

CCC Network for Student Learning Outcomes Assessment (Attachment)

POWER Awards

Excellence in Promoting Change as a Result of SLO Assessment

By: Carol Enns, Philosophy Professor, carole@cos.edu
 SLO Committee Chair Fall 2004-Spring 2008
 College of the Sequoias

September 9, 2009

- Incorporate Course Level learning assessment into Program Review:

SAMPLE ONLY Course Number & Name	Date Last Updated	Learning Outcomes Developed	Assessment Plans Developed	Assessment Plans Analyzed	SLO Dialogue Response Plan
BIOL 75	11/06	X	X		
BIOL 102	2/08	X			
BIOL 204	7/04	X	X	X	
BIOL 300	6/05	X	X	X	X

SAMPLE ONLY Course Number, Name & Learning Outcome	Assessments (include dates of assessments)	Assessment Results COS 9/09
BIOL 204 – DNA & You Students will identify several steps in the DNA testing method	All sections of this course were given an embedded question in their final relating to DNA testing methods. Fall 2005	The majority (84-91%) of all students in all sections satisfactorily answered this question.
BIOL 300 – Animal Behavior Students will analyze the behavior of one animal to identify patterns useful in biology.	All sections of this course completed an assessment problem 10 weeks into the course. Fall 2007	In 2 sections of the course the majority (78% and 88%) of the students were able to answer the question. In 2 sections of the course only 30% of the students were able to answer the question.

- Incorporate Program Level learning assessment into Program Review:

SAMPLE ONLY Program Courses	Program Student Learning Outcomes (Institutional SLO #) COS 9/09					
	The student will understand and be able to employ the scientific method. (1, 4 & 6)	The student will be able to critically analyze scientific data. (1 & 6)	The student will be able to write a scientific paper using established methodology. (2)	The student will be able to demonstrate appropriate use of instrumentation in a laboratory setting.	The student will be able to identify and analyze the evidence for evolution. (1, 4 & 6)	The student will be able to explain the biomolecular basis of life including bioenergetics and heredity.
BIOL 1	X	X	X	X	X	X
BIOL 2	X	X	X	X	X	X
CHEM 1/2	X	X		X		
CHEM 12/13	X	X		X		
CHEM 20/21	X	X		X		X

PHYS 5/6/7	X	X		X		
PHYS 20/21	X	X		X		

Program Student Learning Outcome	Assessments(include dates)	Assessment Results COS 9/09
The student will understand and be able to employ the scientific method.		
The student will be able to critically analyze scientific data.		
The student will be able to write a scientific paper using established methodology.		
The student will be able to demonstrate appropriate use of instrumentation in a laboratory setting.		
The student will be able to identify and analyze the evidence for evolution.		
The student will be able to explain the biomolecular basis of life including bioenergetics and heredity.		

- Use rubrics to guide and assess Program Review:

Evaluation Criterion	Excellent (2 points each)	Satisfactory (1 point each)	Not Satisfactory COS 9/09
Process for developing SLOs and assessments	Cyclical process in place and implemented.	Moving ahead with SLO assessment but no specific schedule implemented.	No evidence of progress with learning assessment.
Program SLOs development and assessment	Mapping completed and progress on implementation of assessments.	Program outcomes but no mapping and/or no assessment plans.	Program outcomes not developed; No evidence of program assessment.
Course SLOs development and assessment	Completion of assessment cycle for most courses in program, including plans for improvement	All but dialogue regarding improvement of learning for most of the courses.	Completion of only outcomes with no specificity in plans for assessment.
Curriculum currency	Courses are up-to-date.	Course currency nearly complete but not completely through CurricUNET	Some courses out of date.
Plans for improving student learning, including processes and assessments	Plans are specific, address identified issues (based on assessment outcomes)	Plans address some identified issues.	Plans are superficial and/or not related to identified issues.
Evaluation of instructional support services	Instructional services assessed with respect to student learning including plans for learning.	Assessment complete but no impact on services.	No assessment completed.
Plans to improve instructional support services	Plans are specific, address identified issues (based on assessment outcomes)	Plans address some identified issues.	Plans are superficial and/or not related to identified issues.