

SLO Committee Agenda
Thursday, November 11th, 2021
11:00 am to 12:00 pm
on Zoom

<https://siskiyous-edu.zoom.us/j/94431146192>

Discussion:

11/11 SLO Committee meeting

Review “Assessment and Rubric Design”

11/18 SLO Committee meeting

Review “Finalize Settings”

Review “Assessment Creation Options”

11/19 Discussion “Assessment and Rubric Design” w/Megan

12/2 Discussion “Assessment Creation Options” w/Megan

12/9 Discussion “Planning Assessment and Faculty View” / Megan

Do we want to meet over the winter intercession? Should we request stipends?
What about Flex days in February?

Notes:

Mastery Levels versus Assessment Scales

Mastery Levels are a single scale that often consist of 2-5 levels of achievement that are consistent across the institution. This single scale provides common institutional meaning to assessment results for institutional improvement and student understanding.

Mastery Levels are a way to standardize across the Institution. Program and faculty will still be able to use any scale (0-3, 1-5, 1-10) for scoring that the Institution allows.

The N/A option denotes students who were not assessed due to a variety of reasons including dropping the course, missing the assessment, or not being eligible or required for assessment reporting. N/A students are treated as if they were not enrolled in the section for the purposes of institutional reporting. Students will see these results as “Not Assessed”.

Assessment Scales

eLumen encourages institutions to give freedom to faculty design rubrics that are meaningful for their section and students. The Assessment Scales are the numerical scales faculty use for scoring, and an institution can have up to 99 levels. The levels can correspond to numerals (e.g. 0, 1, 2, 3, or 1, 2, 3, 4) or they can correspond to points or percentages (e.g. 20, 40, 60, 80, 100). Each level will then be mapped to a Mastery Level for the purposes of institutional reporting.

Mastery Levels vs Assessment Scales in Reporting

When running Institutional or Program-level reports, eLumen displays scores according to the Mastery Levels students achieved. This allows Faculty the freedom to use any rubric scale they wish in their Courses and Sections while guaranteeing that all data will aggregate for reporting across the institution.

eLumen's Results Explorer offers assessment-level reporting for details on results by assessment scale and rubric criteria. Students will see the full assessment scale and rubric for each assessment, and the Mastery Levels as the ultimate achievement of Course Student Learning Outcomes.

DISCUSSION QUESTIONS

1. What Mastery Levels will you use at your institution?

SLO Committee suggests; Exceeds, Meets, Does Not Meet, and N/A

1. Will you use a single Assessment Scale or allow Departments, Programs, Courses, or Faculty to select their assessment scale?

Set default but allow each faculty member to select their own scale.

Performance Measures

The Performance Measure system allows institutions to set a standard of performance for their SLOs. Specifically, an institution can set a goal for a percentage of students assessed on a SLO achieving the Mastery Levels that constitute Performance/Mastery/Achievement.

Setting a performance measure of 100% would mean that your institution expects that all students assessed will "pass" the SLO. Setting a performance measure of 0% would mean that your institution expects that no students will pass the SLO. A common Performance Measure is 70%.

By setting an SLO Default Performance Measure the institution is setting a default level across all SLOs of a scope. This allows institutions to quickly begin using the Performance Measure system. Over time, the institution can customize the Performance Measures for individual SLOs based on prior performance.

DISCUSSION QUESTIONS

1. Does your institution have a Performance Measure for SLOs?

No, for now.

SLO Committee recommends 70%, Curriculum Committee recommends default setting at 70%. “What bench more will meet and exceed expectations, added together.”

2. If not, which committee or person would make this decision?

Still allow departments and instructors to set a different level with rationale

Rubrics Types

eLumen offers essentially two types of assessments: Outcomes-Oriented and Activity-Oriented. Outcomes-Oriented assessments are the quickest way to input SLO scoring data. Activity-Oriented assessments allow faculty to score using rich rubrics.

Outcomes-Oriented Assessment

Outcomes-Oriented assessments gather scores for each SLO by applying a single set of performance descriptors to each student learning outcome assessed in a specific student activity, placing emphasis on shared performance descriptions for any given SLO. Outcomes-Oriented assessments can be scored more quickly, but may not give the level of specificity about student knowledge that faculty may prefer.

Outcome-Oriented rubrics offer the ability to use either institutional performance descriptors or custom performance descriptors for each assessment. The institution can provide default performance descriptors for each SLO that will automatically populate the Outcomes-Oriented rubric when an SLO is attached.

Activity-Oriented Assessment

Activity-Oriented assessments assess student work or activity using a carefully constructed set of criteria and performance descriptions, putting emphasis on tailoring the performance descriptions to the specific activity students complete. Performance criteria on an Activity-Oriented assessment are weighted to account for inequalities in the importance of different components of performance. Some criteria might be more or less relevant to that SLO, so the weighting in the rubric can vary. When scoring an Activity-Oriented assessment, eLumen provides a weighted average score and allows faculty to choose the final SLO score for each student.

DISCUSSION QUESTION

1. What assessment options will you use for Academic Courses?

Both Outcome and Activity rubrics.

2. What about Non-Academic Contexts?

Pillar 4

3. Will your institution start with one model and expand systematically or organically as faculty or programs wish to try other models?

[Allow faculty to try other models](#)

Assessment Types

When designing an assessment, the user will select an Assessment Type. Typically these types are used by the institution to describe either the purpose of the assessment or the evaluation method expected. Examples include Formative, Summative, Exam, Project, Class Participation, Performance, and Lab Report.

If your institution does not wish to use the Assessment Type, delete all options leaving only a single “Default Assessment” type. In addition, uncheck Display Rubric Type and Description on Scorecards and Rubrics under Assessment Options.

DISCUSSION QUESTIONS

1. What will Assessment Type signify at your institution?

[Go to SLO Manual](#)

2. What types will you use?

Membership:

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Elizabeth Carlyle
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Tyler Knudsen
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