	Results:	Action: Date:

## Course Learning Report

(revised 9/2013)

Course: ESOL 94 Advanced English for Speakers of Other Languages

Date: 12/20/2013

Author: Anthony Silva

### Overview of Course Learning Report Concepts

**Competency:** Statements of what students are expected to know and be able to do by the time they complete the learning experience.

**Assessment Method:** The systematic collection, review, and use of information about educational experiences undertaken for the purpose of improving student learning and development. Consider the following:

- o WHAT—What is the assessment tool? (Example: course assignment, test questions, paper, presentation, project, portfolio, etc.)
- o HOW— How will the assessment results be evaluated? (Example: rubric, answer key, observation checklist, rating scale, etc.)
- o WHO—Who will conduct the assessment? (Example: 4 out of 5 faculty)
- o WHEN—When will the assessment be conducted (semester, year, week)? (Example: spring 2013 week 16, etc.)

**Expected Level of Achievement:** Benchmark or specific level of performance expected of students serving as a point of reference by which performance is measured.

**Results of Assessment:** Summary of assessment results after analyzing assessment noted in the *assessment method* column.

**Next Steps:** Recommendations for improvements (if there are any). Next steps can include revisions to assessment methods, competency, syllabi, curriculum, teaching methods, student support, and other.

**Continuing the Cycle of Improvement:** If this is not the first cycle of assessment for this course / competency, what were the "Next Steps" from the previous assessment cycle? Include "Next Steps" status.

**Next steps from Spring 2013 CLR for course competency 2:**

- Next step #1: Faculty will explore a writing cycle intervention (write, revise, test).
- Next step #2: Faculty will begin to explore clarity in writing.

**Status:**

- Next step #1: To be implemented in Fall 2013
- Next step #2: To be implement in Fall 2015

PROGRAM OUTCOME	Competency	Assessment Method	Expected Level of Achievement	Results of Assessment	Next Steps
Communication: Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication	Competency 2: Attend to feedback on the clarity, accuracy, precision, relevance, depth, breadth of their writing (see discussion below)	What: In-class essay How: Accuracy formula Who: 8 ESOL faculty When: Fall 2013 Week 15	Expected: 100% of the students will meet the benchmark of 40% accuracy	Results: Meet: 41% Do not meet: 59%	Action: Faculty will continue to explore the writing cycle (write, revise, test) and other accuracy-focused interventions  Date: Spring 2014

#### Discussion


This competency is undergoing revision. As such, only the accuracy component of the competency was assessed in Fall 2013.

Grammatical accuracy was assessed using an accuracy formula developed in Fall 2011:

$$(\# \text{ of accurate sentences} / \# \text{ of sentences}) = \% \text{ accurate sentences}$$

In Fall 2013, 41% of student artifacts met the accuracy benchmark; 59% did not (class average = 34% accuracy; range = 0 – 80% accuracy). This was an improvement over Spring 2013, when 31% of students met the accuracy benchmark. Therefore, faculty will continue to use the writing cycle (write, revise, test) and will also explore other accuracy-focused interventions.

## Taskstream



UNIVERSITY of HAWAII  
**KAPIOLANI**  
COMMUNITY COLLEGE

Home
Shared Resources
Locator
Messages
Resource Tools

View Content
Discussion
Options & Info

**ZOOL 141 Human Anatomy and Physiology I** (Workspace: Course Assessment Workspace)

Expand All
Collapse All

**General Information**

- + Standing Requirements
- 2014-2015 Assessment Cycle
  - ◆ Assessment Plan
  - ◆ Assessment Results
  - ◆ Next Steps Plan
  - ◆ Assessment Update
- + 2015-2016 Assessment Cycle
- + 2016-2017 Assessment Cycle
- + 2017-2018 Assessment Cycle

**Edit Content:**

**A number of options are available in this workspace:**

- To view, add or edit content, select the item from the panel on your left, and then click "Ch
- To initiate discussion topics or add comments about the content added to these requirement
- Once work is completed, submit items to your designated reviewer via the Submission and Workspace).
- You can also use the 'Share' feature located at the top of each requirement content page to

For more information on any of these options simply click the ? Help icon at the top of the AMS s

Questions?

**SLO Care Package**

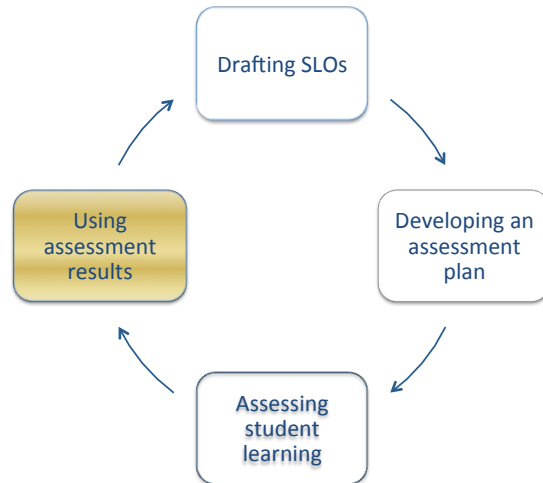
(includes CAP & CLR)

@

<http://goo.gl/0dYtyg>



## Our workshops can help



## Upcoming Workshops

Friday November 20 @ Naio 203

SLO Conversation Corner @ 11 – 11:45 am:

Talk story about SLOs and assessment—bring your questions and ideas!

Friday December 4 @ Naio 203

SLO Skills@ 11 – 11:45 am:

Using Assessment Results

Susan Jaworowski  
susanjaw@hawaii.edu

Tony Silva  
silvaa@hawaii.edu

**[Workshop Handout]**  
**SLO Fridays Professional Development Series**  
**SLO Skills**  
**Assessment Basics Course – Assessing Student Learning**  
**November 13, 2015**

Key takeaways:

- Both direct evidence and indirect evidence of student learning are useful (and complementary).
- Choice of benchmark type depends on the goal of assessment.

Examples of direct and indirect evidence of student learning (also see reverse)

Direct evidence

- Capstone experiences
- Performances, presentations
- Test scores
- Discussion board threads
- Classroom response systems
- Student reflections on their values

Indirect evidence

- Assignment grades (w/o rubric)
- Graduation / transfer rates
- GRE, LSAT, etc scores
- Course evaluations (eCafe)
- Honors, awards, scholarships
- Student publication rates

Examples of types of benchmarks

- Local = established by faculty teaching the course, program, college
- External = disciplinary standards; certification or licensing requirements
- Internal peer = compared against the scores of peers in the class or college
- External peer = compared against the scores of peers at other colleges
- Best practices = compared against the best results of similar institutions
- Value-added = change over time (pre/post)
- Historical trends = compares current students against peers in prior classes
- Strengths / weaknesses = compares subscores of a particular assessment
- Capability = compared against what students are inherently capable of doing
- Productivity = results vs cost of instruction

*From Suskie, L. (2009). Assessing Student Learning: A Common Sense Guide. San Francisco: Jossey-Bass.*

For more information, contact your SLO Coach:

Arts & Sciences Courses

Tony Silva  
silvaa@hawaii.edu

CTE Courses

Susan Jaworowski  
susanjaw@hawaii.edu

**[Workshop Worksheet]**  
**SLO Fridays Professional Development Series**  
**SLO Skills**  
**Assessment Basics Course – Assessing Student Learning**  
**November 13, 2015**

*Your turn! Are the examples below direct or indirect evidence of student learning? How useful would they be for your course or program?*

Example	Direct evidence	Indirect evidence	Very useful	Somewhat useful	Not useful
Ratings of student skills by field exp. supervisors					
Student retention / persistence rates					
Pass rates on licensure exams					
Student / alumni satisfaction surveys					
Pretest / posttest scores					
Teacher observations of student behaviors					
Course grades					
Think-alouds					
Job placement rates of graduates					
Portfolios of student work					

**[Workshop Evaluation Survey]**  
**SLO Fridays Professional Development Series**  
**SLO Skills: Assessment Basics Course – Assessing Student Learning**  
**November 13, 2015**

**Workshop Evaluation and Feedback**

1. What is direct evidence?

2. What is indirect evidence?

3. Match the assessment goal to the appropriate benchmark:

<u>Goal</u>	<u>Benchmark</u>
Are students meeting our standards?	Local benchmarks
Are students improving?	External benchmarks
Is the program improving?	Historical trends benchmarks
	Value-added benchmarks
	Strengths / weaknesses benchmarks

4. How did you hear about this event (circle one)?

Email from colleague	Conversation with colleague	Flyer posted on campus	KCC News Bulletin	Other
-------------------------	--------------------------------	---------------------------	----------------------	-------

5. How effective was this workshop in increasing your understanding of learning outcomes (circle one)?

Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
-------------------	-----------	-----------------------	-----------------------	-------------------------

6. What was the most useful aspect of the workshop?

7. What was the least useful aspect of the workshop?

8. What would you suggest for future workshop topics?

**SLO Fridays Professional Development Series**  
**SLO Skills**  
**Assessment Basics Course: Using Assessment Results**  
**December 4, 2015**

**Evaluation Report**

**Report**

1. Executive Summary

Assessment Coaches Susan Jaworowski and Anthony Silva conducted a workshop on using assessment results as part of a new *Assessment Basics Course (ABC)*. The workshop was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Two faculty members attended the workshop. Workshop evaluations were extremely positive, with 100% of attendees reporting that the workshop was "effective" or "very effective."

2. State the goals of the workshop

By the end of the workshop, attendees will be able to

- Identify methods of summarizing data
- Identify methods of closing the loop

3. State how data were collected

Data were collected via an evaluation survey (100% response rate).

4. State how the data were interpreted, evaluated, or analyzed

Data from the evaluation survey were collated and coded.

5. Summarize the actual results

100% of attendees correctly identified two methods of summarizing data (Question 1); 100% of attendees correctly identified two methods of closing the loop (Question 2).

6. In addition to the actual results, were there additional conclusions or discoveries?

There were no additional conclusions or discoveries.

7. Use of results / workshop modifications

- The level of detail of material covered will be reconsidered so as to prevent overwhelming attendees with potentially unnecessary information.

8. Reflect on the assessment process

- Assessment of the workshops continues to provide useful information to the presenters

9. Other important information

Both attendees heard about the workshop via the KCC News and Events bulletin.

---

**Appendix A: Detailed Survey Results**

1. What are two methods of summarizing data?

100% of attendees correctly identified two methods.

2. What are two methods of closing the loop?

100% of attendees correctly identified two methods.

3. (There was no Question 3.)

4. How did you hear about this event?

Response choice	Number of responses
Email from colleague	0
Conversation with colleague	0
Flyer posted on campus	0
KCC News Bulletin	2
Other	0

5. How effective was this workshop in increasing your understanding of learning outcomes (LOs)?

Response choice	Number of responses
Very effective	1
Effective	1
Somewhat effective	0
Not very effective	0
Other	0

6. What was the most useful aspect of the workshop?

- Closing the loop
- To reflect on collecting data and closing the loop

7. What was the least useful aspect of the workshop?

- None

8. What would you suggest for future workshop topics?

- What are SLOs?
  - Promoting and facilitating a rich discussion
- 

## **Appendix B: Workshop Materials**

1. Workshop Slides
2. Workshop Handout
3. Workshop Worksheet
4. Workshop Evaluation Survey



# **Assessment Basics Course: Using Assessment Results**

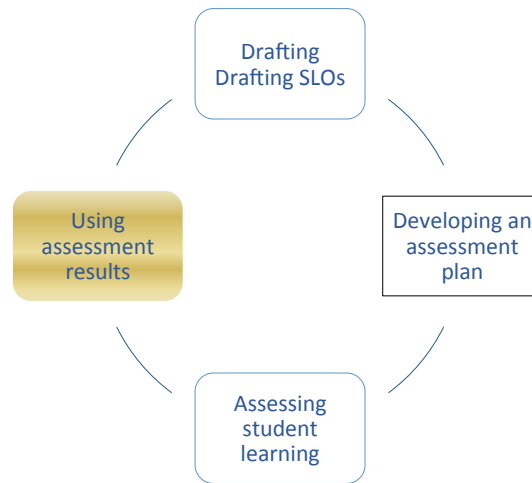
SLO Fridays@KapCC  
Fall 2015

Tony Silva  
Susan Jaworowski

Assessment is a rich conversation  
about student learning  
informed by data.

