

## CREATING ASSESSMENT PLANS

**Thursday, August 14, 1-3, in Room 8211 with Carlos Colombetti, Jan Fosberg, & Regina Pelayo**

Wondering how to integrate existing methods used to evaluate student work into your assessment process? Do you want to streamline your assessment process? Then this workshop is for you. Upon completion of this workshop, you will be able to (1) describe some guiding principles of assessment, (2) explain various assessment approaches that are employed by model assessment plans, and (3) create a draft of an assessment plan for one SLO that employs assessment criteria.

Recommended: Bring draft SLOs for at least one course or student services unit and *The Framework*.

## ASSESSMENT AS INTERVENTION: CLASSROOM ASSESSMENT TECHNIQUES

**Thursday, August 14, 1-3 in Room 8213 with Karen Wong**

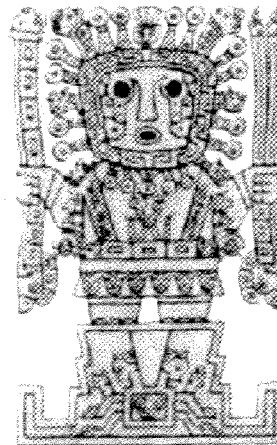
Have you ever reached the end of a unit and realized that you could have better taught one step that would have helped students to better perform on their culminating project or exam? Known as one type of formative assessment, classroom assessment techniques (a.k.a. "CATS") provide an opportunity for students to perform and receive guidance that will improve or shape a final performance. Learn some quick and easy methods to assess what our students are getting out of class from Angelo and Cross' *Classroom Assessment Techniques*, in addition to identifying the appropriate techniques suited for assessing your particular teaching goals.

## PRACTITIONER AS RESEARCHER: HELPING STUDENTS TO NAVIGATE THE CROSSING

For those of us who can afford to take some time off from teaching, summer can be a time of renewal and rejuvenation. I had the pleasure of exploring the Andes with my husband and a close friend. While making our way around Lake Titicaca, the world's highest lake of its size in the world that straddles Peru and Bolivia, we almost got stranded. Everyone filed off the bus, with nary a word from the bus driver, as we arrived at a port crossing. Minutes later, the bus was placed on a rickety wooden raft and began its journey across the sparkling blue waters. We squinted into the sunshine, waiting. Suddenly it occurred to us: how were we supposed to get across? We immediately sought out Bolivians that had been on our bus, and following their lead, we purchased tickets to take small passenger boats to the other side. With a few more deft questions once we arrived on the

other side, we waited on the corner of the plaza for our bus to scoop us up. If we hadn't been observant or inquisitive, I might still be on the wrong side of the lake waiting for my bus!

I share this story to establish some parallels between my travel disorientation and how some students might feel in our classrooms. As



instructors, I don't think any of us are wordless bus drivers, but we might inadvertently force students into a guessing game of how to make the crossing. That might be struggling to determine the most important concepts to retain from the texts

and lectures, the purpose of an essay assignment or project, and even what constitutes a strong response to an essay assignment or project. As educational practitioners, we bear a responsibility to help our students navigate the rough waters of academia.

How can we ensure that they're able to get back on the bus? I propose that the SLOAC is one such navigation tool. SLOs, student learning outcomes, state what a learner should know and be able to demonstrate upon completing a course, program, or service. As such, they should have a clearer sense of direction since they will know what they're expected to DO with the knowledge they're gaining from texts and lectures. Our campus has made a lot of progress in articulating SLOs, which has yielded many stimulating discussions. But keep in mind that SLOs are only the ticket to cross.

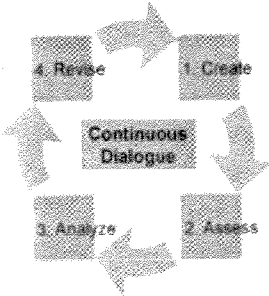
The actual crossing and reunification

**Skyline College Institutional Outcomes**

**Key: (C) central to a course, (S) supported by a course, (blank) does not apply**

	Course A or Program Outcome 1	Course B or Program Outcome 2	Course C or Program Outcome 3	Course D or Program Outcome 4	Course E or Program Outcome 5	Course F or Program Outcome 6	Course G or Program Outcome 7	Course H or Program Outcome 8
<b>Critical Thinking:</b>	Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.							
	Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.							
	Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.							
<b>Effective Communication:</b>	Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.							
	Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.							
	Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.							
	Comprehend, analyze, and respond appropriately to oral, written, and visual information.							
	Effectively express ideas through speaking and writing.							

<b>Citizenship:</b>	Demonstrate scientific literacy concerning a range of global issues;								
	Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.								
	Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.								
	Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.								
	Demonstrate commitment to active citizenship.								
	Effectively locate and access information in numerous formats using a variety of appropriate search tools.								
<b>Information and Computer Technology Literacy:</b>	Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.								
	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.								
<b>Lifelong Wellness:</b>	Demonstrate an understanding of physical fitness and its role in lifelong wellness.								
	Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.								



with the bus is the AC, the assessment cycle. In other words, what will students do to demonstrate competency? Which criteria will be used to evaluate their work? How can we make the evaluation process more transparent to students, so that they know how their work will be evaluated (and thus be empowered to evaluate their own work and that of their peers)? On a larger scale, how can we educational practitioners know if our students are learning? How can we use assessment as a means to improve learning, whether mid-way through the semester or for the following semester? These questions are central to optimizing student learning, a means to reflect on our own practices as educators. Clearly the assessment

of student learning and the subsequent discussions are the core of the SLOAC, and as such, this year our campus will commit more of its energies toward training in assessment.

Assessment of SLOs is a means for us educational practitioners to make sense of where our students excel and where they struggle, as well as which factors support or hinder student success. In her seminal book, *Learner-Centered Teaching*, MaryEllen Weimer best defines this shift in orientation: "Being learner-centered focuses attention squarely on learning: what the student is learning, how the student is learning, the conditions under which

the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning...When instruction is learner-centered, the action focuses on what students (not teachers) are doing." This learner centered orientation acknowledges and cultivates the ultimate responsibility that students have for learning. We provide the resources, guidance, and feedback, but we can't learn for our students; they need to do it for themselves. But as much as students are stretching their limits, we need to stretch ours, engaging in reflective practice and aiming for the best outcome: student success.

#### Timeline:

- 1) **Revise all course outlines with SLOs by Fall 2010.**
- 2) **Initiate/ Sustain the assessment cycle in Fall 2008.**

### MAPPING INSTRUCTIONAL COURSE LEVEL SLOs/ SS PROGRAM LEVEL SLOs TO INSTITUTIONAL SLOs

Skyline students who complete the GE requirements or receive an AA or AS degree should have mastered the institutional SLOs articulated in the program review matrix on pages 2-3. Mapping course-level SLOs with institutional SLOs enables you to identify which courses within your program may be contributing to student achievement of these outcomes, even though your program's approach may differ from others'. Conversely, mapping gives us the means to determine whether our institutional SLOs reflect our priorities as instructors and student services providers.

On the program review matrix on pages 2-3, input the names of the key courses in your program (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.) and determine whether achieving those institutional outcomes are: (c) central to a course or (s) supported by the course. An SLO is "central" if it is essential to the course's intent and therefore an instructional priority, and it is "supported" if addressed but not quite at the level of importance as a "central" SLO. Leave the space blank if the institutional SLO does not apply. The same process can be employed for programs that have few to no courses, but instead, map your program outcomes to the institutional outcomes.