

What is SLO assessment?

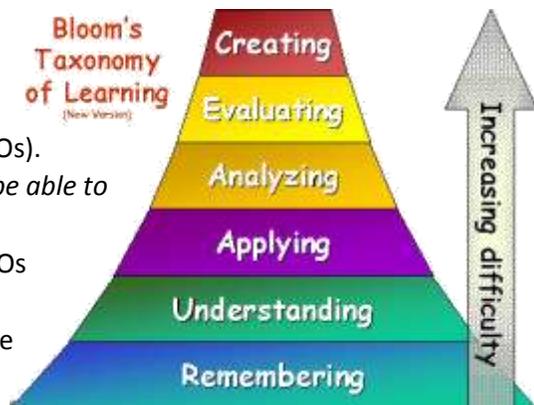
SLO Assessment is the process used to evaluate how well students have mastered the student learning outcomes (SLOs).

*SLOs are statements that specify what **students** will know, be able to do or be able to demonstrate when they have completed or participated in a program/activity/course/project.* These SLOs should then match the Course Learning Outcomes (i.e.,

courses are designed for student learning). Assessments are used to stimulate departmental discussion about student

needs and issues and what we can do about them. It is not used to evaluate faculty or provide an overall grade for the student. It is a part of a department's

program planning process.



(Adapted from *Assessing Instructional Student Learning Outcomes* @ <https://docs.google.com/file/d/0B0pmzS3N0DyBcDRPeVdnYmtGbDA/edit>)

What are the steps to do a Course Assessment?

Short Version:

The short version is now, the longer explanation with details follows.

- 1. Pick an assignment in your course to assess that addresses the Course/Student Learning Outcomes.** These outcomes should be on your syllabus and match what is in the Course Learning Outcomes in CurricUNET.
- 2. Use/create a rubric to score the assignment that matches the learning outcomes.** You are free to create your own or use an existing rubric. Adapt the rubric to how *you* want to assess *your* students. (Think of steps 1 and 2 as the “before”, steps 3 and 4 as the “after”.)
- 3. Summarize what you learned from the assessed assignment.** The assessment form is in a specified format so you can easily electronically enter in your findings/observations/results and what are your future strategies that will strengthen student learning.
- 4. Enter that information into CurricUNET for data analysis.** This data is then used by all departmental faculty members to assess the courses in the department (medium picture) and to assess the degree programs and certificate programs (big picture) in that department.
This data is the evidence of student learning. All of this information and more are available at <https://docs.google.com/file/d/0B0pmzS3N0DyBcDRPeVdnYmtGbDA/edit>.

The SLO website for complete information is at <https://sites.google.com/a/cabrillo.edu/student-learning-outcomes/>

Longer Version:

Steps 1 and 2 will be done prior to an assessment. Steps 3 and 4 will be done later after the assessment has been completed.

1. Pick an assignment in your course to assess that addresses the Course/Student Learning Outcomes.

The assignment will in part or in full match up with one of the course/student learning outcomes and that outcome should align with a program learning outcome.

Program Learning Outcomes for the Accounting A.S. Degree:

1. Develop, create, and maintain an accounting process and bookkeeping system for a business organization.
2. Create, manage, and maintain records and financial statements for managers of a business organization.

Course Learning Outcomes/Student Learning Outcomes for Financial Accounting – 1A:

1. Assess the effect of business decisions on the Income Statement, Balance Sheet, and Statement of Cash Flows.
2. Apply accounting principles to explain the effect of business transactions on the accounting equation.

For example, if accounting students were doing an assignment on the Time Value of Money and making the correct calculations for a journal entry, I would probably choose **Course Learning Outcome #2** that aligns with **Program Learning Outcome #2**

2. Use/create a rubric to score the assignment that matches the learning outcomes.

You are free to create your own but if you don't want to re-invent the wheel, several rubrics are available at <https://docs.google.com/file/d/OB0pmzS3N0DyBRkJaT3loSEEza0k/edit>. To illustrate a rubric, a sample rubric for an accounting writing assignment follows:

Letter Grade Rubric for writing assignments:				
"A" 5 points	"B" 4 points	"C" 3 points	"D" 2 points	"F" 1 point
The content of the student's writings for this letter grade is clear and concise and contains examples to support their text.	The content of the student's writings for this letter grade is reasonably clear and concise and may contain some examples to support their text. Some text may be slightly vague, generalized or unsupported.	The content of the student's writings for this letter grade is somewhat clear and concise and contains few examples to support their text. Text is oftentimes vague, generalized or unsupported.	The content of the student's writings for this letter grade is not clear and concise nor does it contain examples to support their text. Text is very vague, generalized and unsupported.	The work is completely unacceptable and receiving 1 point for turning in the assignment as incentive to continue learning.