*-Ted Marchese (AAHE)*

## Our workshops can help



## Today's Outcomes:

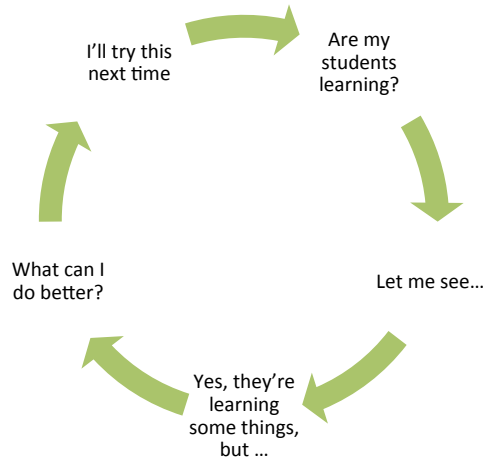
- Identify methods of summarizing data
- Identify methods of closing the loop

# Assessment Basics

## Student Learning Outcomes Assessment...

- ... helps students improve their performance
- ... helps faculty improve their instruction
- ... helps programs improve their courses
- ... helps institutions improve their programs

## The Inquiry Process



## The Assessment Cycle



# Summarizing Assessment Results

## Methods of Summarizing

- Tallies
- Percentages
- Aggregates
- Averages
- Qualitative Summaries

## Tallies

	Very Good	Good	Adequate	Inadequate	Meet / Do not meet
<b>The paper expresses a point of view</b>	15	2	2	1	19 / 1
<b>The paper is well-organized</b>	18	1	1	0	20 / 0
<b>The paper has enough supporting evidence</b>	12	4	2	2	18 / 2

## Percentages

	Very Good	Good	Adequate	Inadequate	Meet / Do not meet
<b>The paper expresses a point of view</b>	75%	10%	10%	5%	95% / 5%
<b>The paper is well-organized</b>	90%	5%	5%	0%	100% / 0%
<b>The paper has enough supporting evidence</b>	60%	20%	10%	10%	90% / 10%

## Aggregates: Overall Score

Student	Point of view (A or I)	Organization (A or I)	Support (A or I)	Total (A or I)
S1	Adequate	Adequate	Adequate	Adequate
S2	Adequate	Adequate	Inadequate	Adequate
S3	Inadequate	Adequate	Inadequate	Inadequate
S4	Adequate	Adequate	Adequate	Adequate
S5	Adequate	Adequate	Inadequate	Adequate
<b>Total Adequate</b>				4 / 5 = <b>80%</b>

## Aggregates: Overall Score

Student	Adequate Overall	Inadequate Overall
S1		
S2		
S3		
S4		
S5		
<b>TOTAL</b>	80%	20%

## Aggregates: Subscore

Student	Point of view (A or I)	Organization (A or I)	Support (A or I)	Total (A or I)
S1	Adequate	Adequate	Adequate	Adequate
S2	Adequate	Adequate	Inadequate	Adequate
S3	Inadequate	Adequate	Inadequate	Inadequate
S4	Adequate	Adequate	Adequate	Adequate
S5	Adequate	Adequate	Inadequate	Adequate
<b>Total Adequate</b>	4 / 5	5 / 5	2 / 5	$\frac{6}{10} = 60\%$

## Averages

- **Mean**
  - Arithmetic average of the scores
  - $75 + 83 + 91 + 75 + 79 = 403 / 5 = 81$
- **Median**
  - Middle score
  - 75, 75, **79**, 83, 91
- **Mode**
  - Most frequent score(s)
  - **75**, 83, 91, **75**, 79



## Qualitative Summaries

- **Quick read-throughs**
  - Why? To get general impressions
  - Report in a brief narrative
- **Grouped listings**
  - Why? To categorize brief statements
  - Report categories, counts, and comments
- **Thematic analysis**
  - Why? To find themes, patterns, relationships
  - Report in a synthesized, holistic description

## Many sections

- **How to summarize data for multiple section courses**
  - Each section records results / data
  - Aggregator collects data from each section
  - Aggregator aggregates data
  - All meet to discuss data

## Using Assessment Results: Closing the Loop

Use assessment results fairly, ethically, and responsibly:

- Make assessments planned and purposeful
- Communicate assessment information widely and transparently
- Promote the use of multiple sources of information

## Good Results

- **Celebrate!**
  - You've found what you do well
- **Share**
  - Faculty recognition
  - Dept, Dean, VCAA, Chancellor

## Good Results, part 2

- **Reconsider your benchmarks**
  - Time to move them up?

# Disappointing Results

- Celebrate!
  - You've found something to work on
- Get to work
  - Consider your learning outcomes
  - Consider your curriculum
  - Consider your teaching methods
  - Consider your assessment strategies

1

## Course Learning Report

(revised 9/2013)

Course: ESOL 94 Advanced English for Speakers of Other Languages

Date: 12/20/2013

Author: Anthony Silva

### Overview of Course Learning Report Concepts

**Competency:** Statements of what students are expected to know and be able to do by the time they complete the learning experience.

**Assessment Method:** The systematic collection, review, and use of information about educational experiences undertaken for the purpose of improving student learning and development. Consider the following:

- o WHAT—What is the assessment tool? (Example: course assignment, test questions, paper, presentation, project, portfolio, etc.)
- o HOW— How will the assessment results be evaluated? (Example: rubric, answer key, observation checklist, rating scale, etc.)
- o WHO—Who will conduct the assessment? (Example: 4 out of 5 faculty)
- o WHEN—When will the assessment be conducted (semester, year, week)? (Example: spring 2013 week 16, etc.)

**Expected Level of Achievement:** Benchmark or specific level of performance expected of students serving as a point of reference by which performance is measured.

**Results of Assessment:** Summary of assessment results after analyzing assessment noted in the *assessment method* column.

**Next Steps:** Recommendations for improvements (if there are any). Next steps can include revisions to assessment methods, competency, syllabi, curriculum, teaching methods, student support, and other.

**Continuing the Cycle of Improvement:** If this is not the first cycle of assessment for this course / competency, what were the "Next Steps" from the previous assessment cycle? Include "Next Steps" status.

**Next steps from Spring 2013 CLR for course competency 2:**

- Next step #1: Faculty will explore a writing cycle intervention (write, revise, test).
- Next step #2: Faculty will begin to explore clarity in writing.

**Status:**

- Next step #1: To be implemented in Fall 2013
- Next step #2: To be implement in Fall 2015

PROGRAM OUTCOME	Competency	Assessment Method	Expected Level of Achievement	Results of Assessment	Next Steps
Communication: Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication	Competency 2: Attend to feedback on the clarity, accuracy, precision, relevance, depth, breadth of their writing  (see discussion below)	What: In-class essay  How: Accuracy formula  Who: 8 ESOL faculty  When: Fall 2013 Week 15	Expected: 100% of the students will meet the benchmark of 40% accuracy	Results: Meet: 41% Do not meet: 59%	Action: Faculty will continue to explore the writing cycle (write, revise, test) and other accuracy-focused interventions  Date: Spring 2014

#### Discussion

This competency is undergoing revision. As such, only the accuracy component of the competency was assessed in Fall 2013.

Grammatical accuracy was assessed using an accuracy formula developed in Fall 2011:

$$(\# \text{ of accurate sentences} / \# \text{ of sentences}) = \% \text{ accurate sentences}$$

In Fall 2013, 41% of student artifacts met the accuracy benchmark; 59% did not (class average = 34% accuracy; range = 0 – 80% accuracy). This was an improvement over Spring 2013, when 31% of students met the accuracy benchmark. Therefore, faculty will continue to use the writing cycle (write, revise, test) and will also explore other accuracy-focused interventions.

# Questions?

## SLO Care Package

(includes CAP & CLR)

@

<http://goo.gl/0dYtyg>

## Upcoming Workshops

More to be announced in January!

SLO Fridays every Friday  
starting January 2016  
at 11 am in Naio 203.

Watch the bulletin!

Susan Jaworowski  
susanjaw@hawaii.edu

Tony Silva  
silvaa@hawaii.edu

## Source

Suskie, L. (2009). *Assessing student learning: a common sense guide (2nd edition)*. San Francisco: Jossey-Bass.

**[Workshop Handout]**  
**SLO Fridays Professional Development Series**  
**SLO Skills: Assessment Basics Course – Assessing Student Learning**  
**December 4, 2015**

Sometimes your data will tell you what you want to hear: your course is on track in helping students to achieve your SLOs. Sometimes, however, the data will not answer your question about how your students are doing. Instead, the data will tell you that your assessment mechanism needs to be tuned. Some of the interesting things your data might tell you are:

- The SLOs need to be revised. It isn't what our students really learn.
- We need better evidence, e.g., better assignments or writing prompts.
- We need a better rubric. The criteria aren't clear or aren't reasonable for the course.
- We need to calibrate the reviewers. Data are of questionable reliability.
- We need to do more direct assessment of what our students actually do.
- We collected too much evidence and don't have the time or energy to assess it all.
- We need to involve more faculty, including adjuncts.
- We collected only one line of evidence and don't have confidence in our conclusion.
- It's not clear when/how students should learn to master this outcome. We need to rethink this.
- We need a more reasonable, sustainable assessment plan.\*

So what can you do if your data give you this kind of feedback? You can investigate several options, including making the following changes:

- **Pedagogy:** change assignments, provide better formative feedback to students, use more active learning strategies, assign better readings.
- **Curriculum:** change the prerequisites, re-sequence courses to scaffold student learning, substitute new courses for existing ones.
- **Student support:** improve tutoring services, add online, self-study materials, develop specialized support in the library, improve advising.
- **Faculty support:** provide teaching workshops and other professional development, support tutors for the course or program
- **Equipment, supplies, space:** new or updated computers or software, improvement or expansion of labs, expanded space or equipment for student projects.\*

*Lists adapted from Mary Allen, "Closing the Loop," ALA VI.*



**[Workshop Worksheet]**  
**SLO Fridays Professional Development Series**  
**SLO Skills: Assessment Basics Course – Assessing Student Learning**  
**December 4, 2015**

What would come to mind if you received the following data from a course assessment?  
What questions would you ask about the course and its assessments?

COURSE 100 - Assessing critical thinking skills.

Written assignment graded with rubric	Low scores
Oral presentation graded with rubric	Average scores
Student reflection/ratings of their critical thinking skills	High self-assessment ratings

COURSE 200 - Assessing content knowledge in an internship course.

Student final exam grade	Low scores
Student final project grade	High scores
Internship sponsor ratings	High scores

**[Workshop Evaluation Survey]**  
**SLO Fridays Professional Development Series**  
**SLO Skills: Assessment Basics Course – Assessing Student Learning**  
**December 4, 2015**

**Workshop Evaluation and Feedback**

1. What are two methods of summarizing data?

2. What are two methods of closing the loop?

4. How did you hear about this event (circle one)?

Email from colleague	Conversation with colleague	Flyer posted on campus	KCC News Bulletin	Other
-------------------------	--------------------------------	---------------------------	----------------------	-------

5. How effective was this workshop in increasing your understanding of learning outcomes (circle one)?

Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
-------------------	-----------	-----------------------	-----------------------	-------------------------

6. What was the most useful aspect of the workshop?

7. What was the least useful aspect of the workshop?

8. What would you suggest for future workshop topics?

## SLO Fridays Professional Development Series

### SLO Skills

### Assessment Basics Course: Developing Learning Outcomes January 29, 2016

### Evaluation Report

#### Report

1. Executive Summary

Assessment Coaches Susan Jaworowski and Anthony Silva conducted a workshop on developing learning outcomes as part of the *Assessment Basics Course (ABC)*. The workshop was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Six faculty members attended the workshop. Workshop evaluations were very positive, with 83% of attendees reporting that the workshop was "effective" or "very effective" (one attendee did not answer this question).

