

De Anza Assessment Workshop—Flight 3 November 16 and 20, 2009

Let's look at the Student Learning Outcomes Process in light of your course.

1. Consider the link of course to Institutional Core Competencies (see appendix, p.9)
What Institutional Core Outcomes does your course address?
2. Specify intended learning outcomes (SLO's).
What learning comes of completing the course? What will students be able to do at the end of the course?
3. Identify means of assessment and criteria for success.
*Can you utilize an assignment or exam that you are currently using to assess if your students can do what you claim they will be able to do in your student learning outcome?
Wouldn't it be great to have to opportunity to explore possibilities with your colleagues?

How good is good enough? By what criteria are you going to define "proficiency" . . . define that the students have did well enough? Set a benchmark?*
3. Determine how you will share your expectations with your students.
*Will you show them a rubric that defines criteria for success on your "capstone" assignment?
Will you place your SLO(s) on your syllabus?
Or will you create your own transparency?*
5. Implement your assessment
6. Assemble the results
*How well did the students do relative to your benchmark?
How well did the students do relative to each other?*
7. Using the results and derive meaning from them—Reflection and Enhancement
What shall we do with these results?
8. Document, document, document
*Your data will be stored on the ECMS system soon. In the meantime, please use the documentation form, deanza.edu/slo, SLOP recording form.
Phase one, Outcome Statement. Please send phase one to the outcomes website until further notice.
Phase two, your assessment—Keep copies of your assessment tool
Phase three, Reflect and Enhancement—please keep your own reflection and enhancement data on the SLOP form. You will take it to a larger group discussion in the future and a group reflection and enhancement report will be created and submitted at that time.*

The data ideally will be used as foundations for

- Department/program plans
- Resource Allocation

Step One—Linking your course to an ICC, (appendix, p.9 of this handout)

What core competencies does your course link to?

an example

- College or GE Outcome/ ICC
Students will be able to speak and write effectively.
- Academic Program Outcome (Psychology)
Students can speak and write effectively using the principles and concepts of the discipline.
Note: De Anza has not defined/identify program outcomes yet...but, we will be in the future.
- Course Outcome (Psychology)
The student will prepare a written summary and interpretation of standardized test results.

Step Two—Review your outcome statement. Is it:

- Student-focused, not teacher focused?
- Focused on learning resulting from an activity, not the activity itself?
- Focused on important, non-trivial aspects of learning?
- Focused on skills & abilities central to the discipline, based on professional standards of excellence or does it address an ICC?
- General enough to capture important learning but clear and specific enough to be measurable?
- Focused on aspects of learning that will develop and endure but that can be assessed in some form now?

Step Three--Selecting your Assessment Method

Consider an exam or capstone assignment you are currently using?

- Does it develop/ foster your primary outcomes?
- Can you readjust your exam, the current criteria by which you evaluate the exam/performance, to elicit or provide evidence of desired student outcomes?
- Perhaps you want to explore other options and create something new? This would be a good opportunity to work with other colleagues to see what they are doing.

We've always done this, but now we can systematically work to improve student learning rather than just test the student and assign a grade.

Types of Assessments

(see "resource list of assessments" handout)

Embedded Narrative Assignments

- Case study
- Portfolio (paper or electronic)
- Capstone project
- Senior exit essay

Performances

- Critical situation scenario
- Debate
- Demonstration

- Oral presentation

Tests

- Standardized test
- Homegrown test
- In class objective test
- In class essay

Student Centered

- Exit interview

■ Focus group

EXAMPLE A: Grading and SLO Assessment by *James Nichols (with some edits by Coleen Lee-Wheat)*

SLO: Student will demonstrate all components of a well written persuasive essay.

Note: This example shows one section of a rubric used to assess the SLO.

The instructor chose 4 criteria which he felt were key components to critiquing assignment. He gave a performance scale of one to five; then gave a sum score and a grade for each individual. The SLO assessment aspect of the example is the averaging of the results of the groups' performance relative to each "criteria"; thus answering the question: "How did they do?"

