HOW TO ASSESS CERTIFICATE & MAJOR SLOs

PDA Spring 2014

Welcome!

Today's presenters:

- Anne O'Donnell, Consumer Family Studies and SLO Coordinator
- Wanda Burzycki, College Skills/Tutorial and SLO Coordinator

Today's Outcomes

- Identify three approaches to assessing a certificate, major, or pathway
- Determine which is most appropriate for your discipline program
- Begin to develop your plan

Why We Need to Assess Programs

- Departments want to know that students who complete programs have the expected knowledge and abilities

- SRJC students who complete certificates move into careers or transfer institutions, and we are responsible for their preparation

- There is an increasing demand by the public for accountability of institutions, particularly regarding certificates, degrees, and transfer

- Accreditation Standards expect <u>evidence</u> of that accountability

How do we currently assess students in our certificate and major programs?

- Institutional data on student success, retention, persistence, etc., used for the PRPP

- External information: licensing exam results, employer surveys, anecdotal evidence from students

- DataMart for English and Math Pathways

- Course SLO assessment results

- Other?

Barriers to Assessing Programs

What issues do we encounter as we consider the assessment of certificates and majors?

Three Manageable Approaches

- Cumulative: Relating course SLO assessment to certificate or major SLOs
- Capstone course (project, exam, portfolio)
- External exam/assessment that provides results

Our emphasis today will be through the "cumulative" method since that will be the most applicable to many certificate and major programs.

How to get started

1. Identify certificate and major SLOs
2. Review list of required courses and restricted electives
3. Find Certificate/Major Program "Map"

1. Identify Certificate/Major SLOs

- 1. Easy to access through Certificate and Major websites: https://portal.santarosa.edu/SRWeb/SR_ProgramsOfStudy.aspx?ProgramType=1

- Find your Certificate or Major

- Scroll down to Certificate or Major SLOs

- In the process, determine if this list is still appropriate. If your department wants to make revisions, contact Kate Hickman in the Curriculum Office.

Example: Art History Major

Student Learning Outcomes

Upon completion of the program, the student will be able to:
1. Place a work of art in its historical and stylistic context;
2. Identify major monuments and movements in the history of art;
3. Develop a vocabulary to discuss art in aesthetic terms;
4. Demonstrate skills in visual analysis by identifying specific formal elements;
5. Refine critical analysis skills in comparing works of art;
6. Identify cultural artistic characteristics and global traditions; and
7. Recognize basic methods and materials used in architecture, painting, sculpture, print-making, ceramics metalwork, and textiles.

2. Review required courses & electives

Example: Enology Certificate

Wine Studies Core Requirements - complete 13.0 units

Course	Description	Units
WINE 70	Wine Component Tasting	1.5
WINE 110	Professional Wine Judging	1.5

Complete any combination totaling **at least 3.0 units** from the following:

AGBUS 2	Agricultural Computer Applications	3.0
AGBUS 7	Agricultural Economics	3.0

Complete a combination totaling **at least 4.0 units** from the following:

WINE 42.1 **and** WINE 42.2 WINE 3	4.0

Complete any combination totaling **at least 3.0 units** from the following:

WINE 1	World Viticulture and Wine Styles	3.0
VIT 1	World Viticulture and Wine Styles	3.0

Enology Emphasis Requirements - complete 15.0 units

Course	Description	Units

Complete any combination totaling **at least 11.0 units** from the following:

CHEM 8	Introductory Organic Chemistry	5.0
WINE 55A	Lab Analysis of Wines 1	3.0
WINE 55B	Lab Analysis of Wines 2	3.0

Complete any combination totaling **at least 4.0 units** from the following:

CHEM 1A	General Chemistry	5.0
CHEM 42	Introductory General Chemistry	4.0

3. Locate Certificate/Major "Map"

Where to find Program Maps

- All certificate and major program maps were submitted to the Curriculum Office in 2013.

- Hard copies are in the Curriculum Office; electronic copies of some are in the Curriculum Office and/or posted on the SLO website under Major & Certificate Assessment: http://www.santarosa.edu/slo/certificates/

- Check with your Department or Cluster AA and then Curriculum Office if you do not have the map.

