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

_____

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.
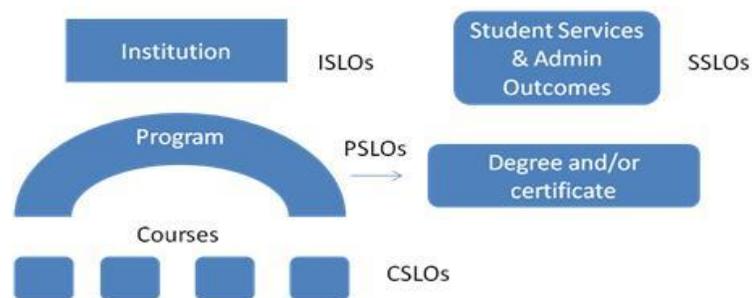
A. Standard II "The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees…" (See attachment to view all standards)

B. The cycle includes 4 steps and is ongoing: Planning, Implementing, Assessing, Reporting/Revising.
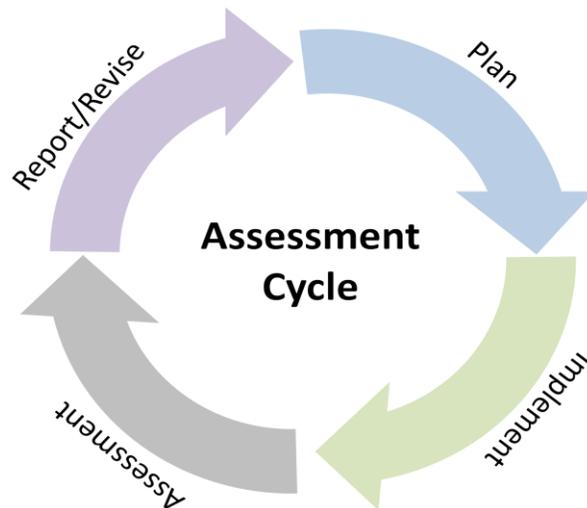
II. Evaluate Spreadsheets- The SLO Taskforce created spreadsheets for every department's assessment activities. All departments must use the spreadsheets for SLOs and assessment tracking.

    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 and/or 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)

Institution   ISLOs   Student Services & Admin Outcomes   SSLOs

Program   PSLOs   Degree and/or certificate

Courses   CSLOs

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 CLSOs 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 members in the department. Alternatively, facilitators may choose to present a summary of aggregated 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 suggests 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.

V. Submit completed work to SLO Taskforce assistant by census date.

ACCJC Standards

Standard II: Student Learning Programs and Services
"The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness (ACCJC, 2014, P.5).

Standard II, A3: Instructional Programs
The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline (p.5).

Standard II, A11: Instructional Programs
The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes (p.6).

Standard II, A 13: Instructional Programs
All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study (p.6).

Standard II, A16: Instructional Programs
The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students (p.7).

Standard II, B3: Library and Learning Support Services
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement (p.7).

Standard II, C2: Student Support Services
The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services (p.8).

SIERRA COLLEGE

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: (identify and describe the assessment method)	Choose from the following:	
	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): _____ Date of results Criteria Results (# of students): _____ Unsatisfactory _____ Proficient _____ Mastery		
Results Analysis: (what did you learn?)			
Actions: (how will you improve, if needed?)	_____ Date of planned action ☐ YES or ☐ NO The actions (above) correlate to a new or existing resource request? If yes, identify the request(s) below:		

SIERRA COLLEGE

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:	
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.	