



What you will do today

- 1. Participate in the assessment process of instructional and non-instructional outcomes.
- 2. Look at how an embedded assessment can be used to assess both course and institutional student learning outcomes.
- 3. Work with a "norming team" to connect Subunit and Unit process outcomes on a non-instructional assessment.
- 4. If time permits; Analyze the results of the assessments and make recommendations on instructional and non-instructional changes based on those results.



TERMS

- Student Learning Outcomes (SLO)
- Process Outcomes (PO)
- Course Student Learning Outcomes
 - (PSY 65: Zombie Development)
- Institutional Student Learning Outcomes
 - (Global and Cultural Awareness)
- Subunit Process Outcomes
 - (Zombie Office of Safety and Security)
- Unit Outcomes
 - (Administrative Services)



The Example

Instructional Assessment of PSY 65: Zombie Development

• The **COURSE** SLO is

■ Describe changes in the cognitive, psychosocial, and biological domains from Human to Zombie.

• The **INSTITUTIONAL** SLO is

- "Global and Cultural Awareness."
- Students will "Explore how various factors shape a culture's development, values and one's sense of place.



The Connections

- An embedded assessment is used.
- For the Course SLO
 - Questions 1-5 will assess students ability to describe changes in the **COGNITIVE** domains from Human to Zombie.
 - Questions 6-10 will assess student ability to describe changes in the **PSYCHOSOCIAL** domains from Human to Zombie.
 - Question 11-15 will assess student ability to describe changes in the **BIOLOGICAL** domains from Human to Zombie.



PSY 65: Student Learning Outcome Results

"Describe changes in the cognitive, psychosocial, and biological domains from Human to Zombie."

Cognitive Domain.		
ERISE	6	11 2
2	7 7	12
3	8	13
4	9	14
5	10	15



The Connections

- Using a norming team the following questions will be used to assess the Institutional Student Learning Outcome: Global and Cultural Awareness
 - Questions 1, 9, 10, 15 will assess students ability to Explore how various factors shape a culture's DEVELOPMENT.
 - Questions 2, 3, 4, 5 will assess students ability to Explore how various factors shape a culture's **VALUES**.
 - Questions 6, 7, 8, 14 will assess students ability to Explore how various factors shape a culture's **ONE'S SENSE OF PLACE.**



Institutional Student Learning Outcome: Global and Cultural Awareness

"Explore how various factors shape a culture's development and values and one's sense of place."

<u>Culture</u> <u>Development</u>	<u>Values</u>	One's sense of place	
1	2	6	
9	3	7	
10	4	8	
15	5	14	



Your turn

Take the survey on the Office of Zombie Safety and Security.

Non-Instructional Assessment for the Office of Zombie Safety and Security (OZSS)

- The Subunit (OZSS) process outcome is
 - The Office of Zombie Safety and Security is instrumental in creating a safe campus environment
- The Unit (Administrative Services) process outcome
 - The AS office will improve Island College by monitoring the needs of the campus, students and personnel



Make the Connections

Using the Office of Zombie Safety and Security Survey make the following connections.

Which questions does your team feel will assess the following process outcomes

- (Subunit) The Office of Zombie Safety and Security is instrumental in creating a safe campus environment
- (Unit) The AS office will improve Island College by monitoring the needs of the campus, students and personnel



The Connections

- Our Team's Office of Security and Safety Subunit process outcomes connections.
 - Questions 2-12 & 15 assess students' perception of campus safety.
 - ■Our Team's Administrative Services Unit process outcomes connections.
 - ■Questions 2, 3, 4, 7, 10, 12 and 15 assess students' perception of how well the AS office monitors the needs of the campus, students and personnel



The most important Connection

College Mission to Outcomes

Island College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Zombies and their unique history. With a special commitment to support educational needs and safety of Humans. We provide Oʻahu's Koʻolau region and beyond with liberal arts, career and lifelong learning in a supportive and safe environment — inspiring humans to survive.

Course and Institutional SLO connects as it provides students "opportunities to gain knowledge and understanding of Zombies and their unique history."

Safety and Security and Administrative PO connects as it provides "a special commitment to support educational needs and safety of Humans." and "a supportive and safe environment — inspiring humans to survive."



SLO Analysis

- Psychology 65: Zombie Developmental Psychology
 - What are the overall SLO results?
 - Look at the details of the SLO assessment.
 - What does the assessment reveal for the course outcomes?
 - What does the assessment reveal about the institutional outcomes?



PSY 65: Student Learning Outcome Results

"Describe changes in the cognitive, psychosocial, and biological domains from Human to Zombie."

