De Anza College

SLO ASSESSMENT WORKSHOP

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WELCOME!

SLO ASSESSMENT WORKSHOP

Goals Inventory

1. On the sticky note, please list one goal you hope to achieve, or one question or concern you hope to address in this session.

2. Post, introduce yourself and share in 2 min. or less.

Principles of Good Practice for Assessing Student Learning Outcomes

1. Begins with core educational values.

2. Teacher directed and about pedagogy.

3. Attention to measurable knowledge and skills that build to outcomes.

4. Describes what students can do and what they need to do.

5. Uses current lesson plans to embed assessments.

6. Ongoing formative process, not episodic.

7. Change agent for both teachers and students.

Learning Outcome

What?

By the end of this workshop participants will know--

1. How to design assessment strategies and develop a plan to measure a specific SLO in a course they teach and know well.

How?

1. Work through Levels 1 and 2 of the assessment cycle.

2. Share examples of assessment strategies and plans.

3. Collaborate with colleagues to create assessment strategies and plans.

4. Plan next steps/path forward.

5. Respond to questions/concerns.

Assessment Cycle

Level 1 Identify Student Learning Outcome(s) for a
        Specific Course and Select One SLO You
        Want to Assess

Level 2 Design Assessment Strategies/Plan

Level 3 Analyze/Interpret Data

Level 4 Reflect/Engage in Dialogue

Level 5 Implement Changes/Make Improvements

Level 6 Document in ECMS

Speech Communication Assessment Example 1: Pretest-Posttest Design

Level 1 Increase speaker confidence/reduce communication apprehension

Level 2 Personal Report of Communication Apprehension (PRCA-24), see * Web Link

Level 3 Analyze/Interpret Data using SurveyMonkey and Institutional Research

Level 4 Reflect/Engage in Dialogue at Department Meeting/Share Best Practices

Level 5 Implement Changes/Make Improvements

Level 6 Document in ECMS

* Web Link: http://www.jamescmccroskey.com/measures/prca24.htm

Speech Communication Assessment Example 2: Pre-Posttest & Self-Report

Level 1 Develop Speech Outlines; Collaborate w/ Peers

Level 2 Persuasive Speech Rubric,
        Pretest/Posttest, and Self-Report Survey

Level 3 Analyze/Interpret Data using SurveyMonkey
        and Institutional Research

Level 4 Reflect/Engage in Dialogue at Department
        Meeting/Share Best Practices

Level 5 Implement Changes/Make Improvements

Level 6 Document in ECMS

Collaborate With Colleagues
Discover and Design Classroom Assessment Strategies

Directions: We will break into clusters of 2-4. Take the next (TBD) minutes to explore the following questions-

1. What SLO(s) would you like to measure? What course is your SLO for?

2. What key learning assignments explicitly further the learning outcome(s) identified above?

3. How can you/do you assess/measure/evaluate student progress toward the learning outcome(s)? Take this opportunity to brainstorm ideas for designing assessment strategies and a plan to measure the SLO(s) you want to measure.

Path Forward

Where do we go from here? Next Steps?

Questions? Concerns?

