



Learning Outcomes Assessment

Learning Outcomes Coordinators:

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English Instructor

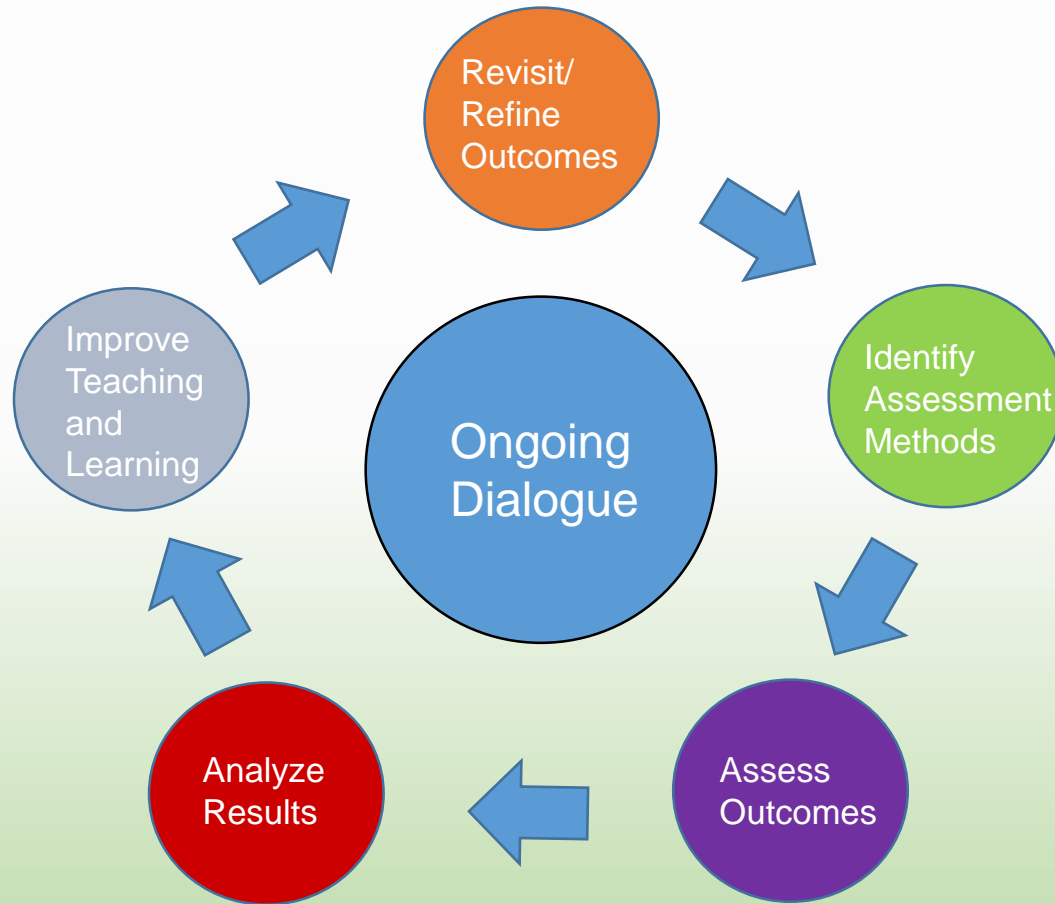
Naomi Chianese, nchianese@napavalley.edu

Sociology Instructor

Learning Outcomes Assessment Committee:

The Learning Outcomes Assessment Committee shall provide direction and oversight for Learning Outcomes Assessment at Napa Valley College; direct and manage yearly assessment cycle; create and implement Assessment policies and practices college-wide; develop educational and training activities on learning assessment and utilizing assessment data for program improvement.

Learning Outcomes Assessment Cycle



Why Assess?

- Allows faculty to focus beyond holistic grades to see student success and challenges on a specific learning outcome
- Records areas where new needs have emerged
- Helps facilitate changes in course outlines
- Inspires professional development
- Connects instructors with shared approaches and curriculum
- Initiates program-wide dialogue
- Guides college planning
- Documentation is required for accreditation

Documentation

- ✓ Write Effective SLOs
- ✓ Choose Assessment Methods
- ✓ Determine Criteria for Success
- ✓ Summarize Results – Quantitative and Qualitative
- ✓ Formulate Action Plans

Roles and Responsibilities

Departments develop and communicate their 2-6 year assessment plan to the college.

