

3<sup>rd</sup> Annual  
Student Learning Outcomes and  
Assessment Summit  
Friday, November 6<sup>th</sup> 2015

Vice President of Academic Affairs  
Michael Allen, J.D.

# Outcomes for the Day

SLO Coordinator and Art Faculty - Deborah Paulsen

Engage in *dialogue* with other faculty and staff about *meaningful assessments* and how these assessments contribute to student success and institutional improvement.

*Review* ILO assessment progress.

*Analyze and improve rubrics that have been used to assess Course Learning Outcomes.*

*Review the importance of selecting and creating the useful rubrics for the assessment of Program Learning Outcomes and Institutional Learning Outcomes “roll-up” assessments.*

*Review the SLO, Assessment, and ILO section of the Course Outline of Record.*







Getting the Most Out of Learning Outcomes  
ILO Assessments - Closing the Loop &  
Upcoming ILO Assessments

Assistant SLO Coordinator and Life Sciences Faculty -  
Par Mohammadian, Ph.D.

# Analyzing and Improving Rubric Design

Assistant SLO Coordinator and Life Sciences Faculty -  
Stephen Brown, Ph.D.

Break

# Written Communication/Ethics & Values ILO Assessment

Task Force Members:

Steve Brown

Patricia Chow

Carolyn Daly

Pat Flood

Sarah Master

Gina Ladinsky

Par Mohammadian

Riye Park

Deborah Paulsen

Authentic Assessment  
with a Writing Prompt to include a Response to a  
Ethics and Values Scenario

Developed a Rubric to Measure the Assessment

# Developed a Rubric to Measure the Assessment

1. Thesis
2. Content
3. Organization
4. Grammar, Punctuation & Spelling
5. Ethical Values



# Selected Classes to Participate

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Higher Level Courses

English Prerequisites and Capstone courses that were aligned with both ILOs

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## Higher Level Courses

English Prerequisites and Capstone courses that were aligned with both ILOs

Biology 06

Microbiology 20

Physiology 1

Child Development 22, 23 & 34

English 102 & 127

Psychology 14

Culinary Arts 104

Norming Explanation and Session  
English Faculty - Carolyn Daly  
and ILO Task Force

# Review Writing Prompt and Rubric

Read Five Selected Papers  
and Score on Rubric

Compare Scores and Discuss with Table

# ILO Task Force Scores



# ILO Task Force Scores

## Paper 017

Thesis	2,2,2,1	1.75
Content	1,2,2,1	1.5
Organization	2,2,2,1	1.75
Grammar, Punctuation & Spelling	2,2,2,3	2.25
Ethical Values	1,2,2,2	1.75

# ILO Task Force Scores

## Paper 227

Thesis	3,2,3,1	2.25
Content	2,2,3,2	2.25
Organization	3,3,3,3	3.0
Grammar, Punctuation & Spelling	3,2,3,3	2.75
Ethical Values	3,3,3,2	2.75

# ILO Task Force Scores

## Paper 277

Thesis	3,2,3,1	2.25
Content	2,2,3,2	2.25
Organization	3,3,3,3	3.0
Grammar, Punctuation & Spelling	3,2,3,3	2.75
Ethical Values	3,3,3,2	2.75

# ILO Task Force Scores

## Paper 588

Thesis	2,2,2,1	1.75
Content	2,2,2,2	2.0
Organization	1,2,2,2	1.75
Grammar, Punctuation & Spelling	2,1,2,1	1.5
Ethical Values	2,2,2,3	2.25

# ILO Task Force Scores

## Paper 633

Thesis	3,3,3,2	2.75
Content	3,3,3,3	3.0
Organization	3,3,3,2	2.75
Grammar, Punctuation & Spelling	3,2,3,3	2.75
Ethical Values	3,3,3,3	3.0

# ILO Task Force Scores

## Paper 940

Thesis	2,1,1,1	1.25
Content	2,1,2,1	1.5
Organization	1,1,2,1	1.25
Grammar, Punctuation & Spelling	2,1,2,2	1.75
Ethical Values	3,2,2,2	2.25

ILO Rubric Written Communication/Ethics & Values ILO  
Reading and Scoring Session







Pair Up with Someone NOT in Your Department  
Two Readers Per Essay  
Fill Out Student ID Number and Rating Sheet

Pair Up with Someone NOT in Your Department

Two Readers Per Essay

Fill Out Student ID Number and Rating Sheet

Leave Rating Sheets in the Back of the Blue Book

Pair Up with Someone NOT in Your Department

Two Readers Per Essay

Fill Out Student ID Number and Rating Sheet

Leave Rating Sheets in the Back of Blue Book

Mark Blue Book Complete After Two Scoring Sheets  
are Completed

Pair Up with Someone NOT in Your Department

Two Readers Per Essay

Fill Out Student ID Number and Rating Sheet

Leave Rating Sheets in the Back of the Blue Book

Mark Blue Book Complete After Two Scoring Sheets  
are Completed (No Cheating/Peeking!)

