

Meta Assessment Interim Rep

we thought the instructional side of the house might also benefit from taking a fresh look at what we do.

Student learning outcome assessment has the potential to

anything, the new ACCJC standards have added emphasis on SLO assessment, particularly as a tool for equity.) SLO assessment can help meet CCSF's own educational priorities, beyond simple compliance with an accreditation requirement. It can play an important role in testing assumptions (e.g., are students learning what we think we are teaching?), in identifying stumbling blocks (e.g., which competencies, specifically, do students struggle with the most?), in tracking subtle trends over time (e.g., by pooling data over many sections, can we see effects of curriculum changes?), and in sparking conversations that help us learn from one another. The intention of the META Assessment is to understand better where and how SLO assessment is helping the college, and where there is room for improvement.

The Meta Assessment has included a few different phases, and it is not yet complete. This interim report includes what we have learned so far. By sharing these findings, we hope to continue and deepen the conversation about how SLO assessment at CCSF can improve, recognizing that there is no single answer to that question. Our next phase is to support several pilot projects or experiments among faculty who want to try something new in SLO assessment. And of course, we will continue to dialogue with faculty and others at the college,

CRN report review

The review of CRN-level reports assesses the quality and usefulness of the narrative (qualitative) data entered into CRN reports submitted by faculty each semester. The quantitative data (the actual rankings of students as meeting the SLO, developing the SLO, or neither) was not reviewed under the assumption that that data accurately represent the faculty member's assessment of SLO attainment. However, the qualitative data provides evidence of assessment validity and shows how the assessment results may contribute to improvements in teaching and learning.

Driving questions of the assessment include:

- Are the assessments valid?
- To what extent do CRN level assessments lead to course and program improvements?
- Are there identifiable barriers that could be addressed to improve the process?
- What changes to the process might make SLO assessment more meaningful?

The SLO Team developed a rubric which was then tested and adjusted by the SLO Committee in October 2021. The following criteria were identified for evaluation of the written portions of the CRN level reports:

1. Do the fields have information in them?
2. Is the field content responsive to the prompts?
3. Does the report reflect specific outcome assessment, not global performance (i.e., final grade)?
4. Is there evidence of reflection on teaching and learning?

The sample size was 400 reports from fall and spring semesters 2019, 200 from each semester respectively. The reviewers were given the URLs to each report and they used the [rubric](#) to evaluate and track the data. Each report was reviewed by two separate reviewers. Results were discussed in the SLO Committees. Frequency calculations were completed in Google Sheets.

The full report of the CRN-Level assessment provides graphs and charts. Below please find highlights of the main findings.

AI400 ~~pl~~
Fig1: ~~Fp~~(~~Sg~~) ~~Ob~~

•

Do we need all the prompts? Could they be made simpler? Are there more ways to promote dialogue in the college assessment process? Though the current timing of assessments at the end of each semester works well for some, it does not support dialogue amongst faculty which has shown to provide a positive impact on course and program improvement. Is there a way to solicit more dialogue through the reporting structure?

Noncredit non-CTE reports reviewed were overall the strongest quality. Noncredit CTE reports were overall the weakest. On the credit side as well, the non-CTE reports reviewed tended to be stronger. This may point to a need to reach out to CTE instructors, especially in noncredit for professional development around outcome assessment. Or it could point to the need to gather more data from CTE programs about their outcome assessment process and what adjustments could be made to better support their assessment processes.

CRN level assessment report proposals ask instructors five questions about the assessment. Faculty may benefit from the rewording of some prompts that seem confusing and by adding more clarification of the prompts to help ensure the answers are better aligned to and directly address what is being asked. The second question on the report proposal states: "What criteria were used for assigning an assessment level to each student?" This question was widely misunderstood. Also, the last optional question which asks about highlights could be omitted or changed to ask more directly about dialog, collaboration, or reflection.

Focused conversations

The SLO team engaged in two rounds of conversations with faculty, administrators, staff and students (mostly faculty) about SLO assessment. These conversations mostly took place during var. n BT /TT0 ostly toTj ET EMC Q

9. Deans and Chairs
10. Individual departments – Health Education, ESL
11. Associated Students Council
12. Flex Workshop – October 2021

Several salient themes emerged from these conversations, summarized here.

compliance

- Many faculty find SLO assessment to be tedious, time consuming, and not useful.
- Many faculty conduct SLO assessment in isolation, with minimal dialogue with other faculty or students about it.
- Some faculty find SLO assessment to be duplicative of other assessments they already do (for example, ESL placement in levels), or poorly suited to noncredit open entry/exit.
- SLO assessment often seems to be siloed from other processes like program review – while outcome assessment currency is included in program review, the results of SLO assessment are rarely incorporated into departmental reflection and plans for action. “While SLOs are nominally a part of every process at the college, they feel performative, procedural, not tied in – there is an obvious opportunity there.”

dialogue and collaboration

- Faculty described changes to instruction that have arisen from the SLO assessment process, such as changes to assignments, improved scaffolding of assignments, alignment of assignments to SLOs, and pacing changes.
- Faculty spoke of the value of assessing students’ support needs as well as their learning.
- Dialogue with students about SLOs and evidence of their learning was also mentioned as valuable when it happens – and worth doing more often.
- Completing SLO reports was a positive experience for some faculty, “to share ways to change an assignment or update an outcome.” Another instructor noted, “When I see a need to improve my class, I need dialogue, because I don’t know all the possible ways to improve my class [on my own].”
- Communities of practice are one place where significant discussion, reflection, and experimentation with teaching and learning happens at the college. This is a place where SLO assessment could be infused more.
- In CTE programs, the competencies that students need are often discussed at industry advisory boards – SLO assessment is sometimes a part of this and could be more so.
- Many faculty mentioned that having SLO-focused discussions at the School level during Flex Days were beneficial in the past, and they would like to see that again on a Flex Schedule occasionally (or alternatively, group departments by the newer Academic & Career Communities instead of Schools).
- While dialogue about teaching and learning is highly valued, many faculty found few formal opportunities for that dialogue, given everything else that occupies departmental and

and/or students) was cited as key to designing useful assessments and to interpreting assessment results in a way that enhances teaching and learning. Opportunities for increased dialogue include, at least, the following:

- Utilizing the data in CurriQunet, combined with other sources of information that the different faculty teaching in a program may be aware of, for richer course- and program-aggregate assessments.

Technology department, the SLO coordinators are exploring this option further.

All these approaches would be supported by ongoing professional development in SLO assessment, with more emphasis on integrating SLO assessment into our work as educators, breaking SLO assessment out of its silo.

Want to get involved?

If0Lu 4 (S)CID 4 BD/s e0brkeTTD e0brke13.85 591.17 Td ()Tj ET EMC Q /Span 4an65an 8Wñ 2s96ATd ()Tjresdke1 q 05.