

WORKSHOP: Assessment Beyond The Classroom

Tuesday, August 7th, 2018

18-206

9:00 a.m. –2:30 p.m.

Participants: Catherine Ciesla (CHEM), Janis Wisherop (NURS), Ingrid Schulz (FILM), Carlene Tonini-Boutacoff (BIOL), Michelle Brown (DGME), Madeleine Murphy (ENGL / SLOAC)

Opening presentation (3 PowerPoints):

“What Are They Learning? Workshop Intro 8-7-18”

<https://www.youtube.com/watch?v=q7zblJLmKGo&feature=youtu.be&hd=1>

“Workshop 8-7-18 Part Two: Program Assessments”

<https://www.youtube.com/watch?v=oINdk6P6gTE>

“Workshop 8-7-18 How To Assess ILOs”

<https://www.youtube.com/watch?v=JBxhgDYz0uM>

Activities / strategies

We discussed ways we could get a snapshot of student learning at the program and institutional level. Some activities work for both. Activities might be organized at the college level (i.e., through flex workshops that faculty can participate in, or data that can be shared with faculty) OR at the department/service level by faculty, or both.

Issues:

- making sure activities like these connect to student learning improvements
- sustaining faculty participation (lots of good ideas have come and gone)
- getting student participation

Below are some ideas for ways to get meaningful assessment data, and activities that will allow us to do something meaningful *with* the data.

Some activities can be organized at the College level, some at the department or service level. Some suit both program and institutional outcomes, while others work best for one kind of outcome. Some use course-level data, while others use extra-curricular activities. Some are direct observations of student performance, while others are surveys.

ASSESSMENT ACTIVITY	org'd by	PLOs	ILOs
Surveys			
<ul style="list-style-type: none"> survey students in capstone courses or (for ILOs) key gatekeeper courses. Ask nuanced questions that elicit thoughtful answers (not just, "Have you mastered the learning outcomes?" but something that will make sense to students, *and* that align with program or institutional outcomes). 	college OR dept faculty	x	x
<ul style="list-style-type: none"> survey alumni; informal outreach is fine (through social media) or more carefully tailored outreach (note: Nursing, and other CTE programs, do this already by law!) – Add incentives to respond (coffee mugs, T-shirts!) 	college OR dept faculty	x	x
Focus groups / exit interviews			
<ul style="list-style-type: none"> Gather students majoring in a discipline for focus group discussion addressing program outcomes 	dept faculty	x	
<ul style="list-style-type: none"> Gather students about to transfer for focus group discussion addressing institutional outcomes 	college		x
Student activities			
<ul style="list-style-type: none"> Regular student activity (forum, panel discussion, problem solving); students get extra credit for participating, and the event is used to gauge relevant ILOs 	college		x
<ul style="list-style-type: none"> Informal student activities arranged between courses, bringing together different courses in one discipline, different disciplines in one program, or different disciplines/services in the service of gauging ILOs. 	college OR dept & service faculty	x	x
Interdisciplinary collaboration			
<ul style="list-style-type: none"> "guest speaker" – participating faculty could volunteer as a "guest speaker" in another course/discipline, attend a specific class focusing on shared ILO or PLO goal 	college OR dept faculty	x	x
<ul style="list-style-type: none"> Informal mini-"learning communities," i.e., collaborations between faculty from different disciplines or programs – sharing assignments, or rubrics, or simply collaborating on curriculum or teaching 	dept faculty	x	x
Interdisciplinary learning modules / 1-unit courses			
<ul style="list-style-type: none"> 1- or 2-unit, or weekend course, bringing together particular elements of a program (for PLOs) 	dept	x	
<ul style="list-style-type: none"> 1- or 2-unit, or weekend course, focusing on drawing the ILOs out of other courses (for ILOs) – like the hons seminar, but without the requirement of independent research 	college		x
<ul style="list-style-type: none"> Module or other component of program that brings program outcomes together 	dept	x	

Comments and thoughts

- How to recruit students? (traditionally a difficulty for student activities). Focus on activities that are fun, self-contained, not onerous; also time them carefully (not exam time); work with cohort populations (learning communities). Encourage faculty to include incentives, like extra credit, for participating.
- Are 1 and 2 unit courses really doable? Courses with undefined content can't transfer with is a problem. However students often need a 1 or 2 unit course at the last minute to make up their units, keep financial aid or residence status, etc. Also possible late-entry option would help (esp) foreign students who need to keep a certain number of units to fulfil the terms of their visa.

Ideas for collaborations:

- Work with ASGC, College to develop embedded SLO survey at the course level (for ongoing course level data, to be shared with faculty)
- Work with Student Life & Development AND dept faculty to develop regular student forums that act as assessment activities
- Work with Marketing (and whoever else is appropriate) to build on ways to reach alumni for surveys
- Work with learning communities to embed assessment activities in the program (cohort population)