- Maps shows the relationship of course SLOs to the certificate and major SLOs

Example: Map for Chemistry Major

Major Requirements Course	Program Outcome #1 Relate observable phenomena to molecular events according to prevailing chemical theories.	Program Outcome #2 Identify, synthesize, predict and explain the structure of a variety of compounds, both inorganic and organic	Program Outcome #3 Accurately and safely obtain and analyze data from experimental sources, including traditional laboratory methods, computer-interfaced data collection devices, and advanced analytical instrumentation.	Program Outcome #4 Use critical thinking skills to analyze applications of chemical knowledge and theories.	Program Outcome #5 Communicate effectively the results of laboratory experiments, including error analysis
Chem 1A or 4A	I, P	I	I	I	I, P, D
Chem 1B or 4B	P	P	P	P, D	I, P, D
Chem 12A	P, D	P	P, D	P, D	I, P, D
Chem 12B	P, D	P, D	P, D	P, D	I, P, D
Math 1A				X	
Math 1B				X	
Phys 40	X		X	X	X
Phys 41	X		X	x	x
LIR 10 or 30			X	X	X

Cumulative approach ("Bottom Up")

Religious Studies Major

(with thanks to Eric Thompson, Interdisciplinary, Humanities, Philosophy, Religious Studies Department)

Religious Studies Major SLOs

- Demonstrate greater awareness of global religious traditions and their origins;

- Apply the appropriate lexicon to discuss religions in socio-historical contextual terms;

- Demonstrate skills in critical analysis of religious claims;

- Identify the major world religions and their major branches in order to distinguish among different types of religions.

Religious Studies Major

Mapping Program Outcomes (for Majors, Certificates or Educational Pathways)

Mapping of course outcomes to program outcomes is **required**. Course outcomes should align with and support program outcomes. For groups of restricted electives, consider why a student is being asked to chose from that group, that is, what outcome is the group intended to achieve?

1. List each course or group of restricted electives in a row (you can add rows, if needed)
2. List program outcomes in each column (you can add columns, if needed)
3. "Map" which courses meet which outcomes, see Global Studies and Restaurant Management examples, using whichever example works best for your discipline.

Major Requirements Course or group of restricted electives	Program Outcome #1 Demonstrate greater awareness of global religious traditions and their origins;	Program Outcome #2 apply the appropriate lexicon to discuss religions in socio-historical contextual terms;	Program Outcome #3 demonstrate skills in critical analysis of religious claims;	Program Outcome #4 identify the major world religions and their major branches in order to distinguish among different types of religions.	Program Outcome #5
RELS 1		X	X		
PHIL 8	X	X		X complete, elem	
HUMAN 8	X		X		
HUMAN 10.3	X	X	X	X partial, adv	
PHIL 11	X		X	X partial, adv	
HUMAN 10.1		X		X partial, adv	
HUMAN 10.2	X		X		
HUMAN 10.4	X partial	X	X	X partial, adv	

Program SLO Worksheets   Page 1

SLO Assessment Report Form

SRJC Student Learning Outcome (SLO) Assessment Report Form

Department __ISPHyR_____ Course or Certificate/Major __Religious Studies A.A.__ Academic Year____ 2012-13

