

ASSESSMENT RETREAT
February 2, 2012

3 DEPARTMENT WORKSHEET – Program Learning Outcomes (PLOs)
11:45 a.m. – 12:30 p.m.

Name of Department:

Program assessment focuses on assessing student learning and experience to determine whether students have acquired the skills, knowledge, and competencies associated with their program of study.

Effective program assessment helps you answer three questions:

1. What are you trying to do?
2. How well are you doing it?
3. How (using the answers to 1 and 2) can you improve?

Student Services and LRC Response

Effective program assessment helps you answer three questions:

1. *What are you trying to do?* Concentrated on critical thinking skills, one outcome is to become independent learners. A survey is conducted after services like tutoring, which then leads to an assessment of services and the opportunity to give better training. Acquire the skills and knowledge of the program so that they can access the services.
2. *How well are you doing it?* The assessment gives us the opportunity to determine how we are providing services to the students.
3. *Using the answers to 1 and 2, how can you improve?*

Tie it better to and the larger ILO. Try to make uniform the surveys and assessments so that we can pull the information together and get comprehensive information regarding the services we are providing.

Program Outcomes:

Indicate after each Program Outcome which Institutional Learning Outcome (ILO) (see handout) each Program Outcome supports.

1. Written and oral communication.

2. Information competency.

Program Outcome: Students utilize library services to develop effective research strategies, to locate and retrieve information, to analyze, evaluate and organize information and to use information legally and ethically.

3. Problem solving.

Motivate students to take responsibility for their lifestyle choices.
(Ethics and Values applied to decision making)

Recognize the risk factors/consequences as they relate to their lifestyle choices.
(Problem Solving)

4. Aesthetic responsiveness.

5. Global awareness.

Develop awareness of the connection between personal lifestyle choices to the communities at large.

Math supports 3 and 4

Computer science supports 3

Students learn ILOs 1 through 4, our students are involved in these ILOs.

Indicate which discipline needs to concentrate on in the course to address 1 through 4 in the ILOs

Aesthetic responsiveness, problem solving in Interior Design is important.

1. Written Oral Communication

2. Information Competency

3. Problem Solving

1. Integrate understanding of the needs and the characteristics and multiple influences of development of children birth through age eight as related to high quality care and education of young children. (#1,7)

2. Design, implement, and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children. (#3,4,5,7)

3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence. (#1,3,6)

4. **Develop strategies that promote partnerships between programs, teachers, families, and their communities. (#1,2,3,6,7)**

5. **Apply ethical standards and professional behaviors that demonstrate understanding and knowledge, deepening the commitment to the EC/CD profession. (#1,6,7,2)**

Assessment Plan for Program Outcomes:

(How will the Program Outcomes be assessed? and by when?)

Our goal is to create our PLOs by Spring 2012. SLOs should be included in course overviews.

When they finish ESL 6BC and 8 - conduct a student survey for self assessment AND use final exam essays from level 8

We have just begun discussion on this and have not formulated a clear strategy as to how we are planning on assessing our program outcomes.

We have a department meeting on Friday February 10 and will have this on our agenda.

1. Library Science 101 course SLO assessment (assessed each semester)
2. Library workshop assessment (assessed each semester by student exercise and attendance) Exercise indicates student grasp of material. Attendance data determines effective scheduling and format delivery.
3. Assignment specific library research orientations (assessment to be determined Spring 2012)
4. Create Service Area Outcomes and assessments in Spring 2012

A pilot assessment of the PLOs will be done by the end of the spring semester. The details will be determined at a department meeting.

Before the end of the Spring 2012 semester