Mini-Evaluation Form
Classroom Assessment Workshop
January 22, 2010

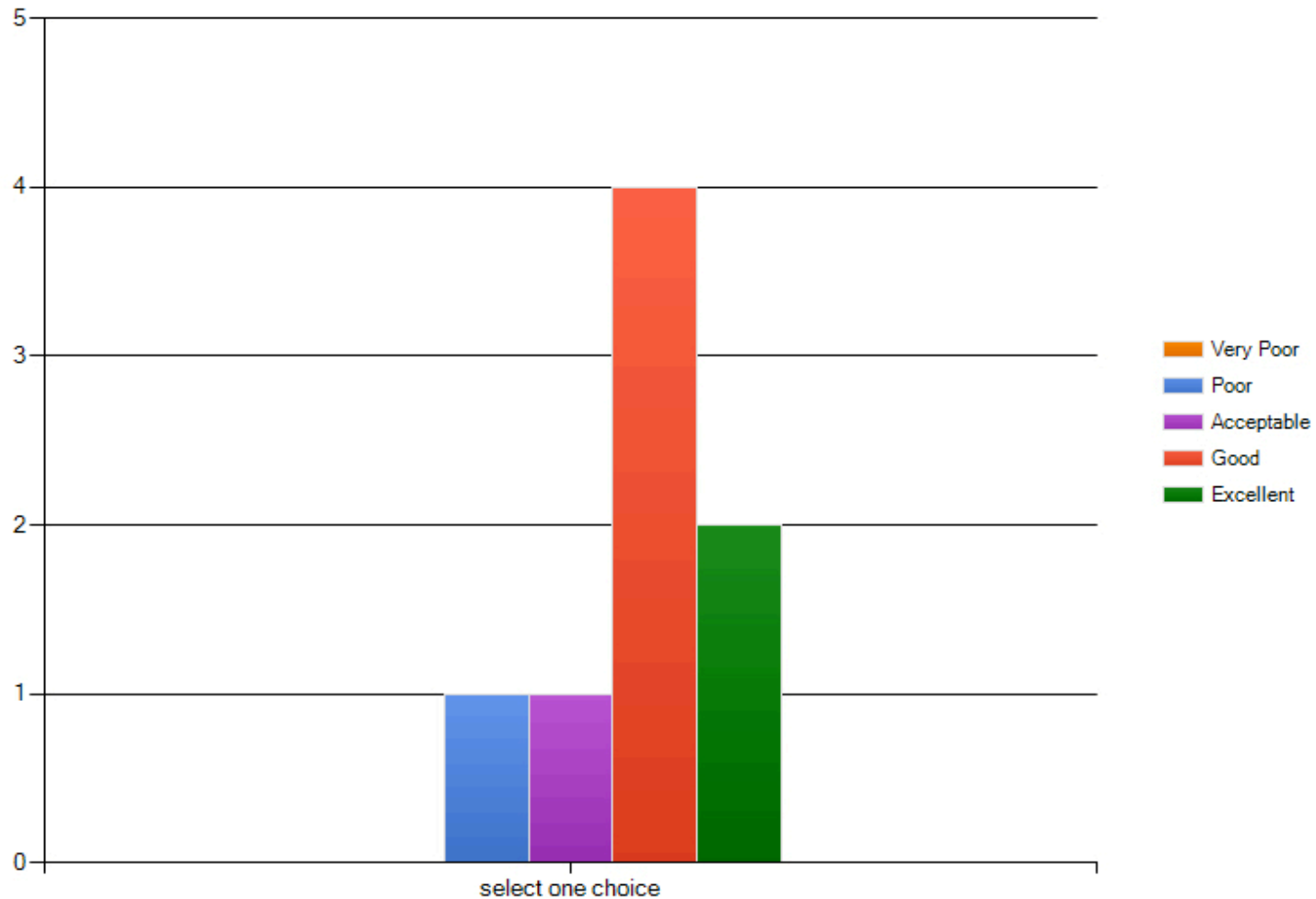**Complete Mini-Evaluation on SurveyMonkey**

http://www.surveymonkey.com/s/dasloworkshop

Mini-Evaluation Assessment Results
workshop participants = 13
survey respondents = 8

Please rate the overall quality of this workshop.

Legend:
- Very Poor
- Poor
- Acceptable
- Good
- Excellent

select one choice

What did you learn from the workshop that you will apply in your classroom?

1. Helpful techniques for transposing data that I already collect from class assignments into a rubric.

2. One of the ideas on how to identify the level of learning accomplished and then adjusting instruction accordingly.

3. Pretest-Posttest design.

4. Using SurveyMonkey to compile the data and evaluate my SLO.

5. Knowing that we don't have to invent all of our assessment tools from scratch.

6. SLOs are constantly evolving.

What would make the workshop more useful to you?

1. More time for all participants to share ideas.

2. More discussion in small groups.

3. More time would be great.

4. The same group of people in a follow-up workshop.

5. Doing a workshop in a department where people have similar issues.

6. Time to actually do an assessment.

7. More specific details on assessment tools and how to gather data.

What kinds of follow-up would be most useful to you?

1. Copies of presentation handouts.

2. Better understanding of what ALL of the options are for assessment so that I can determine which would be the most appropriate for me.

3. Various types of grading rubrics.

4. Compare the actual assessments that we have developed at the next workshop.

5. A chance to talk with workshop leaders and participants later in the quarter.

6. Workshops that address the questions posed in the goals inventory activity.

7. How to document correctly in ECMS (Electronic Curriculum Management System).