Create a campus culture where SLOs are understood and valued and where assessment functions as a resource leading to improved instruction, curricula, programs, and/or services. (2011)

6-144 ● 2:30-4:00pm

Outcomes Committee

Qualitative Review of Outcomes – Report

One of the new expectations outlined by the new Outcomes Plan (2012-2020) was that the Outcomes Committee (OC) would conduct qualitative reviews of outcomes and provide feedback to departments. In spring 2013, the OC created the attached feedback form to make comments and recommendations to departments to further their assessment work in a collegial manner. The OC took a sample of 30 courses from the nearly 100 courses that were up for the 2012-13 Curriculum Committee's (C&I) 4-year curriculum review. These 30 courses were reviewed over the summer by a sub-committee of the OC and feedback went out early fall 2013. In general, the team found that the quality of outcomes assessment shows improvement from the initial iteration of work that began the early 2000s. While improvement over time was noted, it is clear that the OC needs to continue to provide training to departments and the College so that the effort can continue to show growth. The OC plans to host a meeting at the end of fall 2013 to receive feedback from the College on the form and the comments that were sent, as well as to solicit suggestions for continuing to improve the process. Additionally, the OC believes that departments and outcomes personnel can use the attached reporting form to self-evaluate their work.

Units that received feedback included AERO, AGAN, AGHE, AMLA, ANTH, ARAB, BIOL, BUSR, CHEM, CHLD, CISM, COUN, ELEC, ENGR, FCS, GEOL, HIST, KIN, KINA, KINF, LIT, MATH, PHSC, PSYC, RESD, SIGN, SOC, SPAN

On November 26, 2013, the Jason Chevalier (Coordinator) and Annel Medina (RIE) hosted an Qualitative Feedback Meeting, where we presented the SLO evaluation form and sought input from the campus on the work. A number of department chairs and SLO-departmental coordinators were in attendance. The meeting was positive and proved to be another opportunity to meet and share, as well as support the work being completed across campus.

SLO EVALUATION CHECKLIST

Student Learning Outcomes (SLOs) are a means to determine what students know, think, feel, or do as a result of a given learning experience. In this process, department members should write clear, explicitly stated outcomes. Assessment of the outcomes allows departments to discover if the students are, in fact, learning what they are expected to learn. The use of results obtained from an assessment should stimulate discussion and lead toward activities that can improve instructional delivery, curricula, programs, and/or services. Assessment works best when conducted over multiple iterations.

Course:

Course Assessment Plan	Course Information	Meets Criteria
COURSE OUTCOMES Criteria: • Indicates a course-level assessment • Is reasonable given the ability of the students • States what the students will know, do, think, or feel • Is measurable (can be observed or tested)		**Yes** ☐ **No** ☐
Comments:		
MEANS OF ASSESSMENT / CRITERIA FOR SUCCESS Criteria: • **Means of Assessment:** o Identifies specific assessment method category (course embedded test, focus group, portfolio, standardized test, survey, etc.) for the outcome o Details the assessment method used to measure the outcome • **Criteria for Success:** o Establishes minimum score for success at achieving outcome o Quantifies (% fraction or actual number) of students who are expected to meet minimum score o Establishes minimum score for any sub-categories within the outcome, if applicable • **Schedule** o Specifies the time frame in which outcome will be assessed		**Yes** ☐ **No** ☐
Comments:		
SUMMARY OF DATA Criteria: • The number of students assessed (actual number) • The number of students (actual number, percentage) that met criteria of success • Included additional data for sub-category (include comparisons with any minimum sub-scores) (if applicable)		**Yes** ☐ **No** ☐
Comments:		

USE OF RESULTS		Yes ☐ No ☐
Criteria: • Includes date of meeting where use of results was discussed • Highlights key findings from the data above • States significance of findings, including: • Changes to be implemented as a result of key findings • Benefit of continuing the assessment • Impact on the course or program • Indicates time frame in which other outcomes will be assessed		
Comments:		

