

# Planning and Assessment Day Facilitator's Worksheet

Each 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. The following worksheet is a guide to assist programs use SLO assessment to improve learning, close equity gaps in learning, and to meet the College's SLO requirements.

## What to do? The Basics:

- Review SLO Spreadsheet to monitor and plan during the 3-year assessment cycle.
- Report/Reflect on SLO achievement results using Student Learning Assessment Summary (SLAS) form.
- Complete the Departmental Assessment Analysis (DAA) form.
- Upload SLAS and DAA forms to your program folder in the MS Teams area by census date.

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**I. Assessment Cycle and ACCJC Standards-** To meet Accreditation Standards all courses and programs at Sierra College must be assessed within the 3-year cycle.

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. To facilitate a regular assessment cycle, the College uses the following three forms. (1) SLO Spreadsheet, (2) SLAS form, (2) DAA form.

C. The following sections of the Facilitator's Worksheet describes how the forms and process help make SLO assessment a meaningful tool to gather evidence of student learning in order to improve it.

## II. Review SLO Spreadsheets-

A. Check for accuracy (Are all active course listed? Are course/program outcomes accurate?)

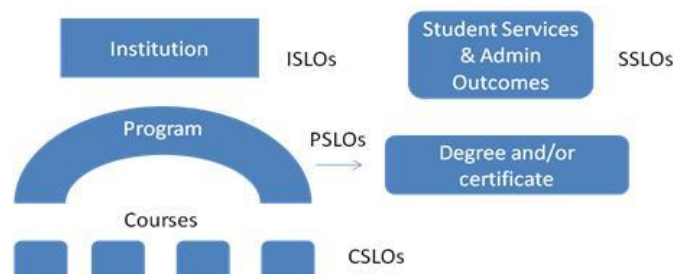
B. Review course and program outcomes (Do they describe clear and measurable knowledge and/or skills that we expect students to achieve as a result of learning?)

C. Alignment (do CSLOs accurately align to PSLOs? Do PSLOs align to ISLOs?)

D. Degree outcomes? (must include if different than program outcomes)

F. Assign upcoming assessments to ensure meeting 3-year assessment requirements. Mark "P" for planned assessments and "C" for completed assessments.

G. SLO Spreadsheets can be directly edited in the SLO Assessment Teams area.



### III. Report and Reflect: Student Learning Assessment Summary (SLAS) form.

A. The purpose of the SLAS form is to report and reflect upon the results of your CSLO and/or PSLO assessments.

B. Based upon achievement results, discuss which elements of instruction supported outcome achievement and/or identify opportunities to improve instructional design to increase outcome achievement.

- Are there ample opportunities for students to practice demonstrating the knowledge and/or abilities described in the SLO?
- Does the instructional material, learning activities (discussions, labs, assignments, etc.) align to and support achievement expectations described in the course SLO?
- Do assignments include assessment/grading rubrics to help learners understand the criteria and performance ratings for outcome achievement?
- Do the results identify specific learning strengths and/or weaknesses related to the SLO?

C. Review outcome description

- Do SLOs describe clear and measurable knowledge and/or abilities that result from learning in the course/program?
- Is the method used to demonstrate outcome achievement fair for all students or does the method expect skills/abilities not taught in the course?
- Do the results indicate anything about the course/program curriculum?
- Do the results indicate a need for faculty professional development opportunities?

**IV. Departmental Assessment Analysis (DAA) form.** This form closes the assessment loop and captures the meaning of the assessment for the program.

A. Using outcome achievement results, 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?

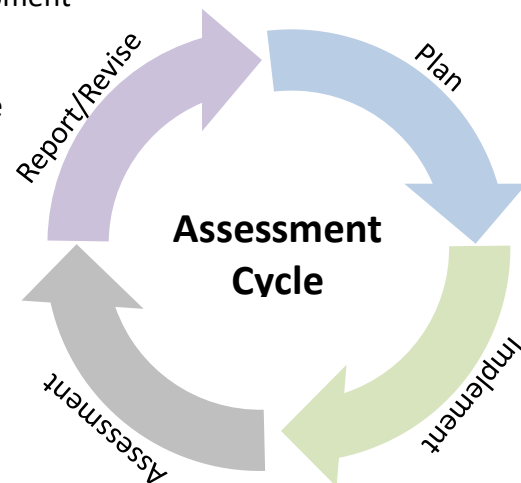
C. What are top priorities for improvement?

D. How will department implement those priorities?

E. Provide timeline.

F. Review previous or ongoing actions or improvement plans. Were goals met? Did changes lead to improvement in learning? Evidence of improvement. (Refer to previous semester's DAA form).

**V. Upload completed SLO documents (SLAS and DAA forms) to Assessment Teams 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.

<b>Program/Degree/ Certificate:</b>		
<b>Course Number and Title:</b>		
<b>Course or Program Student Learning Outcome Assessed:</b>		
<b>Assessment Method:</b>	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:	

<b>Criteria for Assessment:</b> (institutionally shared outcome assessment criteria)	<b>Unsatisfactory</b> The student displays need for improvement in knowledge, skills, and/or abilities.	<b>Proficient</b> The student displays competency in knowledge, skills, and/or abilities.	<b>Mastery</b> The student displays expertise in knowledge, skills, and/or abilities.
<b>Results:</b> (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		
<b>Results Analysis:</b> (what did you learn?)			
<b>Actions:</b> (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.

<b>Program/Degree/ Certificate:</b>	PHILOSOPHY	
<b>Course Number and Title:</b>	PHILOSOPHY 4 – INTRODUCTION TO CRITICAL THINKING	
<b>Course or Program Student Learning Outcome Assessed:</b>	CSLO 2 – Recognize and differentiate common logical errors or fallacies.	
<b>Assessment Method:</b>  (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
	<b>Method Description:</b>  Discussion board writing assignment requiring students to recognize and differentiate between Strawman and Red Herring fallacies. (1) Define the Strawman and Red Herring fallacy. (2) Create two arguments that identify its premises and conclusions - one argument that contains a Strawman fallacy and one that contains a Red Herring fallacy. (3) Explain precisely where the fallacy occurs in each argument and what causes it to be a fallacy.	

<b>Criteria for Assessment:</b> (institutionally shared outcome assessment criteria)	<b>Unsatisfactory</b> The student displays need for improvement in knowledge, skills, and/or abilities.	<b>Proficient</b> The student displays competency in knowledge, skills, and/or abilities.	<b>Mastery</b> The student displays expertise in knowledge, skills, and/or abilities.
<b>Results:</b> (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) April 5, 2019 Date of results		
	Criteria Results (# of students): 6/34 Unsatisfactory                      22/34 Proficient                      6/34 Mastery		
<b>Results Analysis:</b> (what did you learn?)	In general, results were positive in that over 82% of students achieved the course outcome. Some students struggled to explain precisely where the fallacy occurs and how the reasoning fails and causes the fallacy.		
<b>Actions:</b> (how will you improve, if needed?)	Create a new learning activity where students practice explaining where in the passage the fallacy occurs and how the reasoning fails and causes the fallacy. Fall 2019 Date of planned action		
	<input type="checkbox"/> YES or <b>XX</b> 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.

<b>Program/Degree/ Certificate:</b>	
<b>Today's Date:</b>	
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.

<b>Program/Degree/Certificate:</b>	Business
<b>Today's Date:</b>	August 18, 2019
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. 2020. See: <a href="https://sierra.instructure.com/courses/307813">https://sierra.instructure.com/courses/307813</a>