Participating Instructor(s)/Staff__Eric Thompson, Carla Grady, Jim Preston_____

Submitter Email/Phone_____ethompson@santarosa.edu/ 527-4625_____

1	List Student Learning Outcome(s) to be assessed (add SLO number from Course Outline of Record)	1. Demonstrate greater awareness of global religious traditions and their origins 2. Apply the appropriate lexicon to discuss religions in socio-historical contextual terms 3. Demonstrate skills in critical analysis of religious claims 4. Identify the major world religions and their major branches in order to distinguish among different types of religions.
2	Describe (a) the assessment method and (b) the criteria for success	This is a cumulative assessment: by virtue of a program map which shows that the material supporting the program SLO's in this major are taught in the required and restricted elective courses in the major, and by virtue of the fact that the operative course SLO's have now been assessed, then this program has thereby been effectively assessed.
3	Summarize assessment results	SLO # 1 was assessed in PHIL 8 (date and specifics being gathered and go here), HUMAN 10.3 (fall 2008), HUMAN 8 (Sp 2008), and HUMAN 10.4 (2011-12). The assessment for these courses include to various degrees religious origins and global diversity of religions. The HUMAN 10.3 assessment dealt with the origins and diversity of the three main Monotheistic religions, the HUMAN 8 assessment dealt with cross-cultural comparison and diversity appreciation. HUMAN 10.4's assessment, although restricted to North America, effectively spoke to this SLO given the emphasis--in the course and in this particular assessment project--on the broad diversity of traditions and their origin. The religious landscape of the United States is one of the best places in the world to find representative examples of every kind of religion. SLO # 2 was assessed in RELS 1 (SUMMER 2012) and HUMAN 10.3 (2008). These assessment projects specifically required students to apply critical, theoretical vocabulary and sociological modes of analysis in describing religious ideas and practices. SLO #3 was assessed in HUMAN 10.1, HUMAN 10.2, HUMAN 10.3. In these assessment events, students had to evaluate evidence and make critical judgments about religious claims with respect to diverse theological and ethical claims in the Hebrew Bible (10.1), central tenets of Judaism,

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		Christianity and Islam (10.3) and the historical Jesus (10.2).

SLO #4 was assessed in PHIL 8, PHIL 11, HUMAN 8, HUMAN 10.1, 10.2, 10.3, 10.4, 10.5, 10.66, and RELS 1. All of these courses cover, mostly or partly, world religions and the diversity within and among them. A student taking all these courses and undergoing the assessment events we have data for would have been assessed for Judaism, Christianity, Islam (PHIL 8, HUMAN 10.1, 10.2, 10.3, 10.4, 10.5, 10.66), all main sectarian divisions and spinoffs of Islam (HUMAN 10.5), Taoism and Confucianism (PHIL 8 and PHIL 11), Hinduism, Buddhism (PHIL 8), Zoroastrianism (HUMAN 10.66), Asatru (HUMAN 8), Native American Religion (HUMAN 10.4, HUMAN 8), and Indigenous Mediterranean and Near Eastern Religions (HUMAN 8, 10.1, 10.2).

Given that students must complete most of the above discussed courses to achieve the AA degree in Religious Studies, and assuming that the assessment data accumulated so far reflects reality, it is reasonable to say that students who have completed this major have probably achieved these four program student learning outcomes. |
4a	**Response to results: Check off or describe how the assessment findings are being discussed and communicated.**	☐ **X Department dialogue** ☐ **X Department meeting presentation** ☐ **Presentation or workshop** ☐ **Dialogue with colleagues who teach this course** ☐ **Written report to department chair** **Other (please describe):**
4b	**Response to results: Change or no change?**	☐ **No change. Describe effective practice(s) confirmed by results:** ☐ **Change. Explain changes:**
5	**Describe plans for follow-up assessment.**	We will continue to assess the courses in this program on a regular cycle and continue to produce a cumulative, "bottom-up" assessment of the major. It would be desirable to supplement this with a survey, an exam or perhaps a portfolio, methods that will the subject of ongoing department discussion.
6	**Submit form to Department Chair according to department procedures.**	**Date entered in to Project LEARN SharePoint site:** **Details and data available through:** **Comments from Department Chair, Administrative Assistant, or other faculty/staff:**

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Capstone course

Diet Tech Certificate and Major

Dietetic Technician Associates Degree Student Learning Outcomes

- Take and pass the Commission on Dietetic Registration (CDR) Exam for Dietetic Technicians, Registered (DTR) or be prepared to continue education in nutrition, dietetics, or foodservice at a higher level;

- communicate clearly and professionally as a Dietetic Technician, Registered, in written and verbal formats;

- apply basic knowledge of nutrition and physiology in assisting individuals with health promotion and disease prevention;

SLOs, continued

- prepare nutritional care plans for and provide counseling to clients from diverse cultural and social backgrounds at various stages in the lifecycle;

- manage cost control, purchasing, inventory, meal production, employee scheduling and supervision of foodservice workers for safe and sanitary commercial food production;

- use leadership skills to motivate employees to work as a team in an efficient and effective manner that meets or exceeds client expectations; and

- exhibit professional behaviors in all aspects of work as competent DTRs.

