

Planning and Assessment Day Facilitator's Worksheet

Each Tuesday of every semester's calendar during Flex Week the District has scheduled a Planning & Assessment Day. Per Article 21 of the SCFA Contract Department Chairs are to organize and facilitate Planning & Assessment activities, discussion, analysis, and reporting of program/course outcomes. The following worksheet is meant to help guide and assist programs meet the District's SLO requirements.

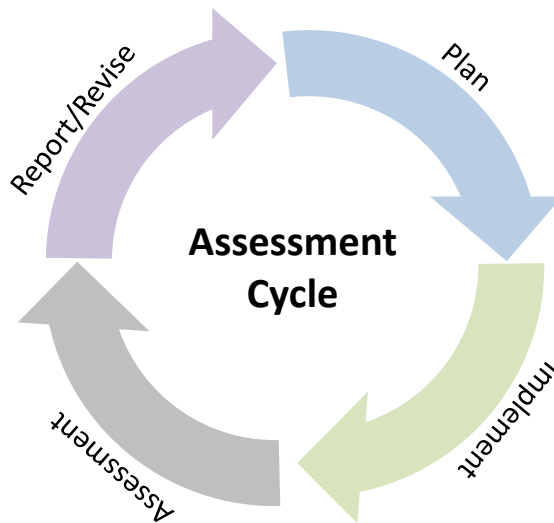
What to do?

- Review ACCJC standards, discuss ongoing assessment cycle and expectations.
 - Evaluate spreadsheets
 - Review Student Learning Assessment Summary (SLAS) results
 - Complete the Departmental Assessment Analysis (DAA) form
 - Submit completed work to your SLO Taskforce Assistant by the census date
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I. Assessment Cycle and ACCJC Standards- To meet the standards all courses and programs at Sierra College must be assessed within a 3 year cycle. Report results semi-annually at census date.

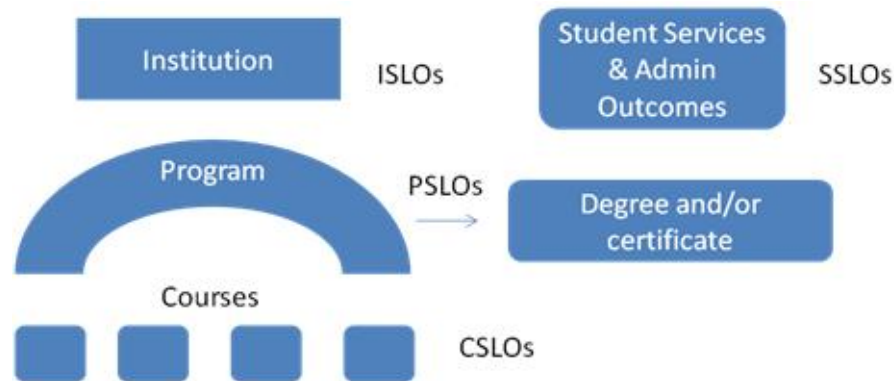
A. ACCJC, Standard II. A. 1., "The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degree using established institutional procedures."

B. The cycle includes 4 steps and is ongoing: Planning, Implementing, Assessing, Reporting/Revising.



II. Evaluate Spreadsheets- The SLO Taskforce created spreadsheets using information from Tracdat and your completed forms. (All departments must use the spreadsheets for SLOs and assessment tracking.)

