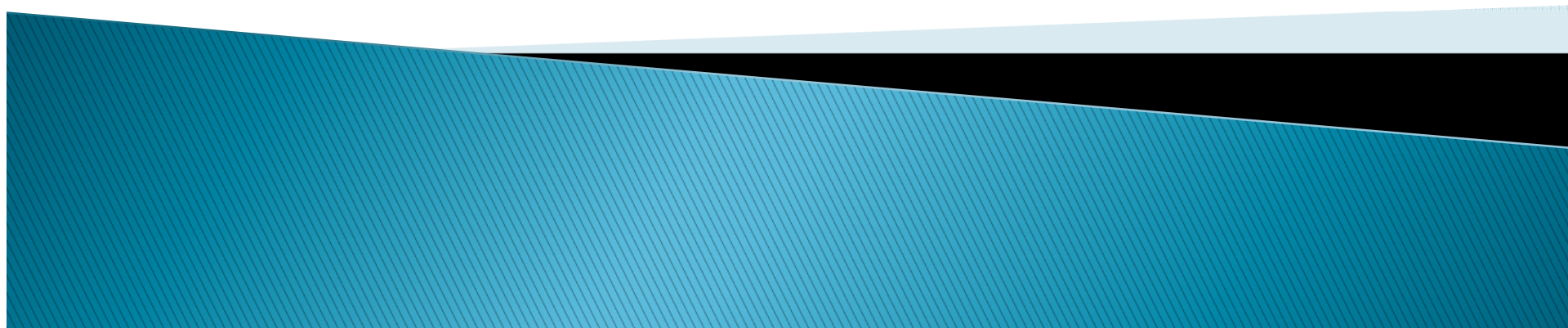


Mini Report Out – the RP group's Strengthening Student Success Conference

Session on Developing and Assessing
Institutional Student Learning Outcomes
October 2012

*Presentation to Planning and Institutional Effectiveness Committee by
Jonathan Fohrman 10/09/12*



A Few General Points About Institutional Learning Outcomes:

- ❖ They typically flow from the mission statement
- ❖ They are typically also the General Education Outcomes
- ❖ Where appropriate, program outcomes typically extend and make the ILOs more specific and applied
- ❖ ILOs can also encompass the extracurricular experience
- ❖ They need to be mapped to programs and courses to know where they are promoted and learned



ILO Assessment Case Study 1: Palomar College

<http://www2.palomar.edu/slo/default.html>

- (GE/ILOs are combined)
- Learning Outcomes Council
- Adopted and adapted outcomes from the LEAP Initiative (see enormous amount of resources here: <http://leap.aacu.org/toolkit/>)
- LEAP outcomes are also used by the CSU system
- Gained a lot of assessment approaches from AACU (<http://www.aacu.org/meetings/generaleducation/gened2013/index.cfm>)
- Used VALUE–“Valid Assessment of Learning in Undergraduate Education”–Rubrics (AACU)



Case Study 1: Palomar College (continued)

- Assessed 2 ILOs in 2011–12 cycle
- Assessment was course-embedded, and involved common rubrics
- Randomly selected 20 courses for each outcome (all of which mapped to the ILO), participation was voluntary
- All participants contributed to a process evaluation via survey or focus group
- Summer work group (6 f/t, 2 p/t faculty, 2 admin's) developed report concerning both the findings and the process
- Rec's for improving stu. learning (e.g., online info literacy training modules)
- These will be reassessed in 12–13 using additional approaches



Case Study 2: Cuesta College

<http://www.cuesta.edu/aboutcc/planning/accreditation/index.html>

<http://academic.cuesta.edu/sloa/> <http://academic.cuesta.edu/sloa/ilo.htm>

- Used accreditation standard 2A3 as basis for ILO development
- Multiple ILOs for each of the 6 GE categories
- Sought meaningful evidence from across the disciplines for a single cohort
- Combined indirect and direct assessment via an exit survey/assessment which was tailored according to the type of major (e.g., humanities, business). 25% response rate, raffle.
- Used ScanTron
- Fall opening day: dialogue about results and improvement



Case Study 3: College of the Canyons

<http://www.canyons.edu/committees/SLO/Resources/>

- Steering Committee – used IGETC/CSU GE as a basis for ILOs, also incl. some additional requirements (e.g., personal growth)
- All 13 ILOs were assessed, either via mapping (7) or direct assessment (6) according to faculty discussion and decisions (working in groups by ILO areas)
Using opening day was crucial for wide faculty engagement
- Faculty were given a choice of assessment methods (from specific options), and different rubrics were used according to whether course was lecture or lab
- Used Survey Monkey
- SLO Coordinators (3) did analysis and report
- 1st cycle – learned most about the process



Potential Next Steps for Mesa:

- Configure, extract, and review “mapped-up” report from TaskStream to ILOs for 2011–12 cycle (in process)
- Use results to inform institutional planning, IE process evaluation, and assessment planning
- (Also use school reports for the above)
- Develop, implement, and review results of other forms of intentional direct and/or indirect assessment for 2012–13
- Evaluate process/methodology & communicate findings
- Describe process and findings in Midterm Report...



How to Make it Happen?

- What approach does Mesa want to use?
- How should it be developed?
- Who should be directly involved with development, implementation, and evaluation? What other stakeholder consultation is needed?
- When will/should/can each milestone be reached?
- What barriers could impede progress and what are the time constraints?