The rubrics can be abstract in their wording yet provide a means of assessing the students to one universal standard, based on the instructor’s assessment. I included another more complex rubric for an Accounting 6 Excel assignment at the end of this document that includes very specific wording of what must be accomplished at each level of assessment. Again, you write or adapt a rubric for your assignment.

3. Summarize what you learned from the assessed assignment.

Your summary will fit into this table of information which duplicates the areas in CurricUNET. You will just be filling it in electronically and choices in the form of checkboxes will be given to you. These choices are self-explanatory and will not be included here because they are shown in the screen captures in step 4. Simply click what choices apply. This table, which duplicates CurricUNET, is shown here so that you can prewrite your answers (assessment comments) before you log in.

Department	
SLO Assessed (list the specific SLO you assessed for either a course, CTE certificate or core competency)	
Assessment Tool/ Assignment	
Assessment Results Summarize results of all classes assessed; discuss what needs or issues were revealed.	In general, how did students do on the assignment? Provide numerical results (if applicable). For example: average scores on pre and posttests, scores on rubrics evaluating major assignments or scores on test questions. What student needs and issues were revealed?
Rate the Results What do these results tell you about how well students are mastering the skills?	Choose from the drop down list: 4. Almost all have mastered the SLO 3. Most have mastered the SLO 2. Some have mastered the SLO 1. Few have mastered the SLO
Next Step in the Classroom to Improve Student Learning How will you address the needs and issues that were revealed by your assessment?	Choose from the list of options provided or choose “other” and write in your future strategies that are not listed.
Next Step in the Department to Improve Student Learning	Choose from the list of options provided or choose “other” and write in your future strategies that are not listed.

Now you are ready for step 4 which is Step-By-Step instructions to input your information into CurricUNET.

Note: The assessment form above is slightly adapted from the original document located at <https://drive.google.com/file/d/0B0pmzS3N0DyBTFNSWTJTOfdITDA/view>.

- To enter in your data from step 3, follow these screen captures and the directions given in the textboxes:



Step 1: Go to <http://Cabrillo.edu> in any Internet browser and click on the Faculty/Staff Area button on the lower right hand side.

Faculty/Staff Area >



Instruction & Curriculum
Resources to assist with program planning & curriculum development.

Step 2: On the page that appears, look for the Instruction and Curriculum link on the left side and click it.

OFFICE OF INSTRUCTION

Academic and Occupational Programs

Class Schedules

Cabrillo Catalog:

Course lists, and degree and certificate requirements

Academic Calendar 2017-2018

Academic Calendar 2016-2017

ACCJC Accreditation

Board Policies and Administrative Procedures

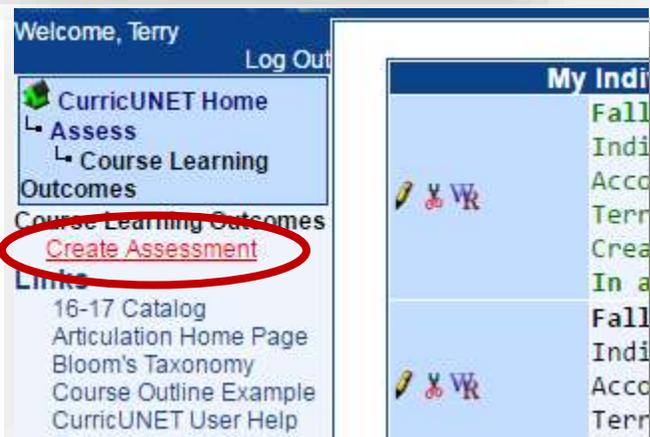
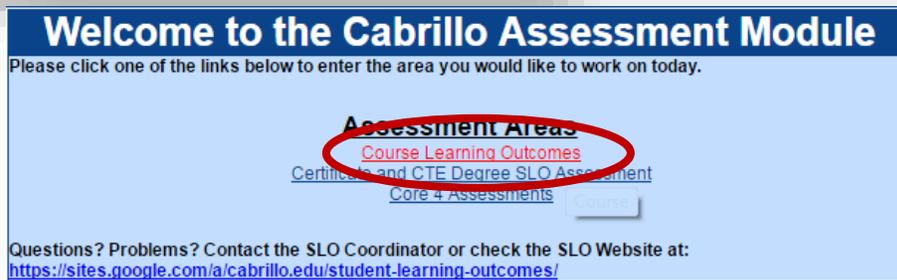
CurricUNET

Step 3: On this next page find the CurricUNET link on the left side under Office of Instruction. Click on this link. Note: You have to be added to the list of authorized users to be able to log into this area.