- A. Check for accuracy (all courses present, degrees)
- B. Confirm intention (what did we mean? is this what we want now? Are they written more like objectives and should they be modified?)
- C. Alignment (do CSLOs map to PSLOs to ISLOs?)
- D. Degree outcomes? (must include if different than program outcomes)
- E. Fix mistakes, omissions (make changes on SLO MPS)
- F. Discuss 3 year planning cycle and update SLO MPS
- G. Submit to Taskforce assistant. Save file (e.g. BusFall14magnani)



III. Review Student Learning Assessment Summary (SLAS) form and discuss results.

- A. Explain sections of the form (demonstrate how to complete)
 - 1. The purpose of the SLAS form is to track outcome assessment for CSLOs and PSLOs
 - 2. Identify what CSLO/PSLO is underassessment according to your 3 year cycle
 - 3. Discuss the methods your program used to gather evidence about the CSLO/PSLO results.
 - 4. Discuss and interpret results
 - 5. Action plans

B. Discuss results- Department chairs may choose to facilitate this step by inviting faculty members who were involved in the assessment efforts to voluntarily share their findings to all faculty CSLO results to inform the department's discussion and analysis.

1. How are students in your courses/program provided the opportunity to learn this outcome (e.g., lecture, group project, problem solving, facilitated discussion, lab activity)?
2. What strengths/weaknesses in student learning are indicated by the assessment results?
3. Are CSLO descriptions appropriate for the desired program skills and/or knowledge?
4. What do the results suggest about curriculum, advising, or pedagogy?
5. Evaluate the assessment. Suggested questions to ask-
What do the results suggest about the assessment itself?
Did you have a positive or negative experience implementing your assessment methods?
What were students' reactions to the assessment process?
What did you find especially effective in the assessment process?
What did you particularly dislike about the process?
What would you change about the process? Why?
What will you do again? Why?

IV. Discuss and complete the Departmental Assessment Analysis form. This form closes the assessment loop and captures the meaning of the assessment for the program.

- A. What does the department think it can do to improve teaching and learning?
- B. What help or resources are needed from the college to improve teaching and learning?
- C. What are top priorities for improvement?
- D. How will department implement those priorities?
- E. Provide timeline.
- F. Previous/ongoing actions or improvement plans. Were goals met? Changes made to improve learning? Evidence of improvement. (Refer to previous semester's DAA form).

V. Submit completed work to SLO Assistant by census date.



Student Learning Assessment Summary

(SLAS form)

Instructions:

- Using an assessment complete the following form for each CSLO/PSLO assessed.
- Submit all forms anonymously to your department chair before the Planning & Assessment Day.

Program/Degree/ Certificate:		
Course Number and Title:		
Course or Program Student Learning Outcome Assessed:		
Assessment Method:	Choose from the following:	
(identify and describe the assessment method)	A. Demonstration B. Course Test/Quiz C. Standardized Exam D. Exit Interview E. Group Activity F. PreTest/PostTest G. Survey	H. Project I. Field Placement/ Internship J. Laboratory Project K. Portfolio Review L. Presentation/ Performance M. Paper, writing assignment N. Other
	Method Description:	

Criteria for Assessment: (institutionally shared outcome assessment criteria)	Unsatisfactory The student displays need for improvement in knowledge, skills, and/or abilities.	Proficient The student displays competency in knowledge, skills, and/or abilities.	Mastery The student displays expertise in knowledge, skills, and/or abilities.
Results: (record results of assessment)	_____ # of sections assessed _____ # of students assessed		
	Results Description (optional): <div style="text-align: right;">_____ Date of results</div>		
	Criteria Results (# of students): _____ Unsatisfactory _____ Proficient _____ Mastery		
Results Analysis: (what did you learn?)			
Actions: (how will you improve, if needed?)	<div style="text-align: right;">_____ Date of planned action</div>		
	<input type="checkbox"/> YES or <input type="checkbox"/> NO The actions (above) correlate to a new or existing resource request? If yes, identify the request(s) below:		

Student Learning Assessment Summary

SAMPLE (SLAS form)

Instructions:

- Using an assessment complete the following form for each CSLO/PSLO assessed.
- Submit all forms anonymously to your department chair before the Planning & Assessment Day.