LUNCH

# COR Updates to SLO Section & Addendum Form

## Adding the PLO Benchmark

# COR Updates to SLO Section & Addendum Form



**Outcome** - The student will:

*(Describe the major outcomes that a successful student will gain from the class for use in his/her life. Use higher order Bloom's taxonomy verbs.)*

- 1) Determine and analyze limits and derivatives as appropriate to single variable calculus.
- 2) Evaluate and interpret integrals as appropriate to single variable calculus.

**Assessment** - as measured by the following method:

*(Please indicate the criteria and rating scale by which the assessment will be evaluated.)*

SLOs are assessed through exams.

Benchmark: 60% of the students achieve an acceptable score of 3 or better on a scale of 0 to 5.

1. Calculate the derivative of a function at a given point using the limit definition.
  - a. Identifying limit definition
  - b. Evaluating needed functions
  - c. Computing the difference quotient
  - d. Calculating the limit of the difference quotient
  - e. Evaluating the limit of the difference quotient at the desired point

**Assessment** - as measured by the following method:

*(Please indicate the criteria and rating scale by which the assessment will be evaluated.)*

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2. Compute the area between two curves.
  - a. Graph the curves
  - b. Find the point(s) of intersection
  - c. Identify the order for setting up the functions
  - d. Setup the integral with limits

**ILO** - which Institutional Learning Outcome(s) (ILO) does this SLO support? *(See College Catalog)*

Quantitative Reasoning: 1a, 2a, 2c, 2d

Problem Solving: 1b, 1c, 1d, 1e, 2b, 2e

## COR SLO Addendum

### Course SLO

**One sentence that describes a major piece of knowledge, skill, or ability that students can demonstrate by the end of the course** *Use higher order Bloom's taxonomy verbs: [http://ecd.laccd.edu/blooms\\_taxonomy.htm](http://ecd.laccd.edu/blooms_taxonomy.htm).*

**Complete the statement:** At end of the course, the successful student will be able to . . .

1. Explore sculptural principles and create sculptures while developing concepts with attention to creative self-expression and content in projects that address cultural identity and public art.

2. Demonstrate aesthetic responsiveness by taking a position on and communicate the merits of sculpture and how those works reflect human values. Articulate a response to sculpture and explain how personal and formal factors shape that response and connect to broader contexts.

# COR SLO Addendum

## Assessment Method

List the major assignment, project, or test used to demonstrate or apply outcome assessment

Indicate the criteria and rating scale by which the assessment will be evaluated. (If a rubric has been developed, please attach it.)

## Benchmark

*(Reflects satisfactory performance on the SLO)*

**Answer the question: How many students need to achieve what level on this course SLO?**

Example: At least 80% of students achieve this course SLO with a 70% success rate.

SLO #1 Students create 3 dimensional sculptures:

Criteria

- a. Principles
- b. Concepts
- c. Creative Self-Expression

Rated on a scale of 1 to 4; with 2 being the lowest acceptable score.

80% students will achieve an score of acceptable or better on the rubric.

SLO#2 Students write a paper examining a sculpture:

Criteria

- a. Ideas
- b. Human Values
- c. Personal and Formal Factors
- d. Broader Context

Rated on a scale of 1 to 4; with 2 being the lowest acceptable score.

80% students will achieve an a score of acceptable or better on the rubric.

# COR SLO Addendum

## Mapping to Program SLO and Institutional SLOs

Please indicate with an “X” in the appropriate boxes below, the Course SLO mapping to the corresponding Program (PLOs) and Institutional ILO(s).

Course SLO	Program SLO							Institutional SLO <a href="http://www.lamission.edu/slo/generaleducation.aspx">http://www.lamission.edu/slo/generaleducation.aspx</a>						
	1	2	3	4	5	6		1	2	3	4	5	6	7
#1	x									x				
#2				x								x		

# Adding the PLO Benchmark



Hands on help with SLO/PLO Assessments &  
Departmental Discussions