AGENDA

1. Review of minutes of November 5, 2012 meeting

2. Review and discussion of LOAC Charter

3. Tips for Data Analysis for Program Review by the Dean of Office of Institutional Effectiveness

4. Program Review 2013-14 - SLO and Assessment Section Questions and Assessment Schedule
   a. Academic
   b. Student Support Services
   c. Administrative Services

5. Fall SLO/PLO/SAO Assessment Report
   a. Questions
   b. Due date

6. Feedback on committee question from November 5 LOAC meeting “What additional training is needed and best way to provide it?”

7. Training on evaluation of outcome assessment reports with examples of exemplary, acceptable, and marginal outcome assessment analyses for next meeting

8. Next meeting – Tuesday, November 19, 3:00 to 4:30, CC #4
Mission Statement:

The SLO and Assessment Committee’s mission is to ensure that the college goes through an ongoing, systematic process that clarifies and improves achievement of SLOs at every level from institutional, program, and course through certificates and degrees with specific emphasis on student success. The SLO and Assessment Committee works with faculty to ensure the methods of assessment of course SLOs, program SLOs, and Institutional SLOs are aligned and consistent across the college.

The Learning Outcomes and Assessment Committee reports to the Academic Senate and jointly works with the Student Support Services Committee and the Administrative Units.

The SLO and Assessment Committee is charged with the following:

- Guide and facilitate faculty and staff in implementing outcome and assessment processes.
- Assist in establishing and assessing institutional, program, degree/certificate, course level SLOs; and the processes and timing for establishing and assessing them.
- Provide colleagues with guidance, training, tools, rubrics, models and other resources that will assist them in SLO alignment, development and assessment.
- Assist faculty and staff in analyzing the results of assessment to improve learning and services.
- Maintain open and frequent communications about SLO development and assessment with various college groups, including but not limited to the Department chairs, Academic Division Deans, Curriculum Committee, Academic Senate, and the Office of Academic Affairs.
- Monitor assessment calendar and work with administration to ensure that outcome assessments are completed on schedule.
Committee Membership:
The committee is co-chaired by the SLO Coordinator and an administrator. Membership includes 1-2 faculty from each department, representatives from Academic Affairs, Professional Development, Curriculum Committee, and Administrative Services.

Voting Rights:
Only faculty members are given voting rights. When there is more than one faculty representative per department present, only one vote per department is allowed. Faculty co-chair does not have voting rights.

Reporting System:
The SLOAC will report and make recommendations to the Academic Senate and work jointly with the Student Support Services Committee and the Administrative Unit Outcomes Committee.

Membership Responsibility and Code of Conduct:
It will be the responsibility of every member of the Student Learning Outcomes and Assessment Committee to attend each meeting and to adhere to the College Code of Conduct. Members with three unexcused absences during any semester will be replaced from the appropriate constituency.
TIPS FOR DATA ANALYSIS

Below are some “quick tips” to help you in your analysis of the data in your unit assessments using the online program review system. While we plan to make significant changes to the data presented in future unit assessments and offer more extensive training on how to analyze that data, I wanted to send an email with some considerations you may want to think about in order to analyze the data (e.g., in the Enrollment, Successful Course Completion, Awards, FTES, FTEF, and Enrollment Per Section screens) for the task at hand — your fall unit assessments. When looking at your data in the graphs and charts presented in the online program review system, you may want to approach your data by considering the following:

1) **Trends** — Do you see overall trends in your data over time? For example, does it appear that your enrollments have been increasing or decreasing steadily over time? Why might this be? Might this be due to changes in the number of courses you have offered, changes in student demand, or both?

2) **Patterns** — Do you see patterns in your data over time? For example, is your average class size (i.e., enrollment per section) usually higher in the spring semesters than in the fall semesters? What does this suggest?

3) **Outliers** — Look for data points that appear to be quite different from the norm or what you would expect. Can you think of an explanation for these outliers, or does there appear to be a problem with the data itself? For example, if you awarded 5 times the number of degrees last year than in any other previous year, was this due to a new degree offered in your discipline? If your discipline is not offering any new degrees, could this be due to a mistake in the data, or to some other factor like increased student demand for your program?

4) **Comparison to College Average (when available)** — Where college-wide data is provided, compare your discipline to college-wide trends. Does your discipline tend to have higher/lower success rates than the college average? Why might this be so? What are unique aspects of your discipline and/or the students that take your classes that may impact the success rates in your discipline?

5) **Data Breakdowns** — Consider these same elements when looking at the breakdowns of the data as well (e.g., do you see different trends in enrollments in day vs. evening classes?). Also, consider how the outcomes for students differ based on the breakdowns (e.g., do students in online courses tend to have lower/higher successful course completion rates than students in day and/or evening classes?).

As you well know, a main purpose of reviewing our programs is to assess their performance in the pursuit of continuous improvement. Thus, based on your analyses of the data, what suggestions can you come up with for ways to improve your program(s)? For example, what do the data suggest in terms of how you schedule your classes (time of day, modality, etc.)? Do the data justify changes that may require additional resources? Are there improvements you can make that do not require resources? These data-based observations and suggestions can be the basis for objectives that you create for your discipline.

Sarah L. Master, Ph.D.
Dean of Institutional Effectiveness
1. Describe the status of the SLO Assessment in this discipline.

2. Summarize the changes that have been implemented based on SLO and PLO assessments from the past year.

3. Have the outcomes been re-evaluated since the implemented changes, and if so, has there been an improvement in student learning? Are any further changes scheduled?
SPRING 2013 SLO/PLO ASSESSMENT REPORT

Date:

Name of Person Reporting:

Name of Department and/or Discipline:

1. What courses/certificates/programs have you assessed this past semester?

2. Summarize the analysis of your assessment results for courses in your area including what benchmarks (standards for student success) were established for achievement of the SLO(s).

3. Based on the discussion and analysis of your assessment results, what changes have you made or do you plan to make?

4. Follow up on previous assessments:
   (1) If this SLO was assessed previously, compare the results with the earlier assessments. Have the recommended changes been implemented?
   (2) How have the findings led to improved student learning and the achievement of the college mission?

5. How have the results of your assessments been shared and discussed among the members of your program? (Provide dates and any minutes of meetings as evidence.)

6. How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?

7. What resource requests are planned as a result of the assessments?

8. Have the assessment results been posted on the online system?

Written responses to these questions are due by e-mail to the SLO Coordinator Pat Flood by Friday, June 21, 2013.