What is missing? How do you know what the numbers mean? How could this instructor make the numbering scale more transparent to the students? **KEEP THESE QUESTIONS ON YOUR BACK BURNER**

Criteria	Tim	Jane	Mary	Joe	Dave	Average
Spelling	3	4	1	2	3	2.6
Grammar	2	5	3	2	5	3.4
Punctuation	4	5	3	2	5	3.6
Structure	3	2	3	5	3	3.8
Total	13	17	10	12	15	
Grade	C	A	D	C	B	

Now let's discuss.

What are the findings?

The **down the column total** was used for individual grading. **Across the row** average was used for assessment of intended outcomes from the group.

Reflection

What do the averages on the right reveal?

Did the assessment yield information that was informative?

Does the "outcome statement" need to be changed?

How do you as an instructor/expert define "proficient performance"? In this example, because "3" is in the middle of the performance scale, does that mean proficient performance?

Does averaging scores in the vertical column really show that a student is going to be a successful writer in the future?

Is it good enough? These are the discussions you might have with other colleagues.

Enhancement

What kind of changes could be implemented in the class to improve the students' scores in spelling?

What kind of resource request could he attach to these findings if any?

DEANZA Faculty--Where would you record all of this information? Remember?

At this time, use the SLOP recording document found at the www.deanza.edu/slo/ website. Send Phase one as per the directions on the document. Keep Phase 2 and 3 and your assessment tool on file until further notice.

NEED HELP CREATING A GRADING/ ASSESSMENT RUBRIC USED IN EXAMPLE A?

Start with your portal class list. Turn it into an excel document and create formulas to do the work.

Starting from the VERY beginning, these instructions are for you after leaving the workshop to create your document using the De Anza portal.

- 1. Go to the portal. Log in**
- 2. Select my classes**
- 3. Select a class roster**
- 4. Left side “filter” pull down screen what students do you want on your list? This example I used “enrolled students”**
- 5. Select Export Excel**
- 6. Save doc and name**
- 7. Open Document**
- 8. Delete unwanted columns and format by adding blank rows above the name of the first student**
- 9. Calculate the number of columns you will need, don’t forget to add “sum and ave”.**
- 10. Create grid lines, use the format pull down or border selection on the tool bar**
- 11. Label columns**
- 12. Create formula for C28**
 - Select the last cell of the first blank column that matches one cell below your last student’s name**
 - Select the sum sign from the tools bar at the top of the screen then press enter**
 - Copy that cell and its contents into all of cells to the right that correspond to the columns you are using**

LASTLY CONSIDER before you use your own rubric, decide what your data will mean to you. Run a beta test. In this way you can modify your rubric before you collect data for a whole class!

EXAMPLE B:

Using specific course exam questions that you feel represent student learning relative to your SLO, you can:

- Monitor student responses to identify topics of weakness
- Item analysis to discern what groups are having difficulty with selected items
- Revisit teaching approach to the topic
- And you can use the Grading Assessment Rubric Concept from Example A

Example: SLO: Students will apply fundamental concepts of physical fitness as they apply to a healthful lifestyle.

The De Anza College Physical Education department decided on three categories of fitness that all students should be able to use in their daily lives. The instructors can create their own questions or they can use the questions we created during Opening Days as a group. The questions will be interspersed amongst 40 other short answer questions or multiple-choice questions on a final tennis exam. The rest of the exam will deal with rules of the sport.

- Question 1: Aerobic vs Anaerobic Energy Systems
- Question 2: Aerobic vs Anaerobic Energy Systems
- Question 3: Strength Development vs Muscular Endurance
- Question 15: Strength Development vs Muscular Endurance
- Question 25: Nutrition
- Question 35: Nutrition

Key
Score of one = answered correctly
Score of zero = answered incorrectly

Student ID	Q1	Q2	Q3	Q15	Q25	Q35	Individual sums	Individual scores
1	1	1	1	1	1	1	6	A
2	0	0	1	0	0	1	2	F
3	1	0	1	1	0	0	3	C
4	1	1	0	1	1	0	4	B
5	1	1	1	1	1	0	4	B
Sum	4	3	4	4	3	2		
Averages/Question	Q1, Q2	.70	Q3 Q4	.80	Q5 Q6	.50		

What does this grid tell you?

What are the findings?

