COLLEGE OF MARIN SLOAC WORKSHOP #1: EVALUATING THE ASSESSMENT INFRASTRUCTURE

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Assessment is an ongoing process designed to monitor and strengthen student learning. As such, faculty and staff:

❑ **articulate what students will learn upon completing a course/ program or utilizing a student support service;**

❑ **evaluate how well the students are learning;**

❑ **use this information to inform how to foster this learning most effectively.**

What do you want to learn in today's workshops?

<u>Choose one quote below that resonates with you and be prepared to talk about it.</u>

1. "Self-assessment is not the goal. Self-adjustment is the goal. That's what makes Tiger Woods and Michael Jordan great. That's what makes Socrates so impressive. That's what our best students and teachers do. They self-adjust, with minimal effort and optimal effect."   -- Grant Wiggins

2. "The most important thing about assessment is that it promotes dialogue among faculty [and staff]."   -- Mary Senter

3. Transformative assessment is an "appropriate, meaningful, sustainable, flexible, and ongoing process that will inform decision making and use data for improvement, with the potential for substantive change."   -- Catherine Wehlburg

4. "Assessment per se guarantees nothing by way of improvement, no more than a thermometer cures a fever."   -- T. J. Marchese

5. "Much of the literature on assessment suggests, and the Task Force agrees, that an institution will benefit from assessment only if faculty and co- curricular professionals see a use for the results and if they take the lead in formulating questions which assessment can help answer."   -- Willamette Task Force on Outcomes Assessment

6. "While in the process of developing new outcomes/objectives, the department or administrative unit can easily identify assessment procedures that will be so time- and resource-consuming that they will become an end in themselves and not a means of determining whether a specific outcome/objective has been achieved. If this occurs, the long-term result is likely to be abandonment of the process."   -- James O. Nichols

7. "Transformative assessment activities should focus more on enhancing and modifying curricular and other structures than on punishing those who are viewed as not doing a good enough job. This type of assessment is an opportunity to move forward in a transparent and agreed-on way, not a means to weed out faculty."
-- Catherine Wehlburg

8. "We plan. We develop. We deliver. We assess and evaluate the results of the assessment. We revise, deliver the revised material, and assess and evaluate again. Perfection is always just out of reach; but continually striving for perfection contributes to keeping both our instruction fresh and our interest in teaching piqued."
– E.S. Grassian

COLLEGE OF MARIN SLOAC WORKSHOP #2: CRAFTING STUDENT LEARNING OUTCOMES

An SLO contains three primary characteristics:

- **States what a learner will be able to do upon successful completion of a course, program, service, and/or degree or certificate;**
- **Is expressed using active verbs, and as such, incorporates any or all of the domains of learning (cognitive, psychomotor, or affective);**
- **Is assessable and measurable.**

Objectives/ Teacher	Outcome(s)/ Student
Objectives describe skills, tools, and/or content (nuts and bolts) that enable a student to fulfill the outcome(s).	Outcome(s) describe overarching product(s) that students will generate by applying the skills, tools, or content.
Objectives may require the use of less sophisticated tasks such as comprehension or replication.	Outcome(s) require the use of higher level thinking such as analysis, synthesis, and evaluation in order to demonstrate students' ability to apply the skills, tools, and/or content in authentic contexts for learning.
Objectives may be impossible to assess because they can often be numerous, specific, and detailed.	Outcome(s) are assessable; they result in product(s) that can be observed as a behavior, attitude, skill, or discrete usable knowledge *and* can be evaluated against criteria.

Activity: Generate three core SLOs for History 244: African American History

SPECIFIC INSTRUCTIONAL OBJECTIVES:
Upon successful completion of this course, a student will be able to:
   A. To place African-American experience within the context and contours of American History
   B. To understand significant developments, events and concepts relative to African-American History
   C. To understand the political, social, cultural, intellectual and scientific contributions of African-American to United States History.
   D. To understand the impact of slavery on American political, social, cultural and economic life.
   E. To recognize the historic roots and antecedents of contemporary conditions and issues relative to African-Americans and their relationship to other groups.
   F. To compare the African-American experience to that of others especially to that of immigrant groups and other people of color.
   G. To think critically about the history of race relations in the United States.
   H. To compare and contrast the historical experiences of African-Americans relative to social class, gender, and region.
   I. To understand the ?push-pull? factors that influenced American-American migrations throughout the United States.
   J. To grasp the contribution that significant American-Americans have made to United States History.

