

# THE LEVELS OF ASSESSMENT

FLEX DAY SPRING 2024

# WHY ARE WE HERE?

- TO TALK ABOUT ASSESSMENT!!
- DIFFERENT TYPES, OR LEVELS, OF ASSESSMENT
  - WITH A FOCUS ON PROGRAM ASSESSMENT
- HOW YOU CAN DO ASSESSMENT
- WHY YOU SHOULD DO ASSESSMENT

# WHY ASSESSMENT?

- VERY IMPORTANT FOR ACCREDITATION
- HELPS US TO DETERMINE WHETHER OUR STUDENTS ARE LEARNING THE THINGS WE SAY ARE MOST IMPORTANT
- HELPS US TO IDENTIFY LEARNING GAPS AND ESTABLISH ACTION PLANS TO DO SOMETHING ABOUT THOSE GAPS

**WHAT ARE THE “LEVELS” IN  
CURRIQUNET META?**

A Level 1 assessment is the foundational level which all instructional faculty use – when you enter your assessment data each semester, that's Level 1

- Each instructor is responsible for data entry
- In some departments, data is pooled on this level and entered by a designated department lead

# Student Learning Outcomes

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Would you like to map these SLOs directly to the ILOs? Yes

## Outcome

### 1. Outcome Text

Explain the roles of the executive, the legislature and the judiciary. Identify the interactive relationships among the branches of the U.S. Government as well as the respective checks and balances

#### Assessment Method Text

essays, multiple-choice questions, short-answer questions

#### Institution Outcome Map

- Critical Thinking and Problem Solving - Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.

### 2. Outcome Text

Identify the historical events and political compromises that facilitated the creation of the U.S. Constitution and federal government

#### Assessment Method Text

essays, multiple-choice questions, short-answer questions

#### Institution Outcome Map

- Critical Thinking and Problem Solving - Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.

### 3. Outcome Text

Discuss and analyze the varied experiences of diverse groups throughout the history of U.S. politics and the emerging impact that these groups have on the balance of political power

#### Assessment Method Text

essays, multiple-choice questions, short-answer questions

#### Institution Outcome Map

- Global Awareness, Ethics and Civic Responsibility - Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.

A Level 2 assessment is an aggregate of the sections of a course from which data were collected for a particular SLO

- The sections included may be from the same semester, or at least from the same assessment cycle
- A designated department lead is responsible for data entry

Meta has several other assessment levels, some of which are directly related to Level 2

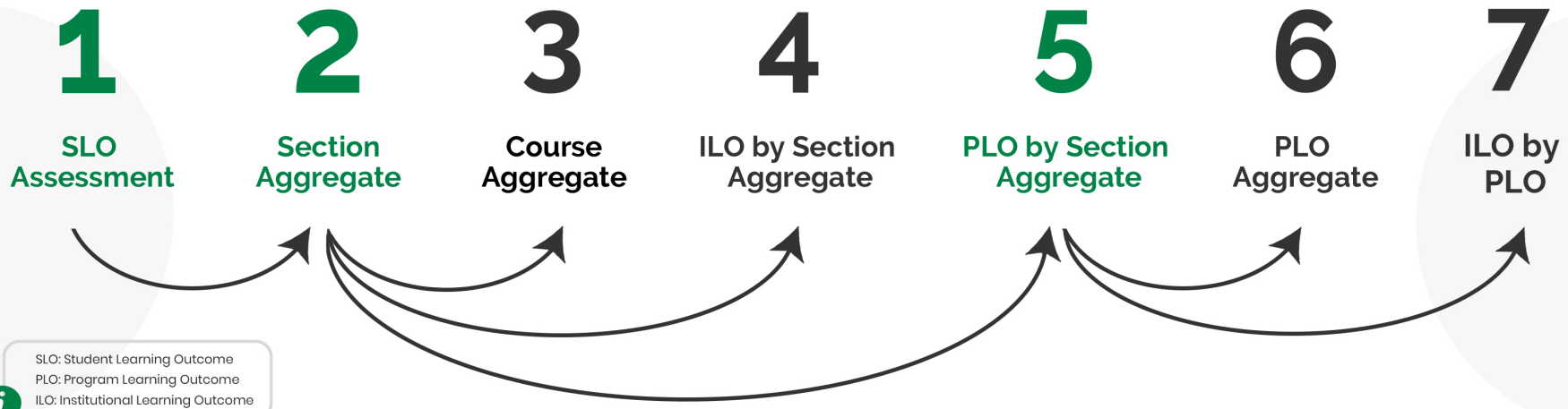
- Levels 5 and 6 are for Program Learning Outcomes (PLOs)
- In this context, a “program” is a degree or certificate





