Pro-SLO: Practical Practices and Logistics to Assessment

Learning outcomes

1. Participants will be able to identify steps in the assessment process.

2. Participants will be able to explain "closing the loop".

3. Participants will be able to identify challenges to assessment practices.

Assessment Cycle

Step 4 Close the loop

- Identify stakeholders in the change
- Create arguments for change

(elumen)

- Make changes stated in the recommendations
- Document changes as made and actions as taken

Step 1 Plan Examine past data and changes made. (Reports . available from eLumen) Make changes to assessment accordingly . Identify gaps in the past cycles Establish a timeline for the cycle **Assessment Cycle** Step 3 Evaluate & Analyze Examine data as a group (Use your retreat for this) Step 2 Assess Make conclusions for improvement and changes Follow the steps in the assessment cycle Examine the process and create recommendations Conduct any assessments (pre and post if needed) Complete Context Improvement plan on database

- Collect the data
- Enter data into database (eLumen)

What this looks like...

Course: Basic Statistics

SLO: Students will use appropriate technologies to analyze and solve mathematical problems.

Step 1: Previous data shows that 50% of students were not meeting this outcome. As a result of faculty discussion, it was determined that students were over reliant on statistical tables. Consequently, the calculator rental program was created.

Step 2: The outcome was reassessed, and 80% of students are now meeting or exceeding this outcome.

Step 3: Analysis of the data led to the conclusion that the calculator program was effective at increasing the assessment's results.

Step 4:S A recommendation was made for continuous funding for calculators, and the outcome was planned for reassessment at a later cycle.



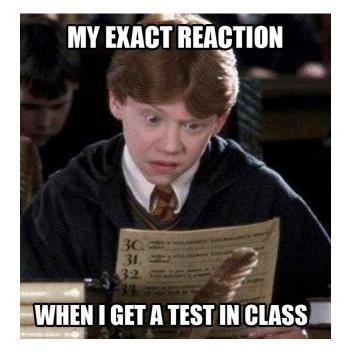
Closing the loop

- 1. Conclusions
 - a. What can you infer from the results of your assessment?
 - b. What were strengths and weaknesses of your program
 - c. What were challenges in the process?
- 2. Recommendations
 - a. What changes, if any, should be made to curriculum, assessment, practices, or instruction?
 - b. What advice would you give the next person to complete the cycle?
 - c. Implement changes
- 3. Documentation
 - a. Transparency
 - b. Clarity
 - c. Consistency



Items Identified in survey...

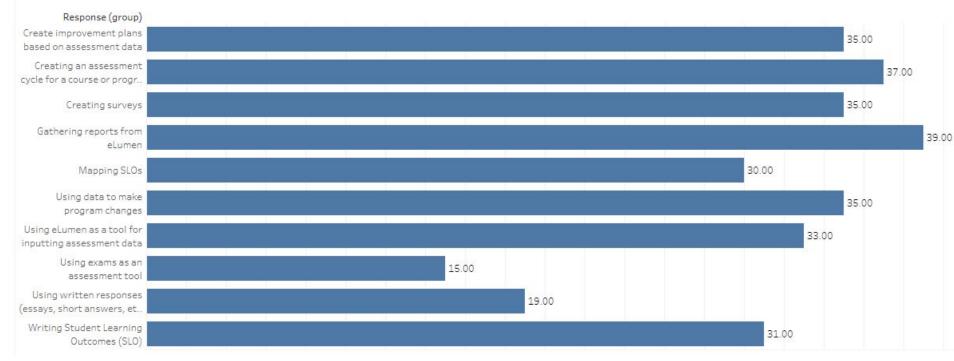
- Need for more dialogue and discussion of results
 - Need productive conversations
- Knowledge of people in charge of SLOs
- Creating surveys
- eLumen
 - Data input
 - Pulling reports out
 - Creating assessment cycle
- Survey report is coming



l am aware of other SLO assessments happenings on campus.	Full-time faculty	33.33% 66.67%	
	Part-time faculty	58.06%	41.94%
I am aware of the LOAC (Learning Outcomes	Full-time faculty	95.12%	
Assessment Committee) committees on cam	Part-time faculty	47.62%	52.38%
l am familiar with learning outcomes based assessment.	Full-time faculty	93.02%	
	Part-time faculty	38.71%	61.29%
l am familiar with my area's program learning outcomes.	Full-time faculty	88.37%	
	Part-time faculty	29.69%	70.31%
l am familiar with the institutional learning outcomes.	Full-time faculty	16.67% 83.33%	
	Part-time faculty	45.31%	54.69%
l am knowledgeable about outcomes based assessment.	Full-time faculty	85.71%	
	Part-time faculty	39.34% 60.66%	
I find assessing learning outcomes helps me improve the delivery of instruction or service	Full-time faculty	40.48%	59.52%
	Part-time faculty	87.50%	
l have productive discussions about SLO results with other staff or faculty.	Full-time faculty	55.81%	44.19%
	Part-time faculty	79.66% 20.34%	
I know who the LOAC liaison for my area.	Full-time faculty	95.00%	
	Part-time faculty	66.67%	33.33%



Training Requests



Never& Sometimes Often & Somewhat O...

Creating an assessment cycle for a course or	Full-time faculty	54.76%	45.24%
program	1		
	Part-time faculty	23.44% 76.56%	
	Administration	60.00%	40.00%
	Classified staff	85.00%	
Creating improvement plans based on assessment data	Full-time faculty	64.29%	35.71%
	Part-time faculty	38.46% 61.54%	
	Administration	80.00% 20.00	
	Classified staff	20.00% 80.00%	
Creating surveys	Full-time faculty	33.33% 66.67%	
	Part-time faculty	93.75%	
	Administration	60.00% 40.00%	
	Classified staff	17.50% 82.50%	
Gathering reports from eLumen	Full-time faculty	28.57%	71.43%
	Part-time faculty	96.92%	
	Administration	100.00%	
	Classified staff	92.50%	

Upcoming workshops/webinars

- Pulling data out of eLumen as coordinator and seeing results as an evaluator
- Using surveys to get data
- Getting the conversation started from all sides
- Creating an assessment cycle workshop

Dates: TBA



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