SLO Assessment Report

SRJC Student Learning Outcome (SLO) Assessment Report Form

Department __CFS_____ Course or Certificate/Major <u>Dietetic Technician</u>__Academic Year <u>2011-12</u>

Participating Instructor(s)/Staff_<u>Anne O'Donnell</u>_____

Submitter Email/Phone_____<u>aodonnell@santarosa.edu/</u> **527-4396**_____

1	List Student Learning Outcome(s) to be assessed (add SLO number from Course Outline of Record)	1. Take and pass the Commission on Dietetic Registration (CDR) Exam for Dietetic Technicians, Registered (DTR) or be prepared to continue education in nutrition, dietetics, or foodservice at a higher level; 2. Communicate clearly and professionally as a Dietetic Technician, Registered, in written and verbal formats 7. Exhibit professional behaviors in all aspects of work as competent DTRs
2	Describe (a) the assessment method and (b) the criteria for success	A graduation requirement for Diet Tech Major students and a basic requirement for students preparing to take and pass their registration exam after graduation is completion of a portfolio that provides evidence of meeting the Commission on Dietetic Registration's 31 competencies. Most of these competencies are achieved in one of the major Supervised Field Experience (SFE) courses for the program. Reviews of student portfolios from 2011-2012 were completed to assess students' ability to complete and document achievement of the CDR competencies. SLO # 2 and 7, above, are two of the competencies; these are specifically assessed as part of students' work in SFE courses and in the subsequent documentation of these experiences in the student portfolio.
3	Summarize assessment results	Overall, student portfolios met or exceeded expectations. However, some students were delayed in completing some competencies in one or both SFE courses due to student or preceptor misinterpretation of course instructions about activities for these rotations. Some preceptors planned appropriate and complete activities for students more easily than others. While Program outcomes were met (students submitted complete portfolios demonstrating the ability to communicate clearly and professionally in written format and documenting professional behavior in the SFE course), the program coordinators agree that planning materials provided to students and sent to field supervisors could be improved to help support student success at each rotation. One of the 31 competencies was not met easily by some students indicating a need for addition of a specific activity to help students meet this competency.

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4a	Response to results: Check off or describe how the assessment findings are being discussed and communicated.	☐ Department dialogue ☐ Department meeting presentation ☐ Presentation or workshop X Dialogue with colleagues who teach this course ☐ Written report to department chair **Other (please describe):** Discuss with DT Advisory Committee and with discipline faculty
4b	Response to results: Change or no change?	☐ No change. Describe effective practice(s) confirmed by results: X Change. Explain changes: Course objectives, matched with learning activities and required DT competencies will be re-written for our Supervised Field Experience courses to make it easier for our off-campus field experience supervisors (preceptors) to plan rotations in which students can meet expected program competencies and be prepared to enter the field. Specific budget development assignment will be added to help students meet one competency.
5	Describe plans for follow-up assessment.	We will continue to assess the courses in this program on a regular cycle and continue to use the final student portfolios as our primary assessment tool for the major.
6	Submit form to Department Chair according to department procedures.	Date entered in to Project LEARN SharePoint site: Details and data available through: Comments from Department Chair, Administrative Assistant, or other faculty/staff:

Enter into SLO SharePoint Site

Course/Program: Dietetic Technician Ma... Academic Year: 2012-2013
Semester Evaluated:
Participating Instructor(s)/Staff: O'Donnell, Anne; Tarver, Jill
Faculty Email: aodonnell@santaros ... Faculty Phone: 527-4396