2. State the goals of the workshop

By the end of the workshop, attendees will be able to

- Define learning outcomes (LOs)
- Explain why LOs need to be assessable
- Give examples of assessable LOs in your area

3. State how data were collected

Data were collected via an evaluation survey (100% response rate, though one attendee did not complete the entire survey).

4. State how the data were interpreted, evaluated, or analyzed

Data from the evaluation survey were collated and coded.

5. Summarize the actual results

66% of attendees provided an accurate definition of learning outcomes; 33% provided a synonym (Question 1); 100% of attendees correctly stated why learning outcomes need to be assessable (Question 2); 83% of attendees provided assessable outcomes that started with action verbs (Question 3).

6. In addition to the actual results, were there additional conclusions or discoveries?

There were no additional conclusions or discoveries.

7. Use of results / workshop modifications  
The word "definition" will be added to Question #1 of the evaluation survey so as to better ensure that attendees provide a definition to this question, rather than just a synonym.
  8. Reflect on the assessment process  
Oral directions to attendees regarding workshop evaluation need to be clearer so that attendees complete the entire evaluation survey, ie, both sides of the document.
  9. Other important information  
Information about SLO Fridays workshops is being found via methods beyond the KCC News and Events bulletin, which is a positive development that may lead to increased attendance.
- 

## Appendix A: Detailed Survey Results

1. What are learning outcomes (LOs)?  
66% of attendees provided an accurate definition. 33% of attendees provided a synonym(s).
2. Why do learning outcomes need to be assessable?  
100% of attendees correctly answered the question.
3. What are two examples of assessable learning outcomes in your area?  
83% of attendees provided assessable outcomes that started with action verbs. 17% of attendees did not answer the question.
4. How did you hear about this event?

Response choice	Number of responses*
Email from colleague	1
Conversation with colleague	2
Flyer posted on campus	2
KCC News Bulletin	2
Other	1**

\* One attendee provided multiple responses

\*\* Other = SLO Assessment Committee

5. How effective was this workshop in increasing your understanding of learning outcomes (LOs)?

Response choice	Number of responses*
Very effective	2

Effective	3
Somewhat effective	0
Not very effective	0
Other	0

---

\* One attendee did not answer this question

6. What was the most useful aspect of the workshop?
    - Worksheets
    - Sharing perceptions
    - How to be more specific in SLO
    - Rewriting SLO & discussion
    - Exercise and discussion
  
  7. What was the least useful aspect of the workshop?
    - None
    - N / A
  
  8. What would you suggest for future workshop topics?
    - Aligning SLOs with Program Outcomes ... College Mission
    - More interactions within a group
    - How to measure success of SLO @ highest level
- 

## **Appendix B: Workshop Materials**

1. Workshop Slides
2. Workshop Handout
3. Workshop Worksheet
4. Workshop Evaluation Survey

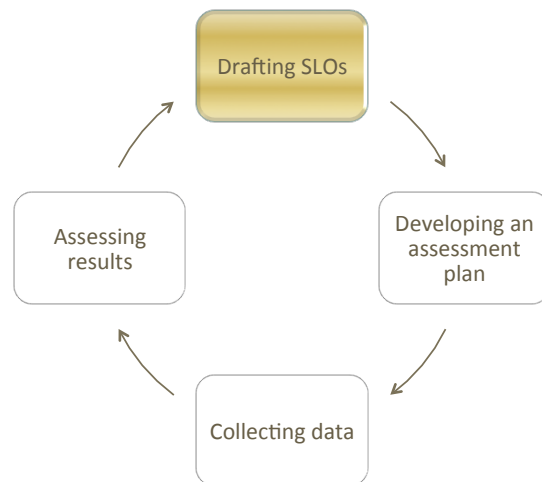
# Assessment Basics Course: Developing Learning Outcomes



SLO Fridays@KapCC

Tony Silva  
Susan Jaworowski

## Our workshops can help



[ 2 ]



## Today's Outcomes:

- Define learning outcomes (LOs).
- Understand why LOs need to be assessable.
- Be able to give examples of assessable LOs in your area.



[ 3 ]

Assessment is a rich  
conversation about student  
learning  
informed by data.

*-Ted Marchese (AAHE)*



[ 4 ]

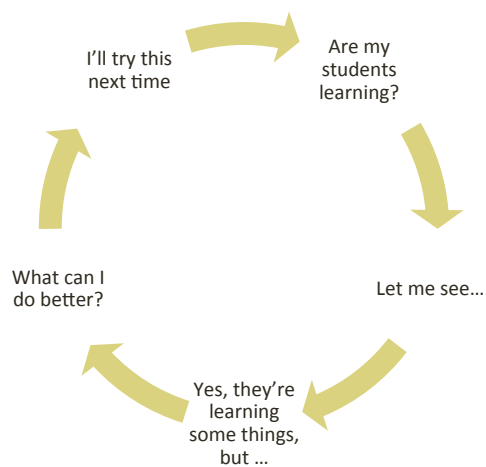
## Student Learning Outcomes Assessment ...

- ... helps students improve their performance
- ... helps faculty improve their instruction
- ... helps programs improve their courses
- ... helps institutions improve their programs



[ 5 ]

## The Inquiry Process



[ 6 ]



# The Assessment Cycle



[ 7 ]



# Definitions

- Competency
- Learning Outcome
  
- ...at KCC, they are the same thing!

[ 8 ]



# Already defined terms!

## **Student Learning Outcomes and Course Competencies**

The Faculty Senate Ad Hoc Committee on Student Learning Outcomes (SLOs) distinguishes between course outcomes, called competencies, and broader learning outcomes, called student learning outcomes or SLO. Course competencies are defined as “measurable skills, knowledge, and/or attitudes that students possess at the end of a course.” Several competencies constitute a broader learning outcome at the program or general education levels.

CTE program (degree and certificate) SLOs are defined as “program-specific outcomes that two-year college graduates should possess to succeed in work.” General education outcomes and Liberal Arts program outcomes are defined as “cross curricular SLOs that two-year college graduates should possess to succeed in work, transfer education, and life.”

At KapCC, we use the term “competencies” at the course level.

{ 9 }



# Skills, knowledge, and attitudes

“measurable skills, knowledge, and/or attitudes that students possess at the end of a course”

{ 10 }



## Characteristics of LOs

- Specific ability that a student can demonstrate
  - Levels of specificity
- Action verbs
  - Describe, demonstrate, analyze, illustrate, produce, synthesize
  - There are many more!
- Specific (nonfuzzy) terms

{ 11 }



## Source for ideas

- Your research
- Your reflection
- Your accrediting body
- Collaboration with your peers
- Consensus with fellow instructors on same course

{ 12 }



## Test: Assessability

- How can you tell that a student “knows” something?
- Use that verb.



{ 13 }

## Examples

- What would you do with this?  
“Understand the three branches of government and their interrelation.”



{ 14 }

## Examples

- What would you do with this?  
“Know how to use proper laboratory procedures.”



[ 15 ]

## Examples

- What would you do with this?  
“Obtain realistic paralegal-related work experience in a legal office to correlate with the skills and knowledge acquired in the classroom”



[ 16 ]

## Now it's your turn!



{ 17 }

## Narrow versus broad terms

- Now that you know the difference between fuzzy and assessable terms, how narrow or broad should your SLOs be?
- This ties in to how many SLOs you should have for each course.
- Note that each discipline will have its own answer to that.



{ 18 }

## CULN 120 examples

Demonstrate skills in knife, tool and equipment handling

Apply principles of food preparation to produce a variety of food products.

Demonstrate knife skills, hand tool and equipment operation, emphasizing proper safety techniques. (ACF)  
Identify the parts/components of a recipe. (ACF)  
Describe and use a standardized recipe. (ACF)  
Identify and use utensils, pots and pans and demonstrate safe practices using stoves, mixers, ovens, etc. (ACF)  
Define and describe the sauteing process. (ACF)  
Prepare a variety of foods using the saute techniques. (ACF) Evaluate the quality of sauteed items. (ACF) Define and describe the processes of pan-frying and deep-frying. (ACF) Fry a variety of foods to their proper doneness. (ACF) Evaluate the quality of fried foods. (ACF)  
Define and describe the roasting and baking processes. (ACF) Compare and contrast roasting to baking, poleing, smoke-roasting and spit-roasting. (ACF)  
Roast meats, poultry, and fish to the correct doneness to develop the best flavor and texture in the finished dish. (ACF) Evaluate the quality of roasted items. (ACF)  
Define and describe the barbecue process. (ACF)  
Select and prepare meats and seasonings and barbecue them to the appropriate doneness. (ACF) Evaluate the quality of barbecued items. (ACF)  
Define and describe the process of grilling and broiling. (ACF) Grill and broil foods to the proper doneness. (ACF) Evaluate the quality of grilled and broiled items. (ACF)

( 19 )

## Now it's your turn!



( 20 )



## Resources for active language

- Bloom et al, Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. (1956)
- Anderson & Krathwohl, Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. (2001)
- Costa & Kallick, Discovering and Exploring Habits of Mind (2000)
- Marzano, Pickering, & McTighe, Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model (1993)

[ 21 ]



Questions?

[ 22 ]





## SLO Care Package

(includes CAP & CLR)

@

<http://goo.gl/0dYtyg>



{ 23 }

## Upcoming Workshops

Friday February 5@ Naio 203

SLO Stories with Frank Noji @ 11 – 11:45 am:  
Hear how your colleagues are handling assessment

Friday February 12@ Naio 203

SLO Conversation  
Come talk story about assessment. Now with **chill!**

Friday February 19 @ Naio 203

SLO Skills@ 11 – 11:45 am:  
Developing an assessment plan



{ 24 }

Susan Jaworowski  
susanjaw@hawaii.edu

Tony Silva  
silvaa@hawaii.edu



{ 25 }

**[Workshop Handout]**  
**SLO Fridays Professional Development Series**  
**SLO Skills**  
**Assessment Basics Course – Developing Learning Outcomes**  
**January 29, 2016**

Key takeaway:

Learning outcomes should begin with concrete action verbs, which will make the outcomes more easily assessable.

Examples of weak learning outcomes:

- Understand the three branches of government and their interrelation.
- Know how to use proper laboratory procedures.
- Know how to enter gross pay, withholdings, net pay, and employer taxes in a manual payroll system.
- Understand the origin and procedures of the various public assistance laws in Hawai'i.
- Be familiar with the functions of STAR components.
- Be aware of common business functions and understand the appropriate information technology solutions for them.
- Appreciate the development of civilizations in their geographical settings, understanding their characteristics and recognizing their enduring influence.

Useful frameworks for learning outcomes development:

- Anderson, LW, & Krathwohl, DR (Eds). (2001). *Taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Needham Heights, MA: Allyn & Bacon.
- Bloom, BS (Ed). (1956). *Taxonomy of educational objectives, handbook 1: Cognitive domain*. New York: Longman.
- Costa, AL, & Kallick, B (Eds). (2000). *Discovering and exploring habits of mind*. Alexandria, VA: ASCD.
- Marzano, R, Pickering, D, & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model*. Alexandria, VA: ASCD.

For more information, contact your SLO Coach:

Arts & Sciences Courses

Tony Silva  
silvaa@hawaii.edu

CTE Courses

Susan Jaworowski  
susanjaw@hawaii.edu



**[Workshop Worksheet]**  
**SLO Fridays Professional Development Series**  
**SLO Skills**  
**Assessment Basics Course – Developing Learning Outcomes**  
**January 29, 2016**

*Here are some sample SLOs. How would you rate them?*

	<b>Too narrow?</b>	<b>Just right?</b>	<b>Too broad?</b>
Discuss the laws of chemistry.			
Value ethical practices in both personal and professional situations.			
Secure an endotracheal tube with cloth tape or other appropriate devices.			
Describe the language development cycle, including each stage.			
Identify attitudinal changes toward social problems.			