# Meta Assessment Module

How do the levels of instructional data connect?



## Level of Assessment in Meta (instructional)

Levels	Name of Proposal Type	Where do the data come from?	Who is responsible for data entry?
1 →	SLO Assessment	Individual instructor assessment of one SLO for their sections of a course.	Each instructor (some departments may choose to pool data on this level, entered by a designated department lead)
2 →	Section Aggregate	Aggregate of all sections of a course from which data were collected for one SLO	Designated department lead
3 →	Course Aggregate of SLOs	Aggregate of all SLOs for a course	Designated department lead
4 →	Institutional Outcome by Section Aggregate	All SLOs for courses that are stand-alone or map to GE/CSU Breadth or IGETC program	Assessment Coordinator/ Learning Assessment Committee
5 →	Program Outcome by Section Aggregate	All SLOs that map to a PLO for a program	Designated department lead
6 →	Program Aggregate of PLOs	Aggregate of all PLOs for a program	Designated department lead
7 →	Institutional Outcome by Program Outcome	All PLOs that map to an ILO	Assessment Coordinator/ Learning Assessment Committee



# **REASONS FOR DOING LEVEL 2 ASSESSMENTS**

# 1. Your assessment will be used for program assessment

- If one or more of your course SLOs are mapped to a program's PLOs, your assessment will likely be used to assess the program
- Mapping occurs on the curriculum side of Meta, through the program
- Level 1 → **Level 2** → Level 5 (a single PLO) → Level 6 (all PLOs, program fully assessed)
- If your department has degrees and/or certificates, you must assess them and publish the results on the Learning Assessment Committee's webpage

## 2. You want to compare assessments, such as sections taught...

- by different instructors
- using different delivery methods (face-to-face, hybrid, online)
- at different times of day (day vs. evening students may be distinct)
- as dual enrollment vs. regular courses

OR

- any factor you want to consider

# It's surprisingly easy!

- Level 1
  - where the major work is done
  - best efforts here will make the other levels easy
- Level 2
  - brings together and summarizes Level 1 data
  - provides an opportunity to build a timeline for action plans and note impact on departmental budget/resource requests (important for program review!)
  - provides a connection to the other levels

# LEVELS 5 AND 6 ASSESSMENTS

# PROGRAM ASSESSMENT (LEVELS 5 AND 6)

- WHAT YOU WILL NEED TO KNOW:
  - WHICH STUDENT LEARNING OUTCOMES (SLOs) ARE MAPPED TO YOUR PROGRAM LEARNING OUTCOMES (PLOs)
  - WHETHER THE MAPPED SLOs HAVE BEEN ASSESSED
    - LEVEL 1 AND LEVEL 2 ASSESSMENTS MUST BE COMPLETED IN ORDER TO DO PROGRAM ASSESSMENT

# Laney College

## Advanced Carpentry

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Communicate effectively in the technical language of the Carpentry/Construction Trades, including written, verbal and mathematical computation skills.

#### Mapped SLOs

- a. **Course:** CARP 230 - Stair Building and Framing  
**Outcome:**  
Calculate and build a set of stairs from blueprints
- b. **Course:** CARP 231 - Roof Framing  
**Outcome:**  
Calculate and construct gable and hip roofs using blueprints
- c. **Course:** CARP 240A - Construction Rehabilitation / Kitchens  
**Outcome:**  
Create a scope of work plan for remodeling a kitchen.