- I would immediately say they were not able to apply nutritional concepts.
- I would look at the pattern of zeros and see where they fell. Student 2 either didn't study or does not take exams well.
- I would talk to my colleagues and discuss whether they feel that an average group score of .70 is "good enough" or a benchmark that defines "proficiency".

What kind of enhancements can be made to improve student learning based on this data? For example,

Obviously it is too small of a sample to use to make any decisions, however

If I had a history of five assessments over a two year period or

If I had a collection of instructor assessment results,

I might make a valid case for raising the discussion about changing the textbook or purchasing an interactive software package about nutrition that could be used by all the instructors in the department for an online homework assignment.

We have a tool on campus, CATALYST that can assess your data in a similar way and more. Two, two hour workshops through the Distance Learning Center, April Qian, x5399

Assessment -Rubrics

- Key Questions
 - What essential elements must be present in student work to ensure high quality?
 - What does student work look like at each level of mastery?
- You can create a grid format or linear format
- Commentary describing features of work at each level of mastery (the cells)
- Build from strengths and weaknesses teachers see in student work over the year

Rubrics help you refine your teaching. How do you know you need a rubric?

- *If you can check off more than three items from the following list:*
- *You are getting carpal tunnel syndrome from writing the same comments on almost every student paper.*
- *It's 3 a.m. The stack of papers on your desk is fast approaching the ceiling. You're already 4 weeks behind in your grading, and it's clear that you won't be finishing it tonight either.*
- *Students often complain that they cannot read the notes you labored so long to produce.*
- *You have graded all your papers and worry that the last ones were graded slightly differently from the first ones.*
- *You want students to complete a complex assignment that integrates all the work over the term and are not sure how to communicate all the varied expectations easily and clearly.*
- *You want students to develop the ability to reflect on ill-structured problems but you aren't sure how to clearly communicate that to them.*
- *You give a carefully planned assignment that you never used before and to your surprise, it takes the whole class period to explain it to students.*
- *You give a long narrative description of the assignment in the syllabus, but the students continually ask you three questions per class about your expectations.*
- *You are spending long periods of time on the phone with the Writing Center or other tutorial services because the students you sent there are unable to explain the assignments or expectations clearly.*
- *You work with your colleagues and collaborate on designing the same assignments for program courses, yet you wonder if your grading scales are different.*
- *You've sometimes been disappointed by whole assignments because all or most of your class turned out to be unaware of academic expectations so basic that you neglected to mention them (e.g., the need for citations or page numbers).*
- *You have worked very hard to explain the complex end-of-term paper; yet students are starting to regard you as an enemy out to trick them with incomprehensible assignments.*
- *You're starting to wonder if they're right. ("What is a Rubric," [Introduction to Rubrics](#) by D. Stevens and A. Levi)*

RUBRIC SAMPLES

Linear formatted Sample Rubric for Assessing Photographs

1. Concept, idea, visualization:

- | | |
|--------|--|
| 10 pts | Shows coherency of the concept with a high degree of originality and sophistication. The idea is well stated with visual elements and cues. |
| 9 pts | Shows coherency of the concept with some originality and sophistication. The idea is stated with visual elements and cues but needs to be more clear or more strongly evident. |
| 8 pts | Shows some coherency of the concept with commonly used, cliché or stereotyped imagery. The idea is obtuse, and requires greater clarity through the use of visual elements and cues. |
| 7 pts | Lacks general coherency of the concept. Many of the visual elements and cues do not lead the viewer to the intended idea. |
| 6 pts | Lacks any coherency of the concept. Visual elements and cues do not lead the viewer to the intended idea. |
| 0 pts | The work was not presented to me. |

2. Composition & design:

- | | |
|--------|---|
| 10 pts | Shows strong internal integrity of the visual elements. Nothing needs to be added or removed – framing is superb. |
| 9 pts | Shows internal integrity of the visual elements. A visual element needs to be added, moved or removed – framing needs some slight adjustment. |

- 8 pts Shows obvious weaknesses in the internal integrity of the visual elements. Many visual elements need to be added, moved or removed – framing needs definite adjustments.
- 7 pts Image is breaking apart – there is very little internal integrity of the visual elements. Most visual elements need to be rethought – framing needs major readjustment.
- 6 pts Visual integrity is nonexistent and image has broken apart. All of the visual elements need to be rethought – framing needs a complete overhaul.
- 0 pts The work was not presented to me.