**[Workshop Evaluation Survey]**  
**SLO Fridays Professional Development Series**  
**SLO Skills: Assessment Basics Course – Developing Learning Outcomes**  
**January 29, 2016**

**Workshop Evaluation and Feedback**

1. What are learning outcomes (LOs)?

2. Why do learning outcomes need to be assessable?

3. What are two examples of assessable learning outcomes in your area?

4. How did you hear about this event (circle one)?

Email from colleague	Conversation with colleague	Flyer posted on campus	KCC News Bulletin	Other
-------------------------	--------------------------------	---------------------------	----------------------	-------

5. How effective was this workshop in increasing your understanding of learning outcomes (circle one)?

Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
-------------------	-----------	-----------------------	-----------------------	-------------------------

6. What was the most useful aspect of the workshop?

7. What was the least useful aspect of the workshop?

8. What would you suggest for future workshop topics?

## **SLO Fridays Professional Development Series**

### **SLO Stories Frank Noji on Getting Started February 5, 2016**

#### **Evaluation Report**

#### **Report**

1. Executive Summary

Assessment Coaches Susan Jaworowski and Anthony Silva sponsored a faculty presentation on student learning outcomes assessment. In this faculty presentation, Frank Noji, Professor of English for Speakers of Other Languages (ESOL), shared his story of getting started with SLO assessment in the ESOL Program. The presentation was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Five faculty members attended the presentation. Presentation evaluations were extremely positive, with 100% of attendees reporting that the presentation was "effective" or "very effective."

2. State the goals of the workshop

The SLO Stories sessions do not have explicitly stated goals.

3. State how data were collected

Data were collected via an evaluation survey (100% response rate).

4. State how the data were interpreted, evaluated, or analyzed

Data from the evaluation survey were collated and coded.

5. Summarize the actual results

100% of attendees left the workshop with at least one tip on how to get started with SLO assessment (Question 1).

6. In addition to the actual results, were there additional conclusions or discoveries?

There were no additional conclusions or discoveries.

7. Use of results / workshop modifications

The Assessment Coaches will explore the possibility of asking future presenters to provide handouts for attendees.

8. Reflect on the assessment process

All attendees completed both sides of the Evaluation and Feedback survey.

9. Other important information

Attendees heard about the workshop via conversation with, or email from, a colleague, as well as through the KCC News and Events bulletin.

---

**Appendix A: Detailed Survey Results**

1. What is one tip you learned about getting started with SLO assessment?
  - Involving lecturers
  - Data collection
  - The 3 Ps (Particularity, Practicality, and Possibility) and Opportunities Model. It's help think for ASL Program
  - Plan and procedures
  - The exploratory group and thinking design model focusing on one "puzzle" as a group
  
2. What was the most useful aspect of the workshop?
  - Learning the history of how assessment developed
  - The steps!
  - Understanding of how SLOs does for ESOL esp. with the data
  - The 3 Maxims and model showed. Really got me thinking of ways to adapt the model for my own class and large course level assessment with 40+ teachers.
  - The benchmarks and the accuracy formula
  
3. What was the least useful aspect of the workshop?
  - I'm a little overwhelmed on how to start BUT this data help me to see how much is involved
  - Ø
  - Would appreciate take-aways (handouts)
  - Nothing! Thank you!
  
4. How did you hear about this event?

Response choice	Number of responses*
Email from colleague	4
Conversation with colleague	3
Flyer posted on campus	0
KCC News Bulletin	2
Other	0

\*Two attendees provided two responses to this question

5. How effective was this workshop in increasing your understanding of learning outcomes (LOs)?

Response choice	Number of responses
-----------------	---------------------



---

Very effective	4
Effective	1
Somewhat effective	0
Not very effective	0
Other	0

---

---

## **Appendix B: Workshop Materials**

### 1. Workshop Evaluation Survey

**[Workshop Evaluation Survey]**  
**SLO Fridays Professional Development Series**  
**SLO Stories: Frank Noji on Getting Started**  
**February 5, 2016**

**Workshop Evaluation and Feedback**

1. What is one tip you learned about getting started with SLO assessment?

2. What was the most useful aspect of the workshop?

3. What was the least useful aspect of the workshop?

4. How did you hear about this event (circle one)?

Email from colleague	Conversation with colleague	Flyer posted on campus	KCC News Bulletin	Other
-------------------------	--------------------------------	---------------------------	----------------------	-------

5. How effective was this workshop in increasing your understanding of learning outcomes (circle one)?

Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
-------------------	-----------	-----------------------	-----------------------	-------------------------

## SLO Fridays Professional Development Series

### SLO Skills

#### Assessment Basics Course: Developing an Assessment Plan February 19, 2016

#### Evaluation Report

### Report

1. Executive Summary

Assessment Coaches Susan Jaworowski and Anthony Silva conducted a workshop on developing an assessment plan as part of a new *Assessment Basics Course (ABC)*. The workshop was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Six faculty members attended the workshop. Workshop evaluations were overwhelmingly positive, with 100% of attendees reporting that the workshop was "effective" or "very effective."

2. State the goals of the workshop

By the end of the workshop, attendees will be able to

- Explain what curriculum mapping is.
- Explain why curriculum mapping is important.
- Describe the pros and cons of different assessment timelines.

3. State how data were collected

Data were collected via an evaluation survey (100% response rate).

4. State how the data were interpreted, evaluated, or analyzed

Data from the evaluation survey were collated and coded.

5. Summarize the actual results

33% of attendees correctly defined curriculum mapping (Question 1); 67% of attendees correctly stated why curriculum mapping is important (Question 2); and 100% of attendees correctly identified one pro and one con of an all-in-one-semester assessment timeline (Question 3).

6. In addition to the actual results, were there additional conclusions or discoveries?

There were no additional conclusions or discoveries.

7. Use of results / workshop modifications

Future iterations of this workshop will provide a clear definition of "curriculum mapping" and a clearer explanation of why curriculum mapping is important.

8. Reflect on the assessment process

In the previous offering of this workshop, the Coaches planned to make the following change:

- Future attendees will be asked to answer survey questions in complete sentences in order to enable easier analysis of workshop feedback.

It was later decided, however, that this might be too condescending, so this change was not made. In the current workshop, attendees' answers to the evaluation questions were clearer, and easier to judge as correct or incorrect.

9. Other important information

Attendees heard about the workshop via conversation with, or email from, a colleague, as well as through the KCC News and Events bulletin and flyers posted on campus.

---

### **Appendix A: Detailed Survey Results**

1. What is curriculum mapping?

33% of attendees correctly defined curriculum mapping

2. Why is curriculum mapping important?

67% of attendees correctly stated why curriculum mapping is important.

3. What is one pro and one con of an all-in-one-semester assessment timeline?

100% of attendees correctly identified one pro and one con.

4. How did you hear about this event?

Response choice	Number of responses*
Email from colleague	2
Conversation with colleague	4
Flyer posted on campus	2
KCC News Bulletin	1
Other	0

\*Some attendees provided multiple responses to this question

5. How effective was this workshop in increasing your understanding of learning outcomes (LOs)?

Response choice	Number of responses
Very effective	4
Effective	2
Somewhat effective	0
Not very effective	0

6. What was the most useful aspect of the workshop?
    - Good to learn
    - Worksheets and discussion
    - Conversation – exercises
    - Hearing what others have to say
    - The conversation
    - The activities I had with other table members
  
  7. What was the least useful aspect of the workshop?
    - Need explain more details and clear. I missed the beginning part till an interpreter arrived.
    - Great format
    - None
  
  8. What would you suggest for future workshop topics?
    - Provide same workshop again (next semester)
    - Post-session discussion board?
    - None
- 

## **Appendix B: Workshop Materials**

1. Workshop Slides
2. Workshop Worksheet
3. Workshop Evaluation Survey

# Assessment Basics Course: Developing an Assessment Plan



SLO Fridays@KapCC  
Fall 2015

Tony Silva  
Susan Jaworowski

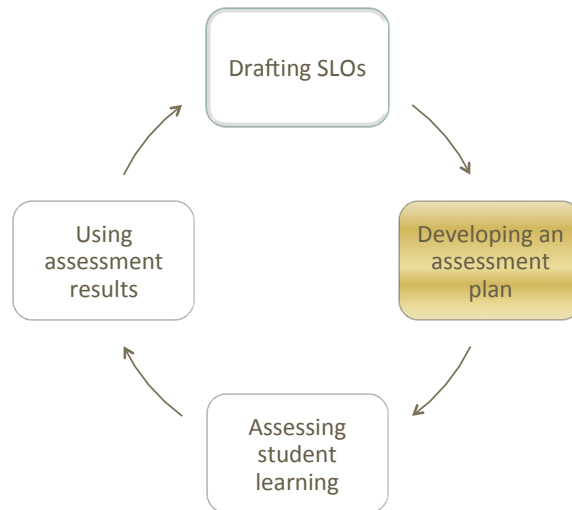
Assessment is a rich  
conversation about student  
learning  
informed by data.

*-Ted Marchese (AAHE)*

[ 2 ]



## Our workshops can help



{ 3 }

## Today's Outcomes:

- Explain what curriculum mapping is
- Explain why curriculum mapping is important
- Describe the pros and cons of different assessment timelines

{ 4 }

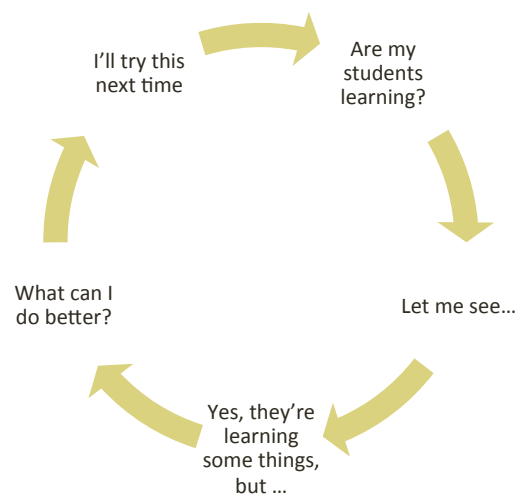
## Student Learning Outcomes Assessment ...

- ... helps students improve their performance
- ... helps faculty improve their instruction
- ... helps programs improve their courses
- ... helps institutions improve their programs



[ 5 ]

## The Inquiry Process



[ 6 ]



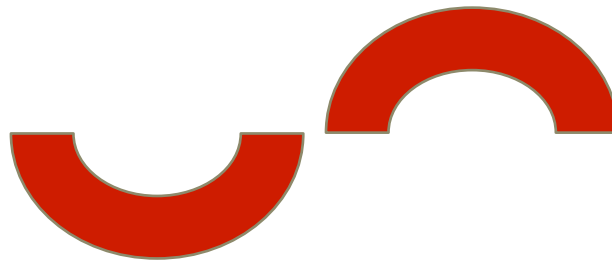
# The Assessment Cycle



[ 7 ]

# Curriculum mapping

- What it is and why it's important



Alignment!

[ 8 ]

# Curriculum mapping

What is it?

The process of creating a visual map that connects the program learning outcomes to the courses, and connects the course SLOs to the assignments.

What are its benefits?

Ensures that your program's learning outcomes are supported in a orderly fashion throughout your program.

Helps you spot gaps in places where PLOs are not supported, as well as repetition that may not be needed.

Helps you find where assignments/tests/demonstrations are needed to support your course SLOs.



# Example

AS – Paralegal (updated 2014)

**Key:**

**SLO1: Ethics:** Identify ethical issues that arise and apply rules of professional conduct to determine how to resolve them. (e.g., show awareness of legal ethics, confidentiality, and unauthorized practice of law issues).

**SLO2: Communication:** Demonstrate oral and written skills required in legal settings (e.g., convey knowledge and ideas clearly and precisely).

**SLO3: Critical Thinking:** Demonstrate basic principles of legal analysis and apply critical thinking skills. (e.g., integrate and synthesize concepts, generate options, and make logical and rational decisions).

**SLO4: Interpersonal Skills:** Demonstrate adaptability, flexibility, and sensitivity in working with diverse types of people, identify and resolve problems and disputes (e.g., establish effective working relationships with attorneys, coworkers, clients, and others).

**SLO5: Professionalism:** Demonstrate organizational skills to perform and prioritize assignments and utilize time efficiently. (e.g., manage workflow, adhere to procedural deadlines, use resources and time efficiently).

