

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.

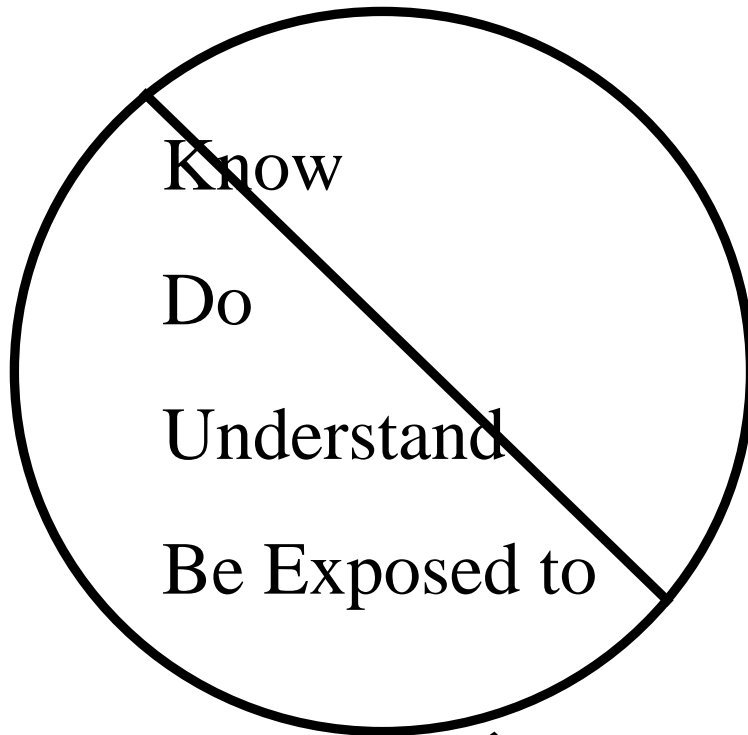


# Student Learning Outcomes (SLOs)

- Provide a clear description of what students are expected to learn.
  - Skills
  - Behavior
  - Knowledge

# I want students to be able to...

## VAGUE



## SPECIFIC

Describe

Analyze

Argue

Solve

Create

Compare

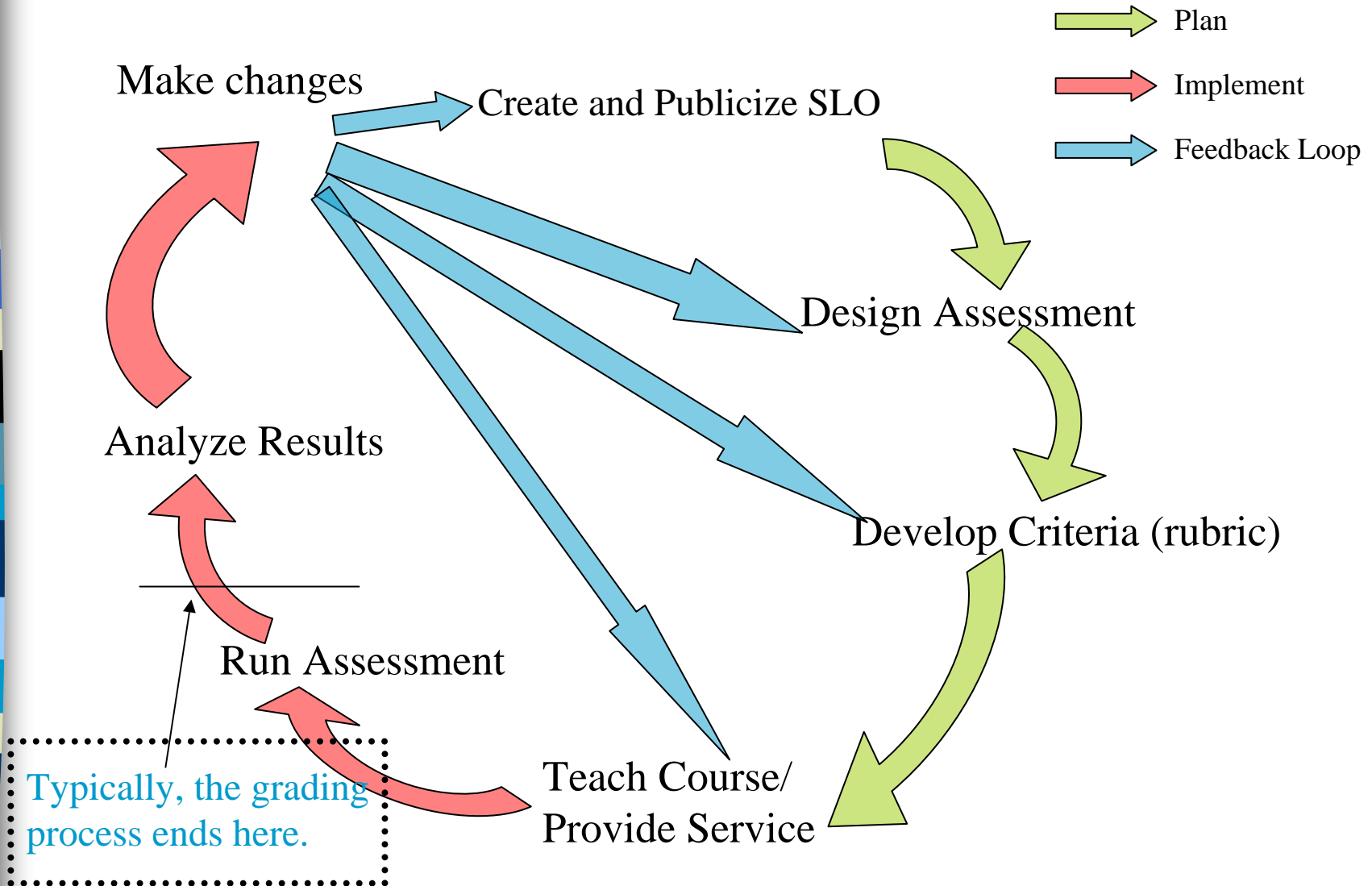
We must change the way we communicate with students.  
If we express this we won't get this