3. Technical:

- 10 pts Shows master in the use of photographic equipment and techniques to attain the assignment parameters.
- 9 pts Shows a good command of the use of photographic equipment and techniques to attain most of the assignment parameters.
- 8 pts Shows some command of the use of photographic equipment and techniques to attain some of the assignment parameters.
- 7 pts Shows limited command of the use of photographic equipment and techniques to attain a few of the assignment parameters.
- 6 pts Shows little or no command of the use of photographic equipment and techniques to attain a few or none of the assignment parameters.
- 0 pts The work was not presented to me.

Developed by Susan Hoisington, Photography. Cabrillo College

Linear Rubric Example with a cleverly created grading rubric

Developed by Marcy Alan Craig, Cabrillo, English.

English1A Essay Rubric

WOW!!! (90-100 Points - Grade A)

- Begins with an introduction that shows your understanding of the issues, grabs your readers' attention, and presents a strong and insightful thesis or point of view.
- Engages the topic in a thoughtful and individual way, showing originality, elegance and clear thinking.
- Develops the topic using a strong detail, quotes from other sources, and a unique synthesis of ideas.
- Utilizes library research and quotes from outside sources, always properly citing them using the MLA format.
- Possesses a fully explained and logical progression of ideas that indicates the writer's sensitivity to different ways of looking at the topic with an awareness of key counter arguments and a consideration of how those alternate positions shape your understanding of the topic.
- Ends with a strong conclusion that clarifies the significance of the paper's lessons
- Chooses words aptly and sometimes inventively.
- Demonstrates mastery of most of the grammar and usage conventions of Standard English.
- Uses phrasing, tone, and expression that reflects a unique personal voice.

Good! Almost There (80-89 Points - Grade B)

- Begins with an introduction that shows some understanding of the issues, gives some background and has an adequate thesis or point of view.
- Presents a thoughtful response to the topic, using appropriate reasoning and a partially realized analysis that is accurate.
- Develops the topic showing appropriate details, a sense of orderly progress between ideas, and use of references that reveal a familiarity with the topic.
- Uses words precisely if not creatively.

- Varies sentence structure enough to read smoothly.
- Utilizes library research and quotes from outside sources, usually properly citing them using the MLA format.
- Uses competently the conventions of written English, containing few, if any, errors in sentence structure, punctuation and capitalization or usage.
- Uses mostly consistent phrasing, tone and expression that reflects a personal world view and style.

Getting there (70-79 Points - Grade C)

- Presents an adequate response to the topic, using superficial analysis and weak point of view.
- Uses logical reasoning, but the supporting evidence is general and imprecise with few examples. There may be some small factual errors.
- Uses a less precise vocabulary and may contain awkwardness of expression.
- Utilizes library research and quotes from outside sources, with fairly consistent use of the MLA citation format. May make some errors.
- Contains minor errors in mechanics and usage, and perhaps one or two more distracting errors in sentence structure.
- Uses fairly consistent phrasing, tone and expression that reflect a personal world view and style with occasional inconsistencies.

Try Again (60-69 Points - Grade D)

- Responds to the topic illogically, without a coherent structure or focus.
- Has no point of view, uses mostly summary and lacks evidence and support.
- Makes several large, factual errors.
- Makes enough errors in usage and sentence structure to cause a reader serious, if occasional, distraction.
- Improperly uses the MLA format for citations. Makes major errors in quoting and uses few sources.
- Uses frequently inconsistent phrasing, tone and expression, often formulaic and imitative; lacks evidence of a personal worldview and style.

Let's not even go there (50-59 Points - Grade F)

- Doesn't attempt the task or distorts it
- Lacks organization or detail.
- Contains many distracting errors in sentence structure, simplistic or inaccurate word choice, many repeated errors in grammar and usage.
- Not enough is written to get a sense of personal worldview and style.