**SLO6: Technology & Information Literacy:** Identify, evaluate, and use appropriate technology and resources to effectively investigate, research, and present legal issues (e.g., conduct library and online legal research, and prepare, edit, and transmit legal and court documents).

LAW 101 The Hawai'i Legal System (3) (UPDATED 2011)

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Identify and analyze key legal principles in the state and federal Constitutions and the county Charter.		X	X			
Describe the functions of, relationships between, and the philosophy underlying the three branches of government.		X	X			X
Describe the history of the paralegal profession, the functions of paralegals, their relationship to attorneys, and influences on potential changes to those roles.		X	X			
Analyze and critique ethical issues for legal professionals.	X	X	X			



# Assignment mapping

**LAW 101 course activity map**  
Courses and Activities Mapped to LAW 101 The Hawai'i Legal System Outcome Set

	Outcome			
	Identify and Analyze Constitutional Legal Principles Identify and analyze key legal principles in the state and federal Constitutions and the county Charter.	Describe Branches of Government Describe the functions of, relationships between, and the philosophy underlying the three branches of government.	Describe Paralegal Profession Describe the history of the paralegal profession, the functions of paralegals, their relationship to attorneys, and influences on potential changes to those roles.	Analyze Ethical Issues Analyze and critique ethical issues for legal professionals.
<b>Courses and Learning Activities</b>				
Discussion/quiz Week 2 discussion board and quiz	✓			
Paralegal essay Final exam question			✓	
Govt essay Final exam essay		✓		
Ethics essay Ethics essay on final exam				✓

**Legend:** ✓ = Aligned

Show Outcome Descriptions    Show Course/Activity Detail

{ 11 }



# Assessment timeline

- 5 year cycle tied to Curriculum Review
- Options:
  - Assess all competencies in one semester
  - Spread out competency assessments throughout the 5 year period

MICT 150	4		4				1,2,3		
MICT 160	5		2					1,3,4,5	
MICT 200	4		1+2						3,4
MICT 301	2		1+2						
MICT 302	2		1+2						
MICT 350	2		1+2						

{ 12 }



## Now it's your turn



{ 13 }

## All in one semester

### Pros

- More efficient.
- Holistic view of the course.
- Creates more time to explore possible changes.
- Creates more time to “close the loop.”

### Cons

- Workload is intensified.
- Tendency to “set it and forget it.”
- Potential to “not close the loop.”

{ 14 }

## Spread out assessment

### Pros

- Allows focus on most-needed areas.
- Assessment (and student learning) is always “top of mind.”

### Cons

- In focusing on pieces of the course, overall review can be lost.
- Potential to “not close the loop.”

{ 15 }

## When to Assess?

January							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
53					1	2	3
1	4	5	6	7	8	9	10
2	11	12	13	14	15	16	17
3	18	19	20	21	22	23	24
4	25	26	27	28	29	30	31

February							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
5	1	2	3	4	5	6	7
6	8	9	10	11	12	13	14
7	15	16	17	18	19	20	21
8	22	23	24	25	26	27	28
9	29						

March							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
9		1	2	3	4	5	6
10	7	8	9	10	11	12	13
11	14	15	16	17	18	19	20
12	21	22	23	24	25	26	27
13	28	29	30	31			

April							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
13					1	2	3
14	4	5	6	7	8	9	10
15	11	12	13	14	15	16	17
16	18	19	20	21	22	23	24
17	25	26	27	28	29	30	

May							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
17							1
18	2	3	4	5	6	7	8
19	9	10	11	12	13	14	15
20	16	17	18	19	20	21	22
21	23	24	25	26	27	28	29
22	30	31					

{ 16 }



# KCC Catalog

## **SLT 102 Language Learning (3) KCC AA/DS**

*3 hours lecture per week*

*Prerequisite(s): A grade of "C" or higher or concurrent enrollment in ENG 100, a grade of "C" or higher or concurrent enrollment in ESL 100.*

*Comment: Students must do Service Learning in the Education pathway as a requirement of this course.*

SLT 102 introduces the post-method viewpoint of learning in the classroom. The course will begin with identifying the students' intuitions and insights about language learning. Students will then examine different language learning goals and needs as well as explore some basic needs in order for language to be acquired and factors that can accelerate or hinder language learning. In the second portion of the course, students will be introduced to ethnographic case studies of language learners and learn how to do their own ethnographic study on an individual or on one group of student language learners.

Upon successful completion of SLT 102 Language Learning, the student should be able to:

1. Describe the language development cycle, including each stage
2. Describe the various language learning frameworks commonly found in educational settings
3. Describe the various motivational and socio-cultural characteristics of language learners
4. Create scenarios of various language learning situations
5. Complete an ethnographic study of a language learner including:
  - Observation
  - Interview
  - Artifact collection
  - Secondary research
  - Data analysis
  - Data reporting



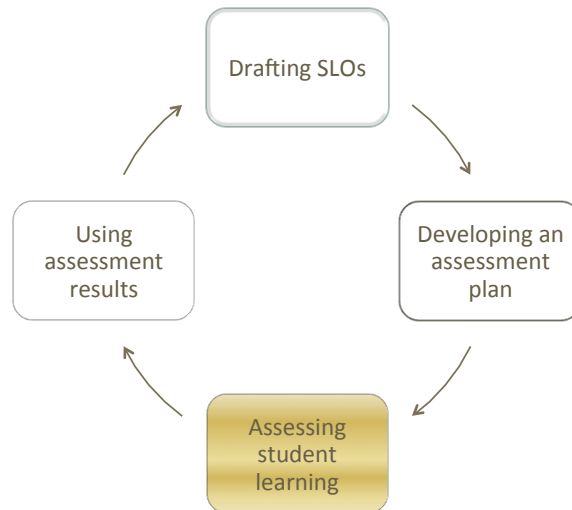
{ 17 }

# Questions?



{ 18 }

## Our workshops can help



[ 19 ]

## SLO Care Package

(includes CAP & CLR)

@

<http://goo.gl/0dYtyg>

[ 20 ]

## Upcoming Workshops

Friday February 26 @ Naio 203

SLO Conversation @ 11 – 11:45 am:

Hear how your colleagues are handling assessment

No workshop Friday March 4

Friday March 11 @ Naio 203

SLO Stories with Kawehi Sellers @ 11 – 11:45 am:

Hear how your colleagues are handling assessment



[ 21 ]

## See you next time!

Susan Jaworowski  
susanjaw@hawaii.edu

Tony Silva  
silvaa@hawaii.edu



[ 22 ]



**[Workshop Worksheet]**  
**SLO Fridays Professional Development Series**  
**SLO Skills**  
**Assessment Basics Course – Developing an Assessment Plan**  
**February 19, 2016**

*Your turn! What might be some methods that could be used to assess these competencies?*

Competency	Possible method
List and identify several major Chinese authors	
Communicate effectively with team members	
Find and evaluate information from a library, from the Internet, or from other sources; synthesize relevant findings in his/her own writing without plagiarizing	
Contrast muscular hypertrophy, atrophy, and hyperplasia	
Demonstrate effective written, oral and nonverbal communication with colleagues in a professionally acceptable manner	

**[Workshop Worksheet]**  
**SLO Fridays Professional Development Series**  
**SLO Skills**  
**Assessment Basics Course – Developing an Assessment Plan**  
**February 19, 2016**

*Your turn! What might be some pros and cons of each assessment timeline?*

	Pros	Cons
Assess all course competencies in the same semester		
Spread out course competency assessment over the 5-year cycle		

**[Workshop Evaluation Survey]**  
**SLO Fridays Professional Development Series**  
**SLO Skills: Assessment Basics Course – Developing an Assessment Plan**  
**February 19, 2016**

**Workshop Evaluation and Feedback**

1. What is curriculum mapping?

2. Why is curriculum mapping important?

3. What is one pro and one con of an all-in-one-semester assessment timeline?

4. How did you hear about this event (circle one)?

Email from colleague	Conversation with colleague	Flyer posted on campus	KCC News Bulletin	Other
-------------------------	--------------------------------	---------------------------	----------------------	-------

5. How effective was this workshop in increasing your understanding of learning outcomes (circle one)?

Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
-------------------	-----------	-----------------------	-----------------------	-------------------------

6. What was the most useful aspect of the workshop?

7. What was the least useful aspect of the workshop?

8. What would you suggest for future workshop topics?

## SLO Fridays Professional Development Series

### SLO Stories Kawehi Sellers on ePortfolios March 11, 2016

#### Evaluation Report

#### Report

1. Executive Summary

Assessment Coaches Susan Jaworowski and Anthony Silva sponsored a faculty presentation on student learning outcomes assessment. In this faculty presentation, Kawehi Sellers, Assistant Professor of Hospitality and Tourism Education, shared her story of authentic assessment through eportfolios. The presentation was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Previous workshop attendees were also directly notified via email. Nine faculty members attended the presentation. Presentation evaluations were positive, with 78% of attendees reporting that the presentation was "effective" or "very effective."

2. State the goals of the workshop

The SLO Stories sessions do not have explicitly stated goals.

3. State how data were collected

Data were collected via an evaluation survey (100% response rate).

4. State how the data were interpreted, evaluated, or analyzed

Data from the evaluation survey were collated and coded.

5. Summarize the actual results

78% of attendees left the workshop with at least one tip on using eportfolios for SLO assessment (Question 1).

6. In addition to the actual results, were there additional conclusions or discoveries?

There were no additional conclusions or discoveries.

7. Use of results / workshop modifications

The Assessment Coaches will make Item 5 of the Evaluation and Feedback survey more specific in future SLO Stories workshops.

8. Reflect on the assessment process

One attendee did not complete both sides of the Evaluation and Feedback survey.

9. Other important information

Attendees heard about the workshop via conversation with, or email from, a colleague, as well as through the KCC News and Events bulletin and flyers posted on campus.

---

## Appendix A: Detailed Survey Results

1. What is one tip you learned about eportfolios for assessment?
  - Value of eportfolios in job search
  - eportfolios can be organized to address SLOs
  - They provide student voice in assessment
  - Important to consider cybersecurity
  - What's out there & what other depts. are doing
  - The different kinds out there
  - The importance of cybersecurity
  - That they exist
  - What websites to use when creating the e-portfolios
  
2. What was the most useful aspect of the workshop?
  - Sharing of Kawehi's and her students' experiences
  - Seeing student artifacts presented w/ such enthusiasm from Kawehi
  - Being able to envision eportfolio use for our program
  - The examples & everything about Kawehi's journey
  - Kawehi's candidness about the pitfalls
  - Awareness of the process
  - Eportfolios can be useful for students, faculty even high schoolers as well
  - It demonstrated how to set up an e-portfolio
  - Different platforms and examples
  
3. What was the least useful aspect of the workshop?
  - None
  - Everything
  - Just some of the questions posed by the participants (ex: LinkedIn)
  - N/A
  - N/A
  - Ø
  - Need to talk about assessment
  
4. How did you hear about this event?

Response choice	Number of responses*
Email from colleague	3

Conversation with colleague	4
Flyer posted on campus	1
KCC News Bulletin	3
Other	0

---

\*Some attendees provided multiple responses to this question

5. How effective was this workshop in increasing your understanding of learning outcomes (LOs)?

Response choice	Number of responses
Very effective	2
Effective	4
Somewhat effective	1*
Not very effective	1**
Other	0

\* Comment attached to the "Somewhat effective" response: "Not much discussion of the outcomes themselves .... "

\*\* Comment attached to the "Not very effective" response: "This question is hard. Effective workshop but didn't increase my understanding of learning outcomes, b/c my prior knowledge."