Program coordinators provide support for assessment through planning, leading discussion on results and reflection with department members; communicating effective practices through presentations, directing faculty to resources, and coordinating curriculum changes.

Roles and Responsibilities

All faculty members who teach courses designated for assessment documentation according to the department plan are responsible for assessing SLOs, recording results, and participating in dialogue:

- using a Course-Level Template
- using a Course-Level Rubric
- Inputting directly into TracDat

Example Template

Department Assessment Template

Course name: ASL 121

Semester: Fall 2016

SLO: Remember, recognize and produce intermediate-level ASL vocabulary dealing with real life situations. Engage in intermediate-level one-on-one dialogues in ASL using receptive/expressive skills. Demonstrate substantial knowledge of American Deaf history, and Deaf culture and community.

Method of assessment: Presentation/Performance

If the above does not work, write in your own (consistent with the COR):

Criteria: At least 70% of the students will receive a letter grade of "C"

Results

Quantitative (*Was the criteria met?*):

Qualitative (*What strengths did students demonstrate?*):

(Where did students seem most challenged?)

Planned Action (*What will you do next time to address weaknesses?*)

Example Rubric

⊕ Semester- Fall 2016 Course: English 120

SLO 1: Think, read, and write critically about a variety of ethical, civic, and intercultural issues.	A Displays a strong ability to meet the learning outcome.	B Displays good ability to meet the learning outcome.	C Displays adequate ability to meet the learning outcome.	D Displays some ability to meet the learning outcome.	F Displays lack of ability/Work not complete.
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Method of Assessment: Students will write a research essay, including a Works Cited page.

Criteria: We expect to see 67% of students receive a grade of C (70%) or higher on the research essay assignment.

students						
1		A				
2			B			
3		A				
4				C		
5		A				
6					D	
7			B			
8		A				
9			B			
10			B			
11			B			
12				C		
13					D	
14			B			

Example Rubric

students						
1		A				
2			B			
3		A				
4				C		
5		A				
6					D	
7			B			
8		A				
9			B			
10			B			
11			B			
12				C		
13					D	
14			B			
15		A				
16		A				
17		A				
18		A				
Quantitative Results:	_89_ % average of criteria met					
Qualitative Results:	<i>In what ways did students excel? What difficulties did students exhibit?</i>					
Recommended actions:						

Sample Results

Quantitative: 80% of students received a grade of C or higher.

Qualitative (*What strengths did students demonstrate?*):

The balance between each student's voice and the use of source material was strong in most essays. Research was well analyzed, with some synthesis showing areas of agreement on ethical issues between sources. Students showed creativity in their ideas, and competency in their ability to sustain a thesis throughout.

(*What weaknesses did students demonstrate?*)

Students struggled in presenting a variety of sources. They are likely not expanding their online searches wide enough to pull together diverse and effective support material.

Sample Action Plan

Action Plan:

Create a handout to help students practice evaluating sources outside of library databases. Continue to recommend students attend Success Center workshops on searching for sources. More classroom access to computer labs and updated laptop carts would also help instructors to be present while students search to help them expand.

Communications Schedule

Fall 2016	Contact Dates	Spring 2017	Contact Dates
Coordinators send out templates	October 1	Coordinators send out templates	March 1
Individual Faculty return templates	November – December	Individual Faculty return templates	April – May
Data is entered into TracDat	December – January	Data is entered into TracDat	May – June
Coordinators aggregate*	February 1	Coordinators aggregate*	September 1

*Goal for Fall 2016

Instructors submit results by Dec. 30

Training Resources

Oct. 21, 9-10 a.m., TLC, Room 1770

All faculty are invited to the New Faculty Learning Community training and discussion on assessment.

Oct. 27, 11-noon or 2-3 p.m., TLC, Room 1770

All faculty are invited to these trainings and discussions on assessment.

Open Assessment Lab in the TLC every 1st and 3rd Thursday (10 a.m.-noon) and 2nd and 4th Tuesday (1-3 p.m)

Video Resources

Using Assessment Templates:

<https://www.youtube.com/watch?v=gGEF0dEcWzk>

Using Assessment Rubrics:

<https://www.youtube.com/watch?v=2WeLNoKe5zY>

TracDat, Entering Results:

<https://www.youtube.com/watch?v=n-S98rXqYyk>