Ques.	Cognitive Domain	Ques.	PsychoSocial Domain	Ques.	Biological Domain	
1	50/100	6	60/100	11	70/100	
2	100/100	7	100/100	12	50/100	
3	70/100	8	70/100	13	70/100	
4	70/100	9	80/100	14	70/100	
5	80/100	10	90/100	15	40/100	
	74% =Meets Expectations		80% =Meets Expectations		60% =Needs Improvement	

Overall: 70% = Meets Expectations

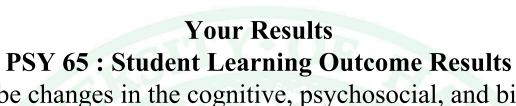


Institutional Student Learning Outcome: Global and Cultural Awareness

"Explore how various factors shape a culture's development and values and one's sense of place."

Ques.	Culture Development	Ques.	<u>Values</u>	Ques.	One's sense of place
10	50/100	2	100/100	6	60/100
9	80/100	3	70/100	7	100/100
10	90/100	4	70/100	8	70/100
15	40/100	5	80/100	14	70/100
PAN .	65% = Needs Improvement		80%= Meets Expectations		%=Meets pectations

Overall: 73% = Meets Expectations



"Describe changes in the cognitive, psychosocial, and biological domains from Human to Zombie."

<u>Cognitive</u> <u>Domain</u>	Ques.	PsychoSocial Domain	Ques.	Biological Domain	
/35	6	/35	11	/35	
/35	7	/35	12	/35	
/35	8	/35	13	/35	
/35	9	/35	14	/35	
/35	10	/35	15	/35	
% =Meets Expectations		% =Meets Expectations		% =Needs Improvement	
	Domain	Domain Ques. /35 6 /35 7 /35 8 /35 9 /35 10	Domain Ques. Domain /35 6 /35 /35 7 /35 /35 8 /35 /35 9 /35	Domain Ques. Domain Ques. /35 6 /35 11 /35 7 /35 12 /35 8 /35 13 /35 9 /35 14 /35 10 /35 15	

Overall: 70% = Meets Expectations



Your Results Institutional Student Learning Outcome: Global and Cultural Awareness

"Explore how various factors shape a culture's development and values and one's sense of place."

Ques.	<u>Culture</u> <u>Development</u>	Ques.	<u>Values</u>	Ques.	One's sense of place	
1	/35	2	/35	6	/35	
9	/35	3	/35	7	/35	
10	/35	4	/35	8	/35	
15	/35	5	/35	14	/35	
	% = Needs Improvement		%= Meets Expectations		%=Meets Expectations	

Overall: % = **Meets Expectations**



SLO Analysis

• What recommendations would you make based on your findings?

 What questions or thoughts do you have about the assessment and assessment process.



Things to Consider

- **Pedagogy**—e.g., changing course assignments; providing better formative feedback to students; use of more active learning strategies to motivate and engage students; assigning better readings; expanding community service learning, fieldwork, or internship opportunities
- **Curriculum**—e.g., adding a second required speech course; designating writing-intensive courses; changing prerequisites; substituting new courses for existing ones; re-sequencing courses for scaffolded learning; adding internships or service learning opportunities to deepen course-learning
- **Student support**—e.g., improving tutoring services; adding on-line, self-study materials; developing specialized support by library or writing center staff; improving advising (or registration software) to ensure students take required courses in sequence; coordinating course-learning with student affairs programming; creating opportunities for students to engage with faculty or other mentors outside of class
- **Faculty support**—e.g., providing a writing-across-the-curriculum workshop; campus support for TAs or specialized tutors; professional development for improving pedagogy or curricular design; campus support for establishing community service learning, fieldwork, or internship sites
- **Equipment/Supplies/Space**—e.g., new or updated computers or software, improvements or expansions of laboratories; expanded space or equipment for student projects



Closing the Loop

What changes, if any, do you plan to make in response to the results of this assessment and your analysis to improve student learning?

- As an instructor, increase your interaction with students outside of class
- Ask a colleague to critique assignments/activities
- Assessment indicates no improvement necessary; however the analysis includes what worked
- Collect more data
- Increase guidance for students as they work on assignments
- Increase in-class discussions and activities
- Increase student collaboration and/or peer review
- Provide more frequent or more comprehensive feedback on student progress
- Revise activities leading up to and/or supporting assignment/activities
- Revise content of assignment/activities
- Revise the amount of writing/oral/visual/clinical or similar work
- State criteria for grading more explicitly
- State goals or objectives of assignment/activity more explicitly
- Use methods of questioning that encourage the competency you measured
- Other (Must Specify):



Closing the Loop

What steps can the department take to address the needs and issues revealed in your analysis?

- Analyze course curriculum, so that the department can build a progression of skills as students advance through courses
- Assessment indicates no improvement necessary; however the analysis includes what worked
- Consult teaching and learning experts about teaching methods
- Create bibliography of resource material
- Encourage faculty to share activities that foster competency
- Have a collections of sample assessments, rubrics, and results
- Nothing; assessments indicate no improvement necessary
- Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods
- Purchase articles/books on teaching about competency
- Visit classrooms to provide feedback (mentoring)
- Write collaborative grants to fund departmental projects to improve teaching
- Other (Must Specify):