SAMPLE GRADING SHEET THAT CAN ACCOMPANY YOUR RUBRIC

Similar to Example A and B earlier assessing a group of student's performance can be done with the example on the following page:

Note the format of the Grading sheet.

Dimensions/criteria of rating (the columns)
Levels of mastery (the rows)

English 1A Grading Sheet

Paper #1-7 Grading Sheet

Name: _____ Total Grade: _____

This paper is one of the pieces of evidence for Outcomes #3 and 4:

- Use your unique voice to write papers that analyze the ecological, anthropological, historical and literary aspects of the Monterey Bay region.
- Use the library to find information in books, magazines, electronic databases and online sources. Incorporate those sources in your writing, acknowledging them using MLA documentation style

Based on the grading scale listed under Grading Requirements, your grade is divided into the elements listed in the chart below.

Elements of Grade	Wow	Good	Getting There	Try Again	Let's not Go there
Introduction					
Thesis or claim					
Response to topic					
Evidence to support thesis					
MLA citation and documentation					
Awareness of counter arguments					
Flow and Order of Ideas					
Conclusion					
Word Choice					
Grammar and Punctuation					
Personal Voice					

Comments:

The free website: <http://rubistar.4teachers.org> contains a rubric template. Formatting and samples of rubrics can be accessed. Check it out and let us know what you think. Email us at: outcomes@deanza.edu

The SLO website also has a special set of information of that focuses on rubrics. Look for the links from the Assessment Workshop link. Keyword: Rubrics

KEEP IN MIND

The spirit of the SLO process is to develop and enduring, effective and efficient culture of dedication to student learning. Systematic assessment of student learning coupled with “rich” conversation between colleagues and creative classroom enhancements will be a positive enriching process for all participants—students and instructors.

Two Activities:

If I have your outcome statement (or you remember it),

Let's look at one of your capstone assignments or exams.

1. Critique it as per pages one and two of this hand out.
2. Create a grading assessment rubric.

Or discuss

Let's talk about assessment tools.

What tools might be more appropriate for your course (s)?

What experience do you personally have with them?

Where can you find premade rubrics for your discipline?

What types of information about student learning are you trying to gather?

Why would it be valuable to you?

PRACTICE PRACTICE PRACTICE

We are all learning at this point in time, do the best you can and ask for help. We can find colleagues in your area who can work with you or you can work with us.

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APPENDIX

DE ANZA COLLEGE INSTITUTIONAL CORE COMPETENCIES

The Institutional Core Competency statements are a promise to the communities that support De Anza College that students graduating with an A.A. or A.S. degree, or who will transfer to a four-year college or university, will be able to demonstrate the knowledge, skills, and attitudes contained within all of the five competency areas, based on general education and discipline-specific courses at the lower division level. Students who earn a certificate, or have taken courses for personal educational development, will be expected to demonstrate the knowledge, skills, and attitudes specified within one (or more) of the five competency areas.

COMMUNICATION AND EXPRESSION Students will communicate clearly, express themselves creatively, interpret thoughtfully and logically, and engage actively in dialogue and discussion, while paying attention to audience, situation, and (inter) cultural context. Communication and expression may be written or oral, verbal or nonverbal, informational or artistic.

INFORMATION LITERACY Students will recognize when information is needed and locate, critically evaluate, synthesize, and communicate information in various formats. They will use appropriate resources and technologies while understanding the social, legal, and ethical issues for information and its use.

PHYSICAL/MENTAL WELLNESS AND PERSONAL RESPONSIBILITY Students will recognize lifestyles that promote physical and mental well-being, engage in self-reflection and ethical decision-making, explore career choices and life goals, practice effective individual and collaborative work habits, and demonstrate a commitment to ongoing learning.

GLOBAL, CULTURAL, SOCIAL & ENVIRONMENTAL AWARENESS Students will recognize their role as local, national, and global citizens. They will participate in a democratic process, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and social justice.

CRITICAL THINKING Students will analyze arguments, create and test models, solve problems, evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, interpret literary, artistic, and scientific works, utilize symbols and symbolic systems, apply qualitative and quantitative analysis, verify the reasonableness of conclusions, explore alternatives, empathize with differing perspectives, and adapt ideas and methods to new situations.

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