2. Develop a foundation of core skills necessary to safely operate power tools and equipment used to build, repair and remodel homes to current code requirements.

#### Mapped SLOs

- a. **Course:** CARP 230 - Stair Building and Framing  
**Outcome:**  
Demonstrate basic construction site safety in all class activities.
- b. **Course:** CARP 231 - Roof Framing  
**Outcome:**  
Explain and/or demonstrate basic construction site safety and safe attitudes in all class activities.
- c. **Course:** CARP 240B - Construction Rehabilitation / Bathrooms  
**Outcome:**  
Demonstrate basic construction site safety and safe attitudes in all class activities.

3. Analyze building components in order to determine the proper execution of construction or repair.

#### Mapped SLOs

- a. **Course:** CARP 230 - Stair Building and Framing  
**Outcome:**  
Evaluate a set of stairs and assess their compliance to the uniform building codes.
- b. **Course:** CARP 231 - Roof Framing  
**Outcome:**  
Calculate and construct gable and hip roofs using blueprints
- c. **Course:** CARP 240A - Construction Rehabilitation / Kitchens  
**Outcome:**  
Create a scope of work plan for remodeling a kitchen.



# Laney College

## Global Studies

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

1. Demonstrate knowledge of theories and concepts within global studies and the ability communicate them with accuracy, clarity and cultural sensitivity.

#### Mapped SLOs

- a. **Course:** ANTHR 003 - Introduction to Social and Cultural Anthropology  
**Outcome:**  
Use a holistic perspective to teach others about a culture other than their own.
- b. **Course:** SOCSC 019 - Introduction to Global Studies  
**Outcome:**  
Identify and describe various definitions and meanings of globalization
- c. **Course:** SOCSC 019 - Introduction to Global Studies  
**Outcome:**  
Describe globalization's history and identify regional differences
- d. **Course:** SOCSC 020 - Global Issues  
**Outcome:**  
Identify major recurring and emerging global issues

2. Develop an interdisciplinary training and ability to synthesize information.

#### Mapped SLOs

- a. **Course:** ANTHR 003 - Introduction to Social and Cultural Anthropology  
**Outcome:**  
Describe the diversity of cultures in the world
- b. **Course:** ANTHR 003 - Introduction to Social and Cultural Anthropology  
**Outcome:**  
Display appreciation for the value of different cultures and awareness of what we learn from them.
- c. **Course:** GEOG 003 - World Regional Geography  
**Outcome:**  
Describe and analyze the relationships between cultures and the environment in creating landscapes and changing our environment.
- d. **Course:** GEOG 003 - World Regional Geography  
**Outcome:**  
Compare and contrast the major regions of the world with respect to their relative locations, natural environments, peoples, resources, economies, and contemporary problems.
- e. **Course:** SOCSC 019 - Introduction to Global Studies  
**Outcome:**  
Connect historical aspects of globalization with contemporary world problems

# HOW FREQUENTLY DO YOU ASSESS PROGRAMS?

- GENERALLY, EVERY 4 YEARS
- IMPORTANT TO HAVE A REASONABLE AND RELIABLE PLAN/SCHEDULE FOR ASSESSMENT
- ASSESSING PROGRAMS IS AN IMPORTANT PART OF THE CURRICULUM PROCESS
  - DO YOU NEED ALL OF YOUR PROGRAMS?
  - DO YOU NEED TO UPDATE YOUR PROGRAMS?
  - ARE YOUR MAPPED SLOS STILL IMPORTANT/NECESSARY?

# DO YOU NEED TO USE ALL MAPPED SLOS?

- NO, BUT...IT IS BEST TO USE AS MANY AS POSSIBLE
- PROGRAMS WITH CAPSTONE COURSES MIGHT PRIMARILY USE THE SLOS FOR THOSE COURSES
- THE MORE COURSES USED TO ASSESS THE PROGRAM, THE MORE LIKELY YOU WILL IDENTIFY LEARNING GAPS