1	List Student Learning Outcome(s) to be assessed (add SLO number)	1. Take and pass the Commission on Dietetic Registration (CDR) Exam for Dietetic Technicians, Registered (DTR) or be prepared to continue education in nutrition, dietetics, or foodservice at a higher level; 2. Communicate clearly and professionally as a Dietetic Technician, Registered, in written and verbal formats 7. Exhibit professional behaviors in all aspects of work as competent DTRs
2	Describe (a) the assessment method and (b) the criteria for success.	During the last term of enrollment, students complete a portfolio that provides evidence of meeting the Commission on Dietetic Registration's (CDR) 31 competencies.Achievement of these competencies is consistent with expected student preparation to take and pass their registration exam after graduation. These competencies are achieved in one of the major Supervised Field Experience (SFE) courses for the program (DIET 106.1 and 106.2) and/or in pre-requisites for these SFE courses. Reviews of student portfolios from 2011-2012 were completed to assess students' ability to complete and document achievement of the CDR competencies. SLO # 2 and 7, above, reflect two of the competencies; these are specifically assessed as part of students' work in SFE courses and in the subsequent documentation of these experiences in the student portfolio
3	Summarize Assessment Results	This assessment was based on competencies in place at the time that students in their last term had started the program. New competencies were available from CDR during 2012. Also in 2012, the "American Dietetic Association" changed its name to the "Academy of Nutrition and Dietetics", effective 2012. Program and course materials need to be updated to reflect these changes. Overall, student portfolios met or exceeded expectations. However, some students were delayed in completing some competencies in one or both SFE

Results from External Assessment

Vocational Nursing Certificate

Example: External Licensure Exam

- Example: Vocational Nursing students must take the NCLEX-RN examination for licensure as a registered nurse

- Nursing faculty receive specific information from exam organization about student scores

- Department can use results over several semesters and draw conclusions about student achievement

- Department formally enters assessment through assessment form on SharePoint site

Vocational Nursing Certificate SLOs

Program Student Learning Outcomes

Upon successful completion of this certificate, the student will be able to:

1. Satisfy the requirements for application to the take the NCLEX-PN Licensure Exam;
2. transition from student to vocational nurse in a variety of health-care settings;
3. practice competently and safely in a variety of health care settings appropriate to entry level vocational nurse;
4. communicate effectively as a member of a multidisciplinary team;
5. maintain high professional and ethical standards of vocational nursing practice;
6. utilize concepts of human growth and development and psycho/socio/cultural needs of clients as they apply to self-care models; and, promote family centered care that is culturally sensitive;
7. assume responsibility for ongoing educational and professional development;
8. provide leadership and effective supervision of unlicensed assistive personnel within the vocational nursing scope of practice;
9. adapt rapidly to new technologies and changing conditions of health care; and
10. grow in the ability to think critically and incorporate new knowledge and skills into the theoretical knowledge base acquired in the VN program.

Vocational Nursing SLOs #1

- **Satisfy the requirements for application to the take the NCLEX-PN Licensure Exam**

Assessment

Results can be analyzed, discussed, and used to determine whether changes in teaching or curriculum or other aspects of the course might improve achievement. This information can be summarized into the Assessment Report Form and posted in SharePoint.

To Summarize:

- Review your certificate or major SLOs
- Consider what data you may already have (SRJC data mining, licensure exams, employer surveys, etc.)
- Determine what approach or approaches you will take to do the assessment. <u>Consult with SLO coordinator.</u>
- Plan with discipline faculty and with other departments, if necessary
- Draft report on form available at http://www.santarosa.edu/slo/forms/#course
- Enter into SharePoint SLO site

Questions?

Your turn!

- Review the SLOs of your department or discipline's major and/or certificate

- Determine the most manageable way to assess your program (cumulative, capstone, external assessment)

- Review data available from other sources (SRJC data mining, surveys, etc.) that may add to your assessment

Create a Plan

☐ <u>For the cumulative approach:</u>

- Use the Program Map to determine which required courses and electives have been assessed

- Identify which courses, or specific SLOs in those courses, still need an initial assessment or a re-assessment to demonstrate achievement of the program SLOs

- Designate who will complete assessments of the course(s), and when

- Assign assessment contact—faculty who will collect course assessment results and create program assessment form

Resources

- SLO Website: www.santarosa.edu/slo
- Anne O'Donnell, SLO Coordinator
  aodonnell@santarosa.edu
- Wanda Burzycki, SLO Coordinator
  wburzycki@santarosa.edu

Thank you!

Let us know how we can help you.