SPECIFIC WRITING OBJECTIVES:

   K. Discern and interpret primary and secondary sources.
   L. Write papers with clear main ideas, major and minor supporting detail, context, and accuracy.
   M. Organize, narrate, describe, classify, analyze, and compare and contrast relevant historical material in a written form.
   N. Document sources with proper footnote formatting.
   O. Distinguish between facts and opinions.
   P. Identify and locate major geographic regions.

Cognitive Domain
Learning Outcomes Related To Knowledge

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Student remembers or recognizes information or specifics as communicated with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or comprehends the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards and criteria, values and opinions.
Cite Label List Enumerate Identify Imitate Match Name Quote Recall Reproduce State Write	Convert Define Describe Discuss Estimate Explain Generalize Identify Illustrate Locate Paraphrase Restate Summarize	Apply Chart Compute Demonstrate Determine Dramatize Establish Make Manipulate Prepare Project Solve Use	Analyze Compare Contrast Correlate Diagram Dissect Differentiate Distinguish Infer Investigate Limit Outline Separate	Assemble Create Construct Design Develop Formulate Generate Hypothesize Initiate Invent Modify Reframe Synthesize	Access Appraise Conclude Critique Decide Defend Diagnose Evaluate Judge Justify Rank Recommend Support

Basic   More Sophisticated

Knowledge   Higher Level Thinking

Psychomotor Domain
Learning Outcomes Related To Skills

Observe	Model	Recognize Standards	Correct	Apply	Coach
Students translate sensory input into physical tasks or activities.	Students are able to replicate a fundamental skill or task.	Students recognize standards or criteria important to perform a skill or task correctly.	Students use standards to evaluate their own performances and make corrections.	Students apply this skill to real life situations.	Students are able to instruct or train others to perform this skill in other situations.
Hear	Attempt	Check	Adapt	Build	Demonstrate
Identify	Copy	Detect	Adjust	Compose	Exhibit
Observe	Follow	Discriminate	Alter	Construct	Illustrate
See	Imitate	Differentiate	Change	Create	Instruct
Smell	Mimic	Distinguish	Correct	Design	Teach
Taste	Model	Notice	Customize	Originate	Train
Touch	Reenact	Perceive	Develop	Produce	
Watch	Repeat	Recognize	Improve		
	Reproduce	Select	Manipulate		
*Usually no outcomes or objectives written at this level.	Show		Modify		
	Try		Practice		
			Revise		

Basic Knowledge   More Sophisticated Skills

Basic Skills   Higher Level Abilities

Affective Domain
Learning Outcomes Related To Attitudes, Behaviors, and Values

Receiving	Responding	Valuing	Organizing	Characterizing
Students become aware of an attitude, behavior, or value.	Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.	Students recognize value and display this through involvement or commitment.	Students determine a new value or behavior as important or a priority.	Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person's character.
Accept	Behave	Accept	Adapt	Authenticate
Attend	Comply	Adapt	Adjust	Characterize
Describe	Cooperate	Balance	Alter	Defend
Explain	Discuss	Choose	Change	Display
Locate	Examine	Differentiate	Customize	Embody
Observe	Follow	Defend	Develop	Habituate
Realize	Model	Influence	Improve	Internalize
Receive	Present	Prefer	Manipulate	Produce
Recognize	Respond	Recognize	Modify	Represent
	Show	Seek	Practice	Validate
	Studies	Value	Revise	Verify

Basic Knowledge   More Sophisticated Skills

Basic Skills   Higher Level Abilities

Student Learning Outcomes Checklist

	Yes	No
Do the SLOs include active verbs?		
Can the SLOs be assessed?		
Do the SLOs address the expected level of learning using Bloom's Taxonomy as a guideline? (See Appendix D.)		
Are the SLOs written as outcomes rather than as objectives? • Language indicates an important overarching concept versus small lessons or discrete objectives. • Outcomes address what a student will be able to **do** at the completion of the course, program or service. • SLOs address student competency rather than content coverage.		
Are the SLOs appropriate? • They are consistent with the course outline of record. • They represent a fundamental result of the course. • If applicable, they align with other courses in a sequence. • They represent collegiate-level work.		
Will students understand the SLOs?		
If "no" in any category, what will you revise?		