

Notes on Institutional SLO Assessment at SCC 2009-2013

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2009-10: General Education Outcomes (GELOs) achievement as assessed by the 2008 CCSSE survey (ISLO's = GELOs + Student Service SLOs)

The 2008 CCSSE survey was used to provide a partial assessment of GELO's. The overall results indicate that the self-assessed level of achievement of SCC students varies across the GELO areas. For all GELO areas, at least 25% of the related items on the CCSSE survey had half or more of the respondents report a self-assessment indicating achievement of the outcome.

GELO	Percent of items with 50% or more of respondents indicating achievement of the outcome.
Communication	67% (4 of 6 items)
Quantitative Reasoning	100% (1 of 1 item)
Depth & Breadth of Understanding	100% (1 of 1 item)
Cultural Competency	25% (1 of 4 items)
Information Competency	67% (2 of 3 items)
Critical Thinking	88% (7 of 8 items)
Life Skills & Personal Development	26% (7 of 27 items)

The SLO subcommittee of the Academic Senate is in the process of determining procedures for assessing GELOs in the future. Those future GELO assessments will include course-embedded measures, which are currently being piloted by some departments.

2010-11: General Education Outcome (GELO) achievement as assessed by the 2010 CCSSE survey

The overall results indicated that the self-assessed level of achievement of SCC students varies across the GELO areas. For all GELO areas, at least 25% of the related items on the CCSSE survey had half or more of the respondents report a self-assessment indicating achievement of the outcome.

GELO	Percent of items with greater than 50% of respondents indicating achievement of the outcome.
Communication	67% (4 of 6 items)
Quantitative Reasoning	100% (1 of 1 item)
Depth & Breadth of Understanding	100% (1 of 1 item)
Cultural Competency	25% (1 of 4 items)
Information Competency	67% (2 of 3 items)
Critical Thinking	75% (6 of 8 items)
Life Skills & Personal Development	22% (6 of 27 items)

2011-12: General Education Outcome (GELO) achievement as assessed by course-embedded assessment (ISLO's = GELOs + Student Service SLOs)

In Fall 2011, the college moved to a course-based approach for GELO assessment. In a pilot analysis of course-based assessment of SCC GELOs, the SLO subcommittee evaluated a sample of course assessment reports that aligned with GELOs for “Depth and Breadth of Understanding” and “Critical Thinking.” The results of this pilot project included distinct course-level SLO assessments derived from 12 courses from several disciplines.

The results from the existing SLO assessments were first aligned with the college’s GELO categories based on the congruency of the course SLO with the GELOs. Several course SLOs aligned with multiple GELOs. Next, the SLO subcommittee developed and utilized a rubric to evaluate the level of success achieved on each of the aligned course SLOs. This evaluation was averaged across multiple raters to calculate an overall determination of low, moderate, or high success for each outcome.

Two GELOs were included in the pilot results - Depth and Breadth of Understanding and Critical Thinking. For both of these GELOs, the results indicated that an overwhelming majority of students (~80%) achieved at least a “moderate” level of success (see figures on next page).

Depth and Breadth of Understanding

- ▶ Students achieved at least a “Moderate” level of success for 82% of all course SLOs that aligned with this GELO.

Critical Thinking

- ▶ Students achieved at least a “Moderate” level of success for 80% of all course SLOs that aligned with this GELO.
- ▶ Most of the Critical Thinking data (65%) came from SLOs that also applied to Depth & Breadth.

Combination of Depth & Breadth/Critical Thinking

- ▶ Students achieved at least a “Moderate/High” level of success for 69% of all course SLOs that aligned with both of these GELOs.

General Student Services Student Learning Outcomes reported in Student Service program reviews.

Analyses of Student Services SLOs are also part of the Institutional SLOs of the college. Most student services units used a pre- and post-test model to assess short term changes in student learning. Conclusions drawn from assessment data included the following:

- Self-efficacy and self-regulated learning variables were identified as key indicators to use when assessing students’ learning.
- Students’ educational planning development increased following interventions.
- Students demonstrated increased understanding of the matriculation process and e-services.

Continuous improvements in methods for assessing student learning were consistently expressed. Two types of changes in SLOs were identified by several units. One change was based upon achieving greater clarity about what desired student learning the unit wanted assessed. This led to revising the SLOs. The other change came from identifying more effective intervention methods and making changes. An example of an intervention method change included explaining and “modeling” the desired learned behavior rather than only using explanation. (Data source: Student Services Program Review 2012: Assessing Student Services Division’s Program Learning Outcomes.)

2012- 13: Revision of Institutional SLOs

During Fall 2012-Spring 2013 the SLO subcommittee reviewed the way Institutional Student Learning Outcomes (ISLOs) were defined by the college. Because the ISLOs had been defined as a combination of the GE and Student Services SLOs, the committee was concerned that they did not adequately reflect the SCC students who completed certificates (since certificates do not require completion of a GE pattern). A review of college certificates showed that it was possible to revise the college statement of ISLOs to capture certificate as well as degree and transfer students. It was also noted that the seven Institutional Student Learning Outcomes (ISLOs) based on seven General Education Learning Outcomes (GELOs) could be streamlined into four ISLOs – 1) Written Communication, 2) Life Competencies, 3) Critical Thinking and Problem Solving, and 4) Depth of Knowledge. This was accomplished by combining some of the current ISLO areas as follows:

- Cultural Competency, Information Competency, and Life Skills were combined. Information Competency was discussed. It was determined that library skills as well as computer technology skills should be included. The subcommittee also determined that students engage in cultural skills as part of Life Skills.
- Quantitative Reasoning and Critical Thinking were combined. The subcommittee determined that students engage in one or both when completing course work.
- Speaking skills were removed from Communication. Under Life Skills, the subcommittee determined that speaking skills were included within “social domain.”

The combining of seven GELOs into four ISLOs resulted in a new ISLO matrix which will be further reviewed by the SLO Subcommittee during Fall 2013. The proposed ISLO matrix will then be presented to the SCC Academic Senate for review during Fall 2013-Spring 2014.

Current ISLOs = GELOs: Upon completion of a course of study (degree, certificate, or substantial course work), a student will be able to...

- demonstrate effective reading, writing, and speaking skills. (Communication)
- demonstrate growth and lifelong learning skills in the personal, academic, and social domains of their lives. (Life Skills)
- demonstrate awareness of the various ways that culture and ethnicity shape and impact individual experience and society as a whole. (Cultural Competency)
- demonstrate knowledge of information needs and resources and the necessary skills to use these resources effectively. (Information Competency)
- demonstrate skills in problem solving, critical reasoning and the examination of how personal ways of thinking influence these abilities. (Critical Thinking)
- demonstrate knowledge of quantitative methods and skills in quantitative reasoning. (Quantitative Reasoning)
- demonstrate content knowledge and fluency within his or her course of study. (Depth and Breadth)

Proposed ISLOs: Upon completion of a course of study (degree, certificate, or substantial course work) ACROSS PERSONAL, ACADEMIC, AND SOCIAL DOMAINS, a student will be able to...

- use effective reading and writing skills. (Written Communication)
- demonstrate growth and lifelong learning skills, including healthful living, effective speaking, cross-cultural sensitivity, and/or technological proficiency. (Life Competencies)
- analyze information using critical thinking, including problem solving, the examination of how personal ways of thinking influence reasoning, and/or the use of quantitative reasoning or methods; and demonstrate the necessary critical thinking skills to use information resources effectively. (Critical Thinking and Problem Solving)
- apply content knowledge, demonstrate fluency, and evaluate information within his or her course of study. (Depth of knowledge)