Going SLO:
Student Learning Outcomes
at Chabot and Las Positas

Presentation to Board of Trustees
October 2, 2007
Chabot and Las Positas Colleges
Presenters

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Overview

- Accreditation Review
- New Accreditation Standards
- Student Learning Outcomes (SLOs)
- Grades vs. Student Learning Outcomes
- Classroom Examples: Assessment of SLOs
- Q & A
Accreditation in U. S. Higher Education

- Nine Regional Accrediting Bodies
  - Western Association Schools and Colleges
    - Accrediting Commission for Community and Junior Colleges (WASC/ACCJC)
- Standards of Good Practice
- Voluntary
- Peer Review
Accreditation Process

- **Self study**
  - Each college writes a self evaluation
  - Addresses the 4 WASC/ACCJC Standards
    - New standards in 2002

- **Team visit**
  - A team of peers comes to our college
  - Evaluates our evidence against the Standards
  - Validates (or not) our self study

- Accreditation Commission decision
Paradigm Shift

- Old standards: teaching-centered
  - Are we providing instruction?

- New standards: learning-centered
  - Can we demonstrate learning?
The new standards ask...

- What should students learn?
- How well are they learning it?
- What evidence exists that students are learning?
- How can the information be used to improve learning, teaching and the institution?
What has a student learned when they…

- earn a degree from Chabot or Las Positas?
- complete a program/major?
- complete a course?
New WASC/ACCJC Standards

Institutions must...

- identify, measure and analyze student learning outcomes (SLOs) at the *course*, *program* and *degree* level.

- engage in broad-based *dialogue* about student learning.

- *integrate* SLO assessment into all planning and resource allocation processes.

- provide *evidence* of this focus on SLOs in the Self Study.
Student Learning Outcomes (SLOs)

- Provide a clear description of what students are expected to learn.
  - Skills
  - Behavior
  - Knowledge
I want students to be able to…

**VAGUE**
- Know
- Do
- Understand
- Be Exposed to

**SPECIFIC**
- Describe
- Analyze
- Argue
- Solve
- Create
- Compare

We must change the way we communicate with students. If we express this, we won’t get this.
Student Learning Outcomes

- Determined by faculty
- Supported by all institutional functions
- Clearly communicated to student and public
- Assessed to determine degree of attainment
- Results are used to improve learning
SLO Assessment Cycle

1. Teach Course/Provide Service
2. Develop Criteria (rubric)
3. Design Assessment
4. Run Assessment
5. Analyze Results
6. Make changes
7. Create and Publicize SLO

Typically, the grading process ends here.
The Difference Between Grades and SLOs

- The grading process differs from the SLO Assessment process in a number of ways.

- Today we will illustrate one of those differences with examples from classroom assessments.
The Difference Between Grades and SLOs

Holistic vs. Distinct

- Grades are holistic measures of multiple skills
  - Grades provide feedback to the student on their overall performance
  - Grades do not pinpoint which skills need improvement

- SLOs are distinct measures of specific skills
  - SLOs provide feedback on student learning of the specific skills
  - SLOs pinpoint which skills need improvement
Course SLO: Students who successfully complete ANTH 3 will be able to collect, describe, use, and interpret the data resulting from anthropological methodologies including participant observation and ethnography.

The Assessment: A capstone project which culminates in a fieldwork-based research paper.
## The Difference Between Grades and SLOs

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>AVG. SLO Assessment</th>
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<tr>
<td>Interviews and Participant Observation:</td>
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<td>2</td>
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<td>8</td>
<td>7</td>
<td>4</td>
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<tr>
<td>Grades:</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
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</table>
The SLO for the course: Analyze an Early Childhood Environment Based on Specific Standards (such as DAP).

The Assessment: Write a paper that describes the environment using all criteria required in the instructions.
The Difference Between Grades and SLOs

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<td>8</td>
<td>6</td>
<td>8</td>
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<td>No spelling/grammar errors or computer format problems (up to 8 points)</td>
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<td>(up to 12 points)</td>
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<td>15</td>
<td>10</td>
<td>10</td>
<td>12</td>
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<tr>
<td>Use of examples, describes environment, uses criteria, provides details (up to 20 points)</td>
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<td>Grades:</td>
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<td>A</td>
<td>D</td>
<td>B</td>
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SLO Assessment Cycle

Plan
Implement
Feedback Loop

Make changes
Create and Publicize SLO
Design Assessment
Develop Criteria (rubric)
Teach Course/Provide Service

Analyze Results
Run Assessment

Typically the grading process ends here
Questions & Answers