# 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





# 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



# The Difference Between Grades and SLOs

## Example 1: Anthropology 3

- 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

<b>Criteria</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>	<b>AVG. SLO Assessment</b>
<b>Interviews and Participant Observation: 15 hours</b> (up to 4 points)	4	4	2	2	3
<b>Library and Internet Resources</b> (up to 4 points)	3	3	1	1	2
<b>Content</b> (up to 2 points)	2	1	2	1	1.5
<b>Mechanics</b> (up to 2 points)	2	0	2	0	1
<b>Assignment totals:</b>	11	8	7	4	
<b>Grades:</b>	A	B	C	D	



# The Difference Between Grades and SLOs

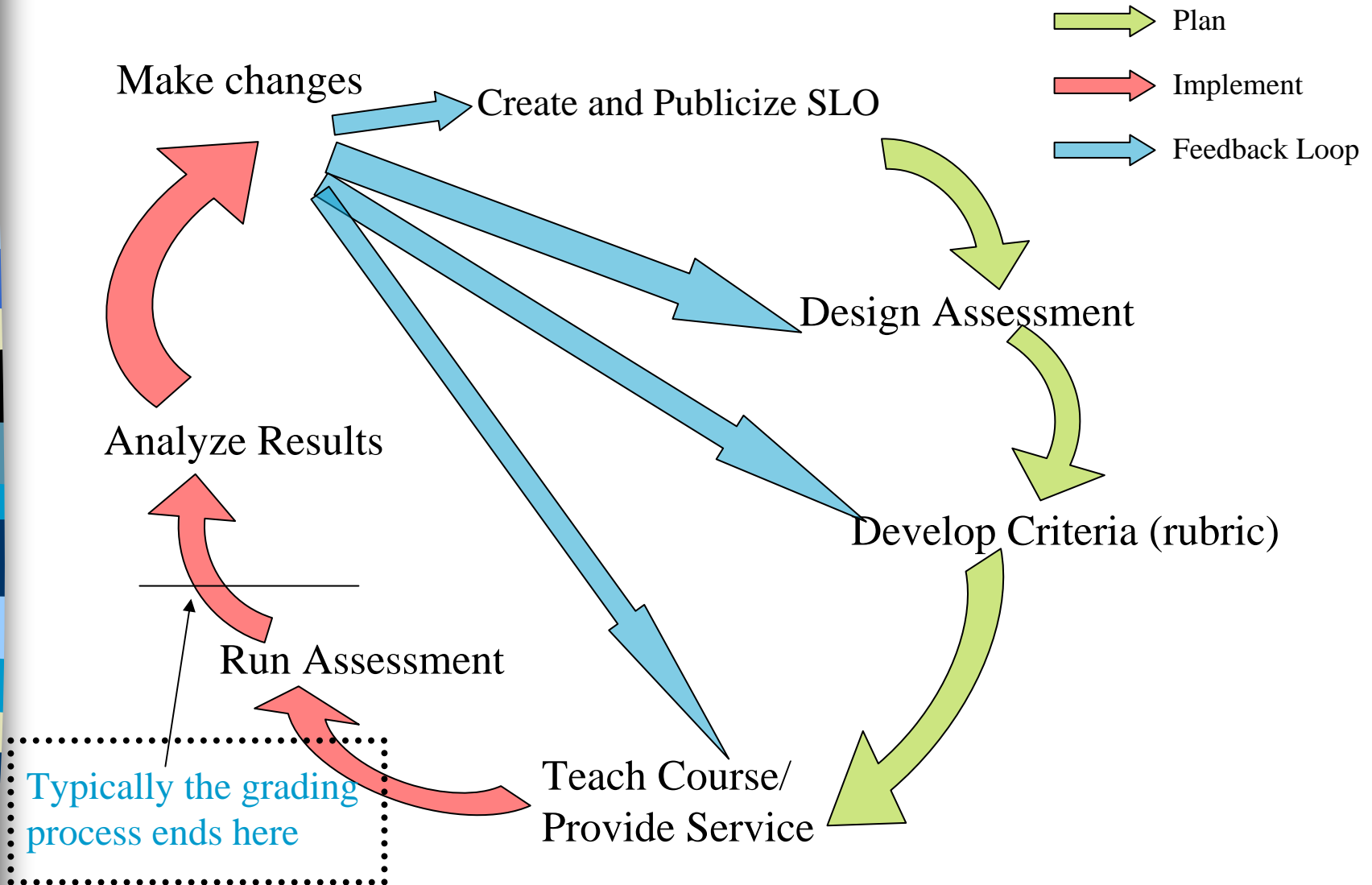
## **Example 2: ECD 50**

- 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

<b>Criteria</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>	<b>AVG. SLO Assessment</b>
<b>Format</b> No spelling/ grammar errors or computer format problems (up to 8 points)	6	8	6	8	7
<b>Followed Directions</b> (up to 12 points)	9	12	7	12	10
<b>Content of paper</b> Use of examples, describes environment, uses criteria, provides details (up to 20 points)	13	15	10	10	12
<b>Assignment totals:</b>	28	35	23	30	
<b>Grades:</b>	C	A	D	B	

# SLO Assessment Cycle



# Questions & Answers