---

## Appendix B: Workshop Materials

### 1. Workshop Evaluation Survey

**[Workshop Evaluation Survey]**  
**SLO Fridays Professional Development Series**  
**SLO Stories: Kawehi Sellers: Authentic Assessment through ePortfolios**  
**March 11, 2016**

**Workshop Evaluation and Feedback**

1. What is one tip you learned about eportfolios for assessment?

2. What was the most useful aspect of the workshop?

3. What was the least useful aspect of the workshop?

4. How did you hear about this event (circle one)?

Email from colleague	Conversation with colleague	Flyer posted on campus	KCC News Bulletin	Other
-------------------------	--------------------------------	---------------------------	----------------------	-------

5. How effective was this workshop in increasing your understanding of learning outcomes (circle one)?

Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
-------------------	-----------	-----------------------	-----------------------	-------------------------

## SLO Fridays Professional Development Series

### SLO Skills

#### Assessment Basics Course: Assessing Student Learning March 18, 2016

### Evaluation Report

#### Report

1. Executive Summary

Assessment Coaches Susan Jaworowski and Anthony Silva conducted a workshop on assessing student learning as part of a new *Assessment Basics Course (ABC)*. The workshop was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Four faculty members attended the workshop (one faculty member left early). Workshop evaluations were overwhelmingly positive, with 100% of attendees reporting that the workshop was "effective" or "very effective."

2. State the goals of the workshop

By the end of the workshop, attendees will be able to

- Describe the difference between direct and indirect evidence of student learning
- Describe the different types of benchmarks and when each might be appropriate

3. State how data were collected

Data were collected via an evaluation survey (100% response rate).

4. State how the data were interpreted, evaluated, or analyzed

Data from the evaluation survey were collated and coded.

5. Summarize the actual results

67% of attendees correctly defined direct assessment (Question 1); 100% of attendees correctly defined indirect assessment (Question 2); and 33% of attendees correctly matched 100% of the assessment goals to the appropriate benchmark (Question 3).

6. In addition to the actual results, were there additional conclusions or discoveries?

There were no additional conclusions or discoveries.

7. Use of results / workshop modifications

- The direct vs indirect evidence discussion will be shortened in the future.



8. Reflect on the assessment process
    - It is still unclear how to get every attendee to answer every question on the Evaluation Survey.
  9. Other important information
    - Attendees heard about the workshop via email or conversation with a colleague and from the KCC News and Events Bulletin.
- 

## Appendix A: Detailed Survey Results

1. What is direct evidence?  
67% of attendees correctly defined direct assessment; 33% gave a (correct) example instead of a definition.
2. What is indirect evidence?  
100% of attendees correctly defined indirect assessment.
3. Match the assessment goal to the appropriate benchmark.  
33% of attendees correctly matched 100% of the goals to the appropriate benchmark; 33% of the attendees correctly matched 66% of the goals to the appropriate benchmark; 33% of attendees did not answer the question.
4. How effective was this workshop in increasing your understanding of learning outcomes (LOs)?

Response choice	Number of responses
Very effective	1
Effective	2
Somewhat effective	0
Not very effective	0
Other	0

5. How did you hear about this event?

Response choice	Number of responses*
Email from colleague	1
Conversation with colleague	2
Flyer posted on campus	0
KCC News Bulletin	1
Other	0

\* One attendee selected two responses

6. What was the most useful aspect of the workshop?
    - Worksheets!
    - Discussion of direct / indirect – liked to hear others' thoughts and ideas
    - Benchmarking methods
  
  7. What was the least useful aspect of the workshop?
    - Time ran out – I'd like copy of the PPT, especially the last few slides
    - Direct vs indirect conversation was a bit long
  
  8. What would you suggest for future workshop topics?
    - Models used for Option 1, 2, 3, 4
- 

## **Appendix B: Workshop Materials**

1. Workshop Slides
2. Workshop Handout
3. Workshop Worksheet
4. Workshop Evaluation Survey

# Assessment Basics Course: Assessing Student Learning



SLO Fridays@KapCC

Tony Silva  
Susan Jaworowski

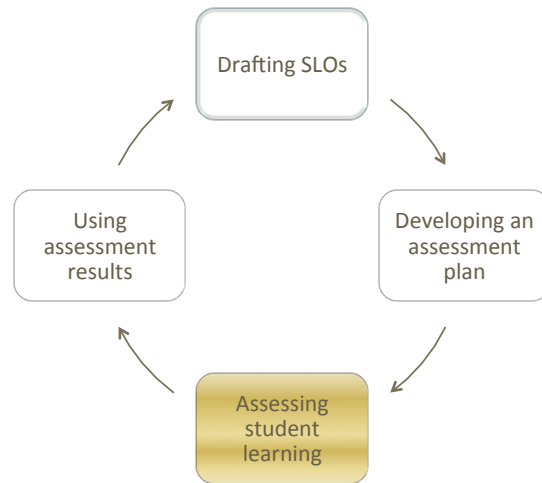
Assessment is a rich conversation  
about student learning  
informed by data.

*-Ted Marchese (AAHE)*

[ 2 ]



## Our workshops can help



{ 3 }

## Today's Outcomes:

- Describe the difference between direct and indirect evidence of student learning
- Describe the different types of benchmarks and when each might be appropriate

{ 4 }

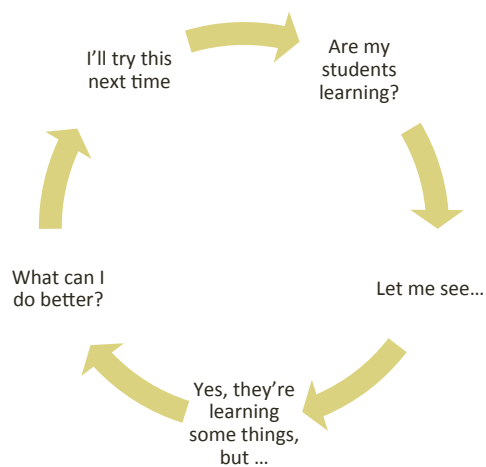
## Student Learning Outcomes Assessment ...

- ... helps students improve their performance
- ... helps faculty improve their instruction
- ... helps programs improve their courses
- ... helps institutions improve their programs



{ 5 }

## The Inquiry Process



{ 6 }

# The Assessment Cycle



[ 7 ]



# Direct and Indirect Evidence of Student Learning

[ 8 ]



## Direct Evidence

Evidence that involves examination of student work or performance, such as ...

- Tests
- Embedded test questions
- Written papers
- Oral presentations
- Student projects / performances
- Portfolios



[ 9 ]

## Indirect Evidence

Evidence that solicits the students (or others) perspective about how much they think they know. It supplements and enriches what faculty learn from direct assessment. Indirect assessment includes ...

- Surveys of students
- Interview with students
- Surveys/interviews of others
- Focus groups of students
- Reflective journals
  
- Insufficient on its own, but can be just as meaningful
  
- Helps to provide insights as to performance on direct assessment



[ 10 ]

# Assessment Options

## Direct Evidence

- Option 1
- Option 2
- Option 3
- Option 4

## Faculty use:

- Different assignments / same criteria
- Same assignment / same criteria
- Different assignments / different criteria
- Agreed-upon survey questions across sections



{ 11 }

# Now it's your turn



{ 12 }



# Benchmarks



{ 13 }

# Benchmarks

Standards against which faculty judge student achievement of learning outcomes.



{ 14 }

## Setting Benchmarks

1. Choose type of benchmark
2. Set specific, appropriate standards of performance
3. Set targets for students' collective performance



{ 15 }

## Types of benchmarks

- Local
- External
- Internal peer
- External peer
- Best practices
- Value-added
- Historical trends
- Strengths / weaknesses
- Capability
- Productivity

{ 16 }

## Choosing type of benchmark

### Question you want to answer:

- Are our students meeting our own standards?
- Are our students meeting standards set by someone else?
- How do our students compare to peers at other colleges?

### Type of benchmark to choose:

- Local benchmarks
- External benchmarks
- External peer benchmarks



{ 17 }

## Choosing type of benchmark

### Question you want to answer:

- Is our program improving?
- Are our students improving?
- What are our students' areas of relative strength and weakness?

### Type of benchmark to choose:

- Historical trends benchmarks
- Value-added benchmarks
- Strengths / weaknesses benchmarks



{ 18 }

## Standards of performance

- Setting performance standards is subjective
- Performance standard decisions can be strengthened by ...
  - Doing some research
  - Involving others in the process
  - Using samples of student work
  - Using other benchmarks as corroboration



{ 19 }

## Targets of performance

- Setting performance targets is subjective
- Performance target decisions can be strengthened by using the same methods as for performance standards
- Also consider ...
  - Expressing targets as percentages rather than means
  - Varying targets depending on circumstances
  - Using multiple targets (meet / exceed)



{ 20 }

Now it's your turn



[ 21 ]

Questions?



[ 22 ]

# SLO Care Package

(includes CAP & CLR)

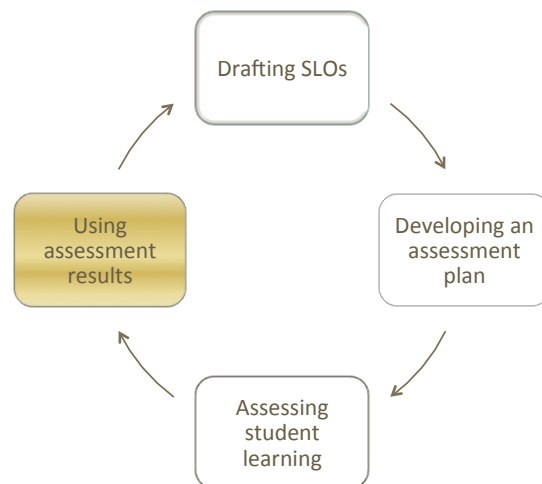
@

<http://goo.gl/0dYtyg>

{ 23 }



## Our workshops can help



{ 24 }



# Upcoming Workshops

April 1 @ Naio 203

SLO Stories with Fran Acoba @ 11 – 12 am:  
Come hear how one of your colleagues is using assessment.

April 8 @ Naio 203

SLO Conversation Corner @ 11 – 12 am:  
Talk story about SLOs and assessment—bring your questions and ideas!  
**Eat Tony's chili!**

April 15 @ Naio 203

SLO Workshop 4 @ 11 – 12 am:  
Using student assessment.



{ 25 }

Susan Jaworowski  
susanjaw@hawaii.edu

Tony Silva  
silvaa@hawaii.edu



{ 26 }

**[Workshop Handout]**  
**SLO Fridays Professional Development Series**  
**SLO Skills**  
**Assessment Basics Course – Assessing Student Learning**  
**March 18, 2016**

Key takeaways:

- Both direct evidence and indirect evidence of student learning are useful (and complementary).
- Choice of benchmark type depends on the goal of assessment.