Fill in your id and password and you will see something similar to the next image on the next page. What you see depends on your level of access granted by the **Instruction Procedure Analyst (IPA) / Division**. There are currently 3 people to help so you can see your division specialist here is at Cabrillo at: <http://www.cabrillo.edu/services/instruction/>.



Step 4: Click on the Assessments link under the **Build** menu located on the left side. Next, choose the Course Learning Outcomes then choose Create New Assessment (as circled in the images shown).



Create Course Assessment	
Assessment Creator	Terry Mullin
Assessment Report Title *	Fall 2016 Assessment Report
Department *	Accounting
Proposal Type	Individual Faculty Assessment
Course *	<input type="checkbox"/> ACCT 1A Financial Accounting <input type="checkbox"/> ACCT 18 Managerial Accounting <input type="checkbox"/> ACCT 151A Introduction to Accounting: Bookkeeping Concepts <input type="checkbox"/> ACCT 159 Computer Accounting <input checked="" type="checkbox"/> ACCT 16 Accounting Ethics <input type="checkbox"/> ACCT 163 Using QuickBooks <input type="checkbox"/> ACCT 199C Career Work Experience Education <input type="checkbox"/> ACCT 54A Income Tax I, Individual <input type="checkbox"/> ACCT 6 Spreadsheets for Accounting <input type="checkbox"/> ACCT 80S Special Studies I <input type="checkbox"/> ACCT 80SB Special Studies II <input type="checkbox"/> ACCT 80SC Special Studies III
Outcomes *	ACCT 16 Accounting Ethics 1. <input checked="" type="checkbox"/> Evaluate and compare the classical ethical theories including their moral justifications that have influenced the development of a greater society and its social norms. 2. <input type="checkbox"/> Analyze the AICPA Code of Professional Conduct then apply these standards and the IRS rules to common ethical dilemmas faced by today's practicing accountants. 3. <input type="checkbox"/> Evaluate the interrelationships of accounting principles and reporting standards (FASB's conceptual framework) illustrating the ethical need to provide sound financial statements to the users.
Check All Uncheck All	
<input type="button" value="Create"/> <input type="button" value="Cancel"/>	

Step 5: Your name should already be listed as the Assessment Creator.

For the Assessment Report Title, put in the semester, the year then "Assessment Report". For example, "Fall 2016 Assessment Report"

For Department, choose your department such as Accounting and make sure Individual Faculty Assessment is the Proposal Type.

Choose the course you are assessing. This list will populate with all the courses we offer in our department. **Once you select a course**, the SLOs for that course will automatically populate as shown in the lower area of this image. Choose which learning outcome you assessed.

Click the Create button at the bottom.

Click on Course SLO Assessment link circled below to make sure everything is correct. Then click the Finish button on the screen that appears once you have verified everything is correct. The checkbox in the Review Checklist area will be checked.

Course Assessment		Review Checklist
Assessment Report Title	Fall 2016 Assessment Report	<input type="checkbox"/> Course SLO Assessment <input type="checkbox"/> Assessment Methods <input type="checkbox"/> Assessment Results <input type="checkbox"/> Attach Files
Originator	Terry Mullin	<input type="button" value="Help"/> There is currently no help available for this
Co-Contributors	Add Co-Contributor	
Course(s) and Outcomes	ACCT 16 Accounting Ethics 1. Evaluate and compare the classical ethical theories including their moral justifications that have influenced the development of a greater society and its social norms.	

Assessment Methods

ACCT 16 Accounting Ethics

Assessment Tools

- an exam
- an exam, scored by rubric
- a pre- and pos-test
- a paper, scored by rubric
- a project, scored by rubric
- a lab report, scored by rubric
- a performance, scored by rubric
- a demonstration, scored by rubric
- a speech, scored by rubric
- a debate, scored by rubric
- a discussion, scored by rubric
- an interview, scored by rubric
- an observation, scored by rubric
- a student survey
- Other

? **Save** **Finish** **Cancel**

(Note: The first 3 rows shown in the table from bullet points #3 above are now entered. Here, we continue filling in the rest of the table.)

Step 6: Choose the Assessment Tool from the list provided or select "other" and fill in your assessment tool. Click "Finish" (at the bottom) when you are done and you will now see in your Review Checklist that the checkbox for Assessment Methods is now checked.

