SLO Assessment in Action

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The WCCCD faculty adopted the “Philosophy of Education” which outlines the general education outcomes that serve as the foundation for curriculum development and evaluation of student learning to during their college experiences to achieve degrees and certificates.
The General Education Outcomes below are also known as “Core Abilities”. More details can be found in the catalog.

<table>
<thead>
<tr>
<th>Upon completion of a degree or certificate from WCCCD a graduate will be able to…</th>
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</thead>
<tbody>
<tr>
<td>Read, write, and speak effectively</td>
<td>Understand and appreciate humanity and diversity of cultures</td>
</tr>
<tr>
<td>Understand and appreciate the role of culture and the arts</td>
<td>Think critically about the issues that arise in daily life personally and professionally</td>
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<tr>
<td>Apply the methods of science</td>
<td>Work ethically and effectively with others</td>
</tr>
<tr>
<td>Demonstrate mathematical and technological skills (computer skills)</td>
<td>Become a lifelong learner</td>
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<tr>
<td>Know the basic social, political, and economic issues of the contemporary world</td>
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</table>
The Philosophy of Education outcomes can be evaluated at different levels.

**Course**
- Specific to course objectives and often support evaluation of the program outcomes.

**Program**
- Demonstrable skills, abilities, habits, values, and beliefs that are discipline-specific and achieved by the student upon completion of a program.

**Institution**
- Measurable and observable skills, habits, values and beliefs that are gained by the student upon completion of a credential.
The National Institute of Learning Outcomes and Assessment (NILOA) conducted a survey to better understand assessment techniques used by colleges to evaluate student learning.

**Student Learning Assessment**

- National Student Surveys: 86%
- Locally developed surveys: 60%
- Classroom-based performance: 65%
- Internships or community-based: 39%
- Portfolios: 37%
- Capstone Projects: 47%
- Rubrics: 66%
- Alumni Surveys: 58%
- Employer Surveys: 50%
This past Summer 2016, Dr. Ella Davis led faculty in the Writing Across the Curriculum pilot at Downtown campus to better understand how well students are writing with a rubric. The WAC goals:

- Encourage faculty to promote writing and literacy skills in all disciplines
- Increase student achievement and better writing in all courses beyond English
- Increase professional development opportunities for faculty forums that promote writing in all disciplines district-wide.
- Inform and improve course outcomes to include writing objectives.
- Develop an inventory of sample writing assignments available to all faculty.
There were six disciplines that submitted sample student writing assignments for a total of 24 artifacts that were evaluated by instructors from different disciplines with a writing rubric.

**Rubric Content Areas:**
- Assignment objectives & purpose
- Organization
- Level of Content
- Development
- Language Usage & Style
- Grammar & Mechanics

**Disciplines**

- Biology: 25%
- Economics: 4%
- English: 37%
- Humanities: 13%
- Political Science: 8%
- Psychology: 13%
Each assignment was reviewed according to a 4-point scale (4-Exemplary to 1-Inadequate). Below are preliminary findings.
Benefits of WAC

- More student writing occurs in their courses
- Students are more prepared for careers as there is no occupation that does not require literacy (reading and writing)
- Increase student learning and performance in the classroom
- Broaden cross-discipline interaction of faculty
- Increase collaborative models of professional development for faculty
- Improve learning community models
Lessons Learned

- More faculty participation needed
- More student writing samples from a variety of disciplines both general education and career to have a better representation.
- Develop a training sessions for reviewers and participants
- Conduct more than one grading session with the rubrics to normalize scoring
- There are many writing assignments being used by disciplines, we have to capture them.
WCCCD implements national surveys such as Community College Survey of Student Engagement (CCSSE) to evaluate and benchmark general education outcomes and satisfaction. Scale: 1=Very Little to 4=Very Much

**College Experience Contribute to Knowledge/Skills**

<table>
<thead>
<tr>
<th>Skill</th>
<th>WCCCD</th>
<th>ATD</th>
<th>CCSSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Clearly and Effectively</td>
<td>2.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking Clearly and Effectively</td>
<td>2.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking Critically and Analytically</td>
<td>2.97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solving Numerical Problems</td>
<td>2.53</td>
<td></td>
<td></td>
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<tr>
<td>Working Effectively with Others</td>
<td>2.78</td>
<td></td>
<td></td>
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<tr>
<td>Using Computing and Information Technology</td>
<td>2.69</td>
<td></td>
<td></td>
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<tr>
<td>Contributing to community</td>
<td>2.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Effectively on Own</td>
<td>2.96</td>
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The Office of Institutional Effectiveness collects data from graduates to determine their satisfaction with skills and knowledge gained upon completion of a degree. Below is the percentage of students that report “a great deal” or “quite a bit”.

### Percent Rating of Core Competencies
#### Graduate Exit 3-year Trend

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>92%</td>
<td>88%</td>
<td>85%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>92%</td>
<td>88%</td>
<td>85%</td>
</tr>
<tr>
<td>Written Communication</td>
<td>85%</td>
<td>87%</td>
<td>83%</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>83%</td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td>Leadership</td>
<td>83%</td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>85%</td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td>Awareness of Diversity</td>
<td>85%</td>
<td>85%</td>
<td>86%</td>
</tr>
</tbody>
</table>
Assessment of learning Outcomes are critical in answering questions such as:

- What do we want students to be able to do?
- What knowledge and skills will help a student become successful professionally, academically, and personally?
- How does the course and program outcomes fit in the philosophy of education or institutional outcomes?
- To what degree are students demonstrating what they learned?