Examples of direct and indirect evidence of student learning (also see reverse)

Direct evidence

- Capstone experiences
- Performances, presentations
- Test scores
- Discussion board threads
- Classroom response systems
- Student reflections on their values

Indirect evidence

- Assignment grades (w/o rubric)
- Graduation / transfer rates
- GRE, LSAT, etc scores
- Course evaluations (eCafe)
- Honors, awards, scholarships
- Student publication rates

Examples of types of benchmarks

- Local = established by faculty teaching the course, program, college
- External = disciplinary standards; certification or licensing requirements
- Internal peer = compared against the scores of peers in the class or college
- External peer = compared against the scores of peers at other colleges
- Best practices = compared against the best results of similar institutions
- Value-added = change over time (pre/post)
- Historical trends = compares current students against peers in prior classes
- Strengths / weaknesses = compares subscores of a particular assessment
- Capability = compared against what students are inherently capable of doing
- Productivity = results vs cost of instruction

*From Suskie, L. (2009). Assessing Student Learning: A Common Sense Guide. San Francisco: Jossey-Bass.*

For more information, contact your SLO Coach:

Arts & Sciences Courses

Tony Silva  
silvaa@hawaii.edu

CTE Courses

Susan Jaworowski  
susanjaw@hawaii.edu



**[Workshop Worksheet]**  
**SLO Fridays Professional Development Series**  
**SLO Skills**  
**Assessment Basics Course – Assessing Student Learning**  
**March 18,2016**

*Your turn! Are the examples below direct or indirect evidence of student learning? How useful would they be for your course or program?*

Example	Direct evidence	Indirect evidence	Very useful	Somewhat useful	Not useful
Ratings of student skills by field exp. supervisors					
Student retention / persistence rates					
Pass rates on licensure exams					
Student / alumni satisfaction surveys					
Pretest / posttest scores					
Teacher observations of student behaviors					
Course grades					
Think-alouds					
Job placement rates of graduates					
Portfolios of student work					

**[Workshop Evaluation Survey]**  
**SLO Fridays Professional Development Series**  
**SLO Skills: Assessment Basics Course – Assessing Student Learning**  
**March 18, 2016**

**Workshop Evaluation and Feedback**

1. What is direct evidence?

2. What is indirect evidence?

3. Match the assessment goal to the appropriate benchmark:

<u>Goal</u>	<u>Benchmark</u>
Are students meeting our standards?	Local benchmarks
Are students improving?	External benchmarks
Is the program improving?	Historical trends benchmarks
	Value-added benchmarks
	Strengths / weaknesses benchmarks

4. How did you hear about this event (circle one)?

Email from colleague	Conversation with colleague	Flyer posted on campus	KCC News Bulletin	Other
-------------------------	--------------------------------	---------------------------	----------------------	-------

5. How effective was this workshop in increasing your understanding of learning outcomes (circle one)?

Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
-------------------	-----------	-----------------------	-----------------------	-------------------------

6. What was the most useful aspect of the workshop?

7. What was the least useful aspect of the workshop?

8. What would you suggest for future workshop topics?

## SLO Fridays Professional Development Series

### SLO Stories Francisco Acoba on Service Learning April 1, 2016

#### Evaluation Report

#### Report

1. Executive Summary

Assessment Coaches Susan Jaworowski and Anthony Silva sponsored a faculty presentation on student learning outcomes assessment. In this faculty presentation, Francisco Acoba, Assistant Professor of English, shared Service Learning's story of developing and assessing its end-of-semester writing prompt. The presentation was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Previous workshop attendees were also directly notified via email. One faculty member attended the presentation. Because there was only one attendee, a workshop evaluation survey was not conducted, since the survey results would not be anonymous.

2. State the goals of the workshop

The SLO Stories sessions do not have explicitly stated goals.

3. State how data were collected

Because only there was only one attendee, data were not collected, since the survey results would not be anonymous.

4. State how the data were interpreted, evaluated, or analyzed

Because only there was only one attendee, data were not collected, since the survey results would not be anonymous.

5. Summarize the actual results

Because only there was only one attendee, data were not collected, since the survey results would not be anonymous.

6. In addition to the actual results, were there additional conclusions or discoveries?

Because only there was only one attendee, data were not collected, since the survey results would not be anonymous.

7. Use of results / workshop modifications

Because only there was only one attendee, data were not collected, since the survey results would not be anonymous.

8. Reflect on the assessment process

Because only there was only one attendee, data were not collected, since the survey results would not be anonymous.

9. Other important information

Because only there was only one attendee, data were not collected, since the survey results would not be anonymous.

---

**SLO Fridays Professional Development Series**  
**SLO Skills**  
**Assessment Basics Course: Using Assessment Results**  
**April 15, 2016**

**Evaluation Report**

**Report**

1. Executive Summary

Assessment Coaches Susan Jaworowski and Anthony Silva conducted a workshop on using assessment results as part of a new *Assessment Basics Course (ABC)*. The workshop was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Two faculty members attended the workshop. Workshop evaluations were extremely positive, with 100% of attendees reporting that the workshop was "effective" or "very effective."

2. State the goals of the workshop

By the end of the workshop, attendees will be able to

- Identify methods of summarizing data
- Identify methods of closing the loop

3. State how data were collected

Data were collected via an evaluation survey (100% response rate).

4. State how the data were interpreted, evaluated, or analyzed

Data from the evaluation survey were collated and coded.

5. Summarize the actual results

100% of attendees correctly identified two methods of summarizing data (Question 1); 100% of attendees correctly identified two methods of closing the loop (Question 2).

6. In addition to the actual results, were there additional conclusions or discoveries?

There were no additional conclusions or discoveries.

7. Use of results / workshop modifications

The level of detail of material covered will be reconsidered so as to prevent overwhelming attendees with potentially unnecessary information.

8. Reflect on the assessment process

Assessment of the workshops continues to provide useful information to the presenters

9. Other important information

Attendees heard about the workshop via the KCC News and Events bulletin, flyers posted on campus, and email from a colleague.

---

**Appendix A: Detailed Survey Results**

1. What are two methods of summarizing data?

100% of attendees correctly identified two methods.

2. What are two methods of closing the loop?

100% of attendees correctly identified two methods.

3. (There was no Question 3.)

4. How did you hear about this event?

Response choice	Number of responses*
Email from colleague	1
Conversation with colleague	0
Flyer posted on campus	1
KCC News Bulletin	2
Other	0

\* Attendees provided multiple answers to this question

5. How effective was this workshop in increasing your understanding of learning outcomes (LOs)?

Response choice	Number of responses
Very effective	1
Effective	1
Somewhat effective	0
Not very effective	0
Other	0

6. What was the most useful aspect of the workshop?

Looking at the 2 [illegible]

7. What was the least useful aspect of the workshop?

None

8. What would you suggest for future workshop topics?  
Chili?
- 

## **Appendix B: Workshop Materials**

1. Workshop Slides
2. Workshop Handout
3. Workshop Worksheet
4. Workshop Evaluation Survey

# Assessment Basics Course: Using Assessment Results



SLO Fridays@KapCC

Tony Silva  
Susan Jaworowski

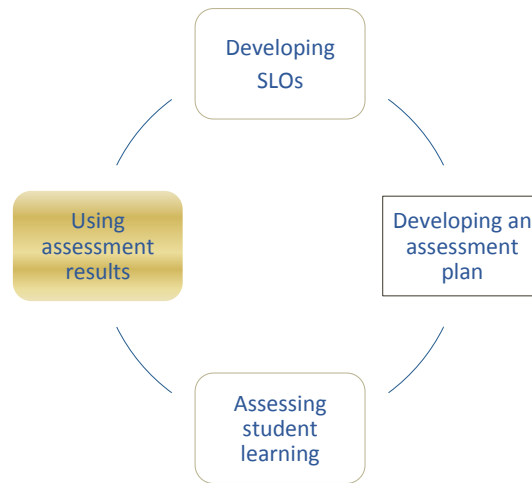
Assessment is a rich  
conversation about student  
learning  
informed by data.

*-Ted Marchese (AAHE)*





## Our workshops can help



3

## Today's Outcomes:

- Identify methods of summarizing data
- Identify methods of closing the loop



[ ]

# Assessment Basics



5

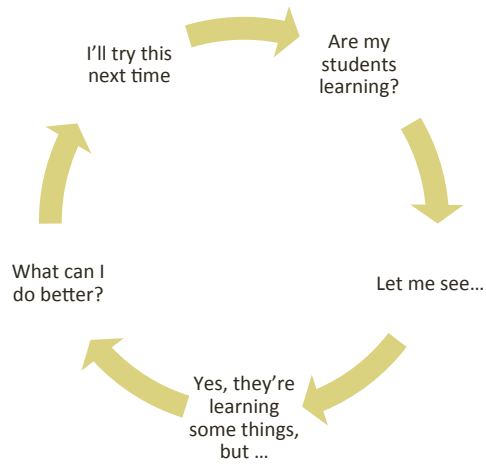
## Student Learning Outcomes Assessment...

- ... helps students improve their performance
- ... helps faculty improve their instruction
- ... helps programs improve their courses
- ... helps institutions improve their programs



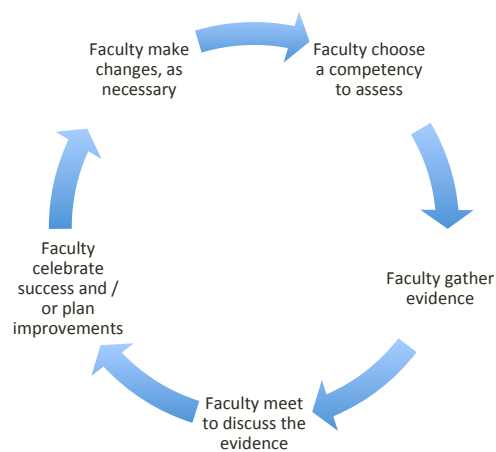
6

# The Inquiry Process



7

# The Assessment Cycle



8

# Summarizing Assessment Results



9

## Methods of Summarizing

- Tallies
- Percentages
- Aggregates
- Averages
- Qualitative Summaries



10

## Tallies

	Very Good	Good	Adequate	Inadequate	Meet / Do not meet
The paper expresses a point of view	15	2	2	1	19 / 1
The paper is well-organized	18	1	1	0	20 / 0
The paper has enough supporting evidence	12	4	2	2	18 / 2



11

## Percentages

	Very Good	Good	Adequate	Inadequate	Meet / Do not meet
The paper expresses a point of view	75%	10%	10%	5%	95% / 5%
The paper is well-organized	90%	5%	5%	0%	100% / 0%
The paper has enough supporting evidence	60%	20%	10%	10%	90% / 10%



12

## Aggregates: Rubric scores

Student	Point of view (A or I)	Organization (A or I)	Support (A or I)	Total (A or I)
S1	Adequate	Adequate	Adequate	Adequate
S2	Adequate	Adequate	Inadequate	Adequate
S3	Inadequate	Adequate	Inadequate	Inadequate
S4	Adequate	Adequate	Adequate	Adequate
S5	Adequate	Adequate	Inadequate	Adequate
<b>Total Adequate</b>				4 / 5 = <b>80%</b>

13



## Aggregates: Rubric scores

Student	Point of view (A or I)	Organization (A or I)	Support (A or I)	Total (A or I)
S1	Adequate	Adequate	Adequate	Adequate
S2	Adequate	Adequate	Inadequate	Adequate
S3	Inadequate	Adequate	Inadequate	Inadequate
S4	Adequate	Adequate	Adequate	Adequate
S5	Adequate	Adequate	Inadequate	Adequate
<b>Total Adequate</b>				4 / 5 = <b>80%</b>

14



## Aggregates: Overall Score

Student	Adequate Overall	Inadequate Overall
S1	X	
S2	X	
S3		X
S4	X	
S5	X	
<b>TOTAL</b>	80%	20%

15



## Averages

- Mean
  - Arithmetic average of the scores
  - $75 + 83 + 91 + 75 + 79 = 403 / 5 = 81$
- Median
  - Middle score
  - 75, 75, **79**, 83, 91
- Mode
  - Most frequent score(s)
  - **75**, 83, 91, **75**, 79

16



## Qualitative Summaries

- Quick read-throughs
  - Why? To get general impressions
  - Report in a brief narrative
- Grouped listings
  - Why? To categorize brief statements
  - Report categories, counts, and comments



17

## Many sections

- How to summarize data for multiple section courses
  - Each section records results / data
  - Aggregator collects data from each section
  - Aggregator aggregates data
  - All meet to discuss data



18



Now it's your turn!



19

Using Assessment Results:  
Closing the Loop



20

Use assessment results fairly, ethically, and responsibly:

- Make assessments planned and purposeful
- Communicate assessment information widely and transparently
- Promote the use of multiple sources of information



21

## Good Results

- Celebrate!
  - You've found what you do well
- Share
  - Faculty recognition
  - Dept, Dean, VCAA, Chancellor



22

## Good Results, part 2

- Reconsider your benchmarks
  - Time to move them up?



23

## Disappointing Results

- Celebrate!
  - You've found something to work on
- Get to work
  - Consider your learning outcomes
  - Consider your curriculum
  - Consider your teaching methods
  - Consider your assessment strategies



24

Now it's your turn!



{ 25 }

Questions?



26

## SLO Care Package

(includes CAP & CLR)

@

<http://goo.gl/0dYtyg>



27

## Upcoming Workshops

Watch the bulletin for details of  
the April 22 meeting!

Join us for our last SLO Conversation  
on April 29  
at 11 am in Naio 203.

Taste Tony's **ULTIMATE** Chili!