Program/Degree/ Certificate:	PHILOSOPHY		
Course Number and Title:	PHILOSOPHY 4 – INTRODUCTION TO CRITICAL THINKING		
Course or Program Student Learning Outcome Assessed:	CSLO 2 - RECOGNIZE AND DIFFERENTIATE COMMON LOGICAL ERRORS OR FALLACIES.		
Assessment Method: (identify and describe the assessment method)	Choose from the following: AA. writing assignment		
	O. Demonstration P. Course Test/Quiz Q. Standardized Exam R. Exit Interview S. Group Activity T. PreTest/PostTest U. Survey	V. Project W. Field Placement/ Internship X. Laboratory Project Y. Portfolio Review Z. Presentation/ Performance AA. Paper, writing assignment BB. Other	
	Method Description: Discussion board writing assignment requiring students to recognize and differentiate between Strawman and Red Herring fallacies by explaining the difference and providing unique (non-textbook) examples of both.		
Criteria for Assessment: (institutionally shared outcome)	Unsatisfactory The student displays need for improvement in knowledge, skills,	Proficient The student displays competency in knowledge, skills,	Mastery The student displays expertise in knowledge, skills, and/or abilities.

assessment criteria)	and/or abilities.	and/or abilities.	
Results: (record results of assessment)	1 # of sections assessed 34 # of students assessed		
	Results Description (optional): 6/34 achieved Mastery (Scored 18 or above out of 20 pts possible) 22/34 achieved Proficiency (Scored 14-17 out of 20 pts possible) 6/34 achieved Unsatisfactory (Scored less than 14 out of 20 pts possible) <p style="text-align: right;">March 5, 2015 Date of results</p>		
	Criteria Results (# of students): 6/34 Unsatisfactory 22/34 Proficient 6/34 Mastery		
Results Analysis: (what did you learn?)	In general, results were positive in that over 82% of students demonstrated knowledge of course outcome.		
Actions: (how will you improve, if needed?)	Reinforce relevant distinctions by include in page number in textbook where distinctions and examples are explained. <p style="text-align: right;">Fall 2015 Date of planned action</p>		
	<input type="checkbox"/> YES or XX NO The actions (above) correlate to a new or existing resource request? If yes, identify the request(s) below:		



Departmental Assessment Analysis
(DAA form)

"Capturing the meaning of the assessment for the program."

Instructions:

- After departmental discussion and review of SLAS forms, complete the following form.
- Submit form to SLO Taskforce semi-annually. Due by census date.

Program/Degree/ Certificate:	
Today's Date:	
What does the department think it can do to improve teaching and learning?	
What help or resources are needed from the college to improve teaching and learning?	
What are top priorities for improvement?	
How will department implement those priorities?	
Provide timeline.	
Previous/ongoing actions or plans implemented (Refer to previous DAA form).	
Goals met, changes made or evidence of improvement.	



Departmental Assessment Analysis
SAMPLE (DAA form)

"Capturing the meaning of the assessment for the program."

Instructions:

- After departmental discussion and review of SLAS forms, complete the following form.
- Submit form to SLO Taskforce semi-annually. Due by census date.

Program/Degree/Certificate:	Business
Today's Date:	August 18, 2015
What does the department think it can do to improve teaching and learning?	Increase the amount, quality, and variety of formative assessments. Some CSLOs are only assessed through high-stakes exams or projects. Reassess after modifying formative and summative assessments
What help or resources are needed from the college to improve teaching and learning?	None identified.
What are top priorities for improvement?	Share formative assessment practices within department Encourage faculty development
How will department implement those priorities?	Best practices discussion related to formative assessment included on agenda at every department meeting. Distribute journal articles.
Provide timeline.	Meetings scheduled: 9/9, 10/14, 11/18 Articles distributed by Dept. Chair on or before Census.
Previous/ongoing actions or plans implemented (Refer to previous DAA form).	Previous actions: Create Canvas shell as a resource for part-time and full-time faculty to share best practices in assessment.
Goals met, changes made or evidence of improvement.	Were goals met? YES, Canvas shell created Jan. 2015. See: https://sierra.instructure.com/courses/307813