SAMPLES

Course Assessment Plan	Criteria	Sample that Does Not Meet Criteria ☹	Sample that Meets Criteria ☺
COURSE OUTCOMES	o Indicates a course-level assessment o Is reasonable given the ability of the students o States what the students will know, do, think, or feel o Is measurable (can be observed or tested)	Students will be able to identify all of the important elements. ***(This is too broad a statement.)***	Music 16 students will be able to correctly perform the 12 major scales on their instrument.
Comments:	*Departments may use course measurable objectives as SLOs.*		
MEANS OF ASSESSMENT/ CRITERIA FOR SUCCESS	**Means of Assessment:** o Identifies specific assessment method category (course embedded test, focus group, portfolio, standardized test, survey, etc.) for the outcome o Details the assessment method used to measure the outcome **Criteria for Success:** o Establishes minimum score for success at achieving outcome o Quantifies (% fraction or actual number) of students who are expected to meet minimum score o Establishes minimum score for any sub-categories within the outcome, if applicable **Schedule** o Specifies the time frame in which outcome will be assessed	Pre and Post Survey 70% of students will meet the criteria. ***(Not specific, we should know what is being measured and the expected level of proficiency.)***	75% of students will perform all of the selected 6 (of the 12) major scales correctly in a maximum of two attempts. The scales will be evaluated by at least two full time faculty using a checklist as a pass or fail. The performance will be assessed at the end of the Spring (1st 6) and Fall 2006 (2nd 6) semesters in the normal performance evaluation process for the classes.
Comments:	*Record the assessment instrument (rubric, portfolio, etc.), as well as the standards for success (70% of students will score at least 70% on a course-embedded exam).*		
SUMMARY OF DATA	o The number of students assessed (actual number) o The number of students (actual number, percentage) that met criteria of success o Included additional data for sub-category (include comparisons with any minimum sub-scores) (if applicable)	69.9% of students met the criterion ***(It is preferable to have both the numbers of students and the percentage in this area.)***	Of the 27 new students played 6 major scales (Eb, Bb, F, C, G, D): 13 (48%) students played all 6 scales correctly, 5 students played 5 scales correctly (19%), 4 students played 4 scales correctly (15%), 4 students played 3 scales correctly (15%), 1 student missed

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			her jury (3%). Of the 23 returning students who played their 6 minor scales (c, g, d, a, e, b): 15 students played 6 scales correctly (65%), 3 students played 5 scales correctly (13%), 1 students played 4 scales correctly (4%), 2 students played 3 scales correctly, 9% 1 students played 2 scales correctly, 4% 1 student played 0 scales correctly, 4% Key Findings: All students were below the expected level of 75% Returning students fared better than new Members.
Comments:	*The results collected from the assessment may be recorded numerically or in narrative form.*		
USE OF RESULTS	o Includes date of meeting where use of results was discussed o Highlights key findings from the data above o States significance of findings, including: • Changes to be implemented as a result of key findings • Benefit of continuing the assessment • Impact on the course or program o Indicates time frame in which other outcomes will be assessed	The results were satisfactory and will be discussed in a future meeting. *(This is the most important aspect of the assessment process! What was learned? Is there anything we can do to improve our teaching or our classes? How can we better help our students achieve their goals?)*	This SLO was assessed for two years, starting with the major scales and then the minor scales were added in the second year, patterning the requirements of majors set by CSU, Fullerton. After analyzing the results from 2006-07, we created a Music Major handbook and have attached some of the sections from that document to the documents page (handbook example), to ensure that our students are prepared to enter as "juniors." Because of the importance of this requirement, we will continue to assess these outcomes.
Comments:	*Discuss - what were the most important findings? What changes (curricular, pedagogical, etc.) can be made as a result? Are additional resources required? How can we increase student success next time? When faculty reflected upon the data, what thoughts or concerns emerged?*		