Review Checklist

Main

- Course SLO
- Assessment**
- Assessment Methods**
- Assessment Results
- Attach Files

Assessment Results

Summarize results of all classes assessed; discuss what needs and issues were revealed

? abc

What do these results tell you about how well students are mastering the skills for:

Category	Rating
ACCT 16 Accounting Ethics	

Step 7: This area is where you enter in your Assessment Results. You answer the questions of:

1. In general, how did students do on the assignment (summarize the results)?
2. What student needs and issues were revealed?

the Department sections. Click the "Finish" button at the bottom. The Assessment Results checkbox in your Review Checklist will then be checked.

In the department:

- Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods
- Consult teaching and learning experts about teaching methods
- Encourage faculty to share activities that foster competency
- Write collaborative grants to fund departmental projects to improve teaching
- Purchase articles/books on teaching about competency
- Visit classrooms to provide feedback (mentoring)
- Create bibliography of resource material
- Have binder available for rubrics and results
- Analyze course curriculum, so that the department can build a progression of skills as students advance through courses
- Nothing; assessments indicate no improvements necessary

Other:

[Save](#) [Finish](#) [Cancel](#)

- As an instructor, increase your interaction with students outside of class
- Ask a colleague to critique assignments/activities
- Collect more data
- Nothing; assessment indicates no improvement necessary

Other:

↓

Review Checklist

Main

- Course SLO
- Assessment**
- Assessment Methods
- Assessment Results
- Attach Files

Welcome, Terry [Log Out](#)

- CurricUNET Home
- Assess
 - Course Learning Outcomes
 - Edit Assessment

Edit Assessment

Fall 2016 Assessment Report

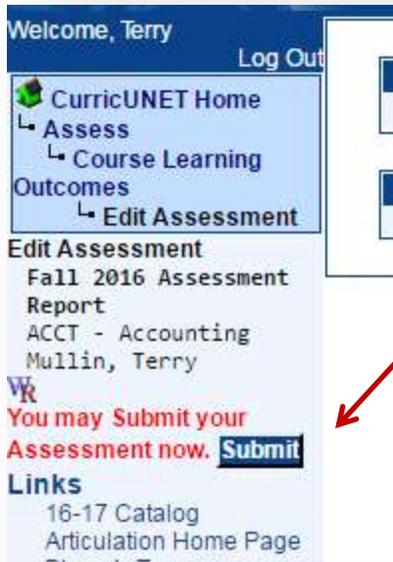
ACCT - Accounting

Mullin, Terry

You may Submit your Assessment now. [Submit](#)

Links

- 16-17 Catalog
- Articulation Home Page



Step 9: The last step in the process is to finalize all that you have entered by clicking the Submit button on the left side. This is important to do as your work will not be officially entered into the system until this is done. This data is then used by all departmental faculty members to assess the courses in the department (medium picture) and to assess the degree and certificate program(s) (big picture) in that department. The various degrees and programs are listed in the Cabrillo College by each department (such as Accounting).

All of this information and more are available at:

<https://docs.google.com/file/d/OB0pmzS3N0DyBcDRPeVdnYmtGbDA/edit>.

Sample Rubric: Here is a more complex rubric used in Acct 6-Spreadsheets for Accounting:

STUDENT LEARNING OUTCOMES

- Evaluate computerized records to provide information needed for managerial decision making.

COURSE OBJECTIVES

- Develop the skills necessary to do general computer accounting for service and merchandising businesses.

Grading Rubric (Req1-Req5): Name _____ Total _____/10

Requirements	2 points	1 point	0 points	POINTS
1. In the spreadsheet provided, please complete the necessary steps to determine the "USAGE".	The usage was correctly created using formulae.	The usage was correctly created using formulae but required minimal help from the instructor.	The usage was not correctly created using formulae and the instructor had to type in the correct version for the student to proceed.	
2. Calculate the "COST" at a flat \$.30 per kilowatt hour.	The flat rate column was correctly created using formulae.	The flat rate column was correctly created using formulae but required minimal help from the instructor.	The flat rate column was not correctly created using formulae and the instructor had to type in the correct version for the student to proceed.	
3. Write the formula to properly determine the "Zone-T Rates" based on the season of the year.	The "T" zone rate column was correctly created using formulae.	The "T" zone rate column was correctly created using formulae but required minimal help from the instructor.	The "T" zone rate column was not correctly created using formulae and the instructor had to type in the correct version for the student to proceed.	
4. Calculate the difference between the "FLAT RATE" and the "USAGE RATE".	The difference column was correctly created using formulae.	The difference column was correctly created using formulae but required minimal help from the instructor.	The difference column was not correctly created using formulae and the instructor had to type in the correct version for the student to proceed.	
5. Create a graph that will show the "CHANGE IN USE" by month with the	The graph was properly created complete with titles and legends	The graph was properly created but either the titles, legends or both were not properly created.	The graph with titles and legends was not successfully created by the student.	

appropriate titles and legends.				
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