28

Susan Jaworowski  
susanjaw@hawaii.edu

Tony Silva  
silvaa@hawaii.edu



29

## Source

Suskie, L. (2009). *Assessing student learning: a common sense guide (2nd edition)*. San Francisco: Jossey-Bass.



30

**[Workshop Handout]**  
**SLO Fridays Professional Development Series**  
**SLO Skills: Assessment Basics Course – Assessing Student Learning**  
**April 15, 2016**

Sometimes your data will tell you what you want to hear: your course is on track in helping students to achieve your SLOs. Sometimes, however, the data will not answer your question about how your students are doing. Instead, the data will tell you that your assessment mechanism needs to be tuned. Some of the interesting things your data might tell you are:

- The SLOs need to be revised. It isn't what our students really learn.
- We need better evidence, e.g., better assignments or writing prompts.
- We need a better rubric. The criteria aren't clear or aren't reasonable for the course.
- We need to calibrate the reviewers. Data are of questionable reliability.
- We need to do more direct assessment of what our students actually do.
- We collected too much evidence and don't have the time or energy to assess it all.
- We need to involve more faculty, including adjuncts.
- We collected only one line of evidence and don't have confidence in our conclusion.
- It's not clear when/how students should learn to master this outcome. We need to rethink this.
- We need a more reasonable, sustainable assessment plan.\*

So what can you do if your data give you this kind of feedback? You can investigate several options, including making the following changes:

- **Pedagogy:** change assignments, provide better formative feedback to students, use more active learning strategies, assign better readings.
- **Curriculum:** change the prerequisites, re-sequence courses to scaffold student learning, substitute new courses for existing ones.
- **Student support:** improve tutoring services, add online, self-study materials, develop specialized support in the library, improve advising.
- **Faculty support:** provide teaching workshops and other professional development, support tutors for the course or program
- **Equipment, supplies, space:** new or updated computers or software, improvement or expansion of labs, expanded space or equipment for student projects.\*

*Lists adapted from Mary Allen, "Closing the Loop," ALA VI.*

**[Workshop Worksheet]**  
**SLO Fridays Professional Development Series**  
**SLO Skills: Assessment Basics Course – Assessing Student Learning**  
**April 15, 2016**

What would come to mind if you received the following data from a course assessment?  
What questions would you ask about the course and its assessments?

COURSE 100 - Assessing critical thinking skills.

Written assignment graded with rubric	Low scores
Oral presentation graded with rubric	Average scores
Student reflection/ratings of their critical thinking skills	High self-assessment ratings

COURSE 200 - Assessing content knowledge in an internship course.

Student final exam grade	Low scores
Student final project grade	High scores
Internship sponsor ratings	High scores



**[Workshop Evaluation Survey]**  
**SLO Fridays Professional Development Series**  
**SLO Skills: Assessment Basics Course – Assessing Student Learning**  
**April 15, 2016**

**Workshop Evaluation and Feedback**

1. What are two methods of summarizing data?

2. What are two methods of closing the loop?

4. How did you hear about this event (circle one)?

Email from colleague	Conversation with colleague	Flyer posted on campus	KCC News Bulletin	Other
-------------------------	--------------------------------	---------------------------	----------------------	-------

5. How effective was this workshop in increasing your understanding of learning outcomes (circle one)?

Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
-------------------	-----------	-----------------------	-----------------------	-------------------------

6. What was the most useful aspect of the workshop?

7. What was the least useful aspect of the workshop?

8. What would you suggest for future workshop topics?

## SLO Fridays Professional Development Series

### SLO Special Topic: SLO Madness

April 22, 2016

### Evaluation Report

#### Report

1. Executive Summary

In spring 2016, the Assessment Coaches tested the waters on adding a Special Topic in Assessment session to the SLO Fridays Professional Development Series. The purpose of this type of session was to address workshop topics suggested by attendees of previous workshops, and to take advantage of any SLO assessment-related news / issues that were receiving attention in assessment circles or in the general media. This first Special Topic session centered around a discussion of a recently published article in *Inside Higher Ed*, entitled *SLO Madness*. The article argues that accreditors' focus on "inane counting exercises involving meaningless phantom creatures they call student learning outcomes" is misguided. The workshop was held with technical support from the Center for Excellence in Learning, Teaching, and Technology (CELTT). It was promoted through flyers posted in campus offices and through the College's news and events web site and email bulletin. Five faculty members attended the workshop. Workshop evaluations were extremely positive, with 100% of evaluators reporting that the workshop was "effective" or "very effective."

2. State the goals of the workshop

This Special Topic workshop did not have an explicit goal (other than to engage faculty in a rich conversation about student learning outcomes assessment).

3. State how data were collected

Data were collected via an evaluation survey (100% response rate).

4. State how the data were interpreted, evaluated, or analyzed

Data from the evaluation survey were collated and coded.

5. Summarize the actual results

75% of the workshop evaluators (80% of attendees) were able to identify one key "take-away" from the session.

6. In addition to the actual results, were there additional conclusions or discoveries?

There were no additional conclusions or discoveries.

7. Use of results / workshop modifications

Based on the positive feedback received on this workshop, the Assessment Coaches will consider holding more Special Topic sessions in the future.

8. Reflect on the assessment process  
The evaluation form was an effective method of collecting workshop evaluation data.
  9. Other important information  
Attendees heard about the workshop via email or discussion with a colleague and via the KCC News and Events Bulletin.
- 

## Appendix A: Detailed Survey Results

1. What was one key "take-away" from the workshop?
  - Variety of viewpoints about what assessment is, what it should do, and why
  - The range of attitudes toward SLO assessment among assessment champions.
  - There is a wide variety of perspectives on the subject of SLO assessment.

2. Would you be interested in attending more discussions like this?

Response choice	Number of responses
Yes	4
No	0
Maybe	0

3. Do you have any other comments about the discussion?
  - It was nice to have the article as a conversation starter
  - Fascinated that only ACCJC requires course level SLOs
  - This group of participants was very interested, informed, engaged. Also very respectful of everyone's point of view on the topic.

4. How effective was this workshop in increasing your understanding of learning outcomes (LOs)?

Response choice	Number of responses
Very effective	1
Effective	3
Somewhat effective	0
Not very effective	0
Other	0

5. How did you hear about this event?

Response choice	Number of responses*
Email from colleague	3

Conversation with colleague	1
Flyer posted on campus	0
KCC News Bulletin	1
Other	0

---

\* Some attendees provided more than one response

---

## **Appendix B: Workshop Materials**

1. *SLO Madness* article (Shireman, 2016)

## SLO Madness

In a recent [Century Foundation essay](#), I raised a concern that accreditors of traditional colleges are allowing low-quality education to go unaddressed while insisting, in a misguided attempt to prove they care about learning, that colleges engage in inane counting exercises involving meaningless phantom creatures they call student learning outcomes, or SLOs.

The approach to quality assurance I recommend, instead, is to focus not on artificially created measures but on the actual outputs from students -- the papers, tests and presentations professors have deemed adequate for students to deserve a degree.

I got a lot of positive feedback on the essay, especially, as it happens, from people involved in some of the processes I was criticizing. Peter Ewell, for example, acknowledged in an email that “the linear and somewhat mindless implementation of SLOs on the part of many accreditors is not doing anybody any good.”

This story began in the 1990s, when reformers thought they could improve teaching and learning in college if they insisted that colleges declare their specific “learning goals,” with instructors defining “the knowledge, intellectual skills, competencies and attitudes that each student is expected to gain.” The reformers’ theory was that these faculty-enumerated learning objectives would serve as the hooks that would then be used by administrators to initiate reviews of actual student work, the key to improving teaching.

That was the idea. But it hasn’t worked out that way. Not even close. Here is one example of how the mindless implementation of this idea distracts rather than contributes to the goal of improved student learning. When a team from the western accreditor, the WASC Senior College and University Commission, visited San Diego State University in 2005, it raised concerns that the school had shut down its review process of college majors, which was supposed to involve outside experts and the review of student work. Now, 10 years have passed and the [most recent review](#) by WASC (the team visit is scheduled for this month) finds there are still major gaps, with “much work to be done to ensure that all programs are fully participating in the assessment process.”

What has San Diego State been doing instead of repairing its program review process? It has been writing all of its meaningless student learning outcome blurbs that accreditors implemented largely in response to the Spellings Commission in 2006. San Diego State reported its progress in that regard in a [self-review](#) it delivered to WASC last

year:

Course Learning Outcomes (CLOs) are required for all syllabi; curricular maps relating Degree Learning Outcomes (DLOs) to major required courses are now a required component for Academic Program Review; programs are being actively encouraged to share their DLOs with students and align DLOs with CLOs to provide a broader programmatic context for student and to identify/facilitate course-embedded program assessment.

All this SLO-CLO-DLO gibberish and the insane [curriculum map database](#) (really crazy, take a look) is counterproductive, giving faculty members ample ammunition for dismissing the idiocy of the whole process. The insulting reduction of learning to brief blurbs, using a bizarre system of [verb-choice rules](#), prevents rather than leads to the type of quality assurance that has student work at the center.

The benefits of, instead, *starting* with student work as the unit of analysis is that it respects the unlimited variety of ways that colleges, instructors and students alike, arriving with different skill levels, engage in the curriculum.

Validating colleges' own quality-assurance systems should become the core of what accreditors do if they want to serve as a gateway to federal funds. Think of it as an outside audit of the university's academic accounting system.

With this approach, colleges are responsible for establishing their own systems for the occasional review of their majors and courses by outside experts they identify. Accreditors, meanwhile, have the responsibility of auditing those campus review processes, to make sure that they are comprehensive and valid, involving truly independent outsiders and the examination of student work.

SLO madness has to stop. If accreditors instead focus on the traditional program-review processes, assuring that both program reviews and audits include elements of random selection, no corner of the university can presume to be immune from scrutiny.

*Retrieved April 8, 2016 from <https://www.insidehighered.com/views/2016/04/07/essay-how-fixation-inane-student-learning-outcomes-fails-ensure-academic-quality>*

## **SLO Fridays Professional Development Series**

### **SLO Conversation Corner**

#### **Summary Report for AY 2015 – 2016**

Assessment Coaches Susan Jaworowski and Anthony Silva held SLO Conversation Corner sessions throughout the spring 2016 semester (plus one held at the end of the previous semester, fall 2015). SLO Conversation Corner sessions provided an open discussion forum for the sharing of ideas, questions, and concerns about assessment. The goal of these sessions was to enable the rich conversations that are essential to understanding the value of assessing student learning.

SLO Conversation sessions were held on the following days:

- November 11, 2015
- January 22, 2016
- February 2, 2016
- February 26, 2016
- April 8, 2016
- April 29, 2016

After zero faculty members attended the first SLO Conversation Corner in fall 2015, the Assessment Coaches decided to provide food at future sessions in the hopes that this would serve as a small incentive for faculty to attend. It worked.

A large slow cooker full of home-made chili was available at all SLO Conversation Corner sessions in spring 2016. The chili, in fact, became an important part of the assessment conversation, as the Assessment Coaches provided rubrics for session attendees to give feedback on the quality of the chili. Thus, throughout the semester, the chili, and its improvement based on the feedback provided, served as vehicle for discussions of rubric development, learning outcomes creation, types of assessment, individual student (and teacher) variation, and a host of other student learning and outcomes assessment topics.

Since the goal of the SLO Conversation Corner sessions was to facilitate a rich conversation, sessions were open-ended, no notes were taken, and no evaluation surveys conducted. We believe this approach help facilitate the rich conversation that took place over the five sessions in spring 2016.

The single artifact from the SLO Conversation Corner is the final version of the chili evaluation rubric that was revised throughout the semester. The original rubric (created by the Assessment Coaches) and the revised rubric (created by session attendees) appear below.

Original Chili Rubric

Criteria	Comment (optional)	Does not meet expectations	Meets expectations	Exceeds expectations
Aroma				
Color				
Consistency				
Taste				
Aftertaste				

Revised Chili Rubric

Criteria	Comment (optional)	Does not meet expectations	Meets expectations	Exceeds expectations	N / A
Aroma					
Appearance					
Consistency					
Taste					
Aftertaste					
Heat					