



April 16, 2009

TO: Celia Esposito-Noy

FROM: Dana Wassmer, Chair, Outcomes Assessment Task Force (OATF)

SUBJECT: OATF Recommendations

Please accept the attached recommendations from the Outcomes Assessment Task Force. The recommendations include:

- **A Resource Allocation Request:** this document outlines the resources that are needed to support the ongoing development of outcomes development and assessment to ensure that the college attains the level of sustainability as defined by ACCJC-WASC prior to our next accreditation (2012).
- **An Outcomes Assessment Philosophy and Framework:** these documents should guide future efforts related to outcomes development and assessment.
- **SLO Assessment Planning and Reporting Agendas and Summary Forms for Instructional Programs:** these forms include several modifications from the forms that were piloted this year. In particular, references to a particular semester were removed to enhance flexibility and some new information was added to enhance the value of outcomes assessment at the program and institutional level. A web-based version of the reporting form (which will be available to programs and faculty) is online at http://research.crc.losrios.edu/SLO_Assessment_Reporting_Form.asp
- **A Summary Report for Instructional Programs:** this summary report will be generated from the assessment reporting form to provide information that informs Program Review (PrOF) and college-wide dialogue about student learning.
- The description of the **Learning Outcomes Dialogue Subcommittee** of the College Planning Committee: this sub-committee should be included in the list of

Shared Governance options this spring to ensure sufficient representation. The first task for this subcommittee is to work with Counseling, Administrative, and Student Services to develop/adapt the instructional forms and processes in ways that supports their work and meets their needs.

- A job description for the **Student Learning Outcomes and Assessment Coordinator position.**

We ask that you forward the attached recommendations to the Executive Committee for their approval. It should be noted that the Learning Outcomes Dialogue Subcommittee and Student Learning Outcomes and Assessment Coordinator documents have been approved by the Academic Senate.

/kem

Attachments

Cc: Kathy McLain

Resource Allocation Request

Major Need: Resources to support the implementation and further refinement of the College's outcomes assessment process.

Leadership – A permanent increase of .5 FTE is needed to support the reassignment of the Student Learning Outcomes Assessment Coordinator. This position is a crucial component to:

- the ongoing assessment and refinement of the assessment processes system,
- the successful integration of outcomes assessment with planning and decision-making
- ensure that our assessment processes meet ACCJC-WASC's sustainability criteria.
- providing the support and training needed to complete the development of SLOs and to devise and implement successful assessment strategies in instructional and non-instructional areas.

Clerical support (.5 FTE) is needed to:

- create and maintain an outcomes assessment data base
- maintain the outcomes web-site
- input data as needed to the web-based form
- help write and disseminate various communications regarding outcomes development and assessment
- maintain records to support the WASC annual reporting regarding outcomes and assessment
- support other clerical tasks related to SLO assessment
- support the completion of SLO development at the College

Programming/IT support (.5 FTE for an Information Technology Analyst I) is needed to:

- refine/extend and expand as needed the Outcomes Assessment web-based reporting forms and reports
- fully integrate outcomes assessment reporting structure into PrOF
- convert outcomes assessment, PrOF and Unit Planning processes to an integrated web-based system with an underlying integrated data base and structure.

Outcomes Assessment Philosophy

Context

As part of normal practices, college personnel use a wide range of qualitative and quantitative assessment tools to regularly measure the degree to which students demonstrate mastery of their program learning or service area outcomes. The Outcomes Assessment Task Force (OATF) has been working to design resources and a process by which the results of these ongoing practices can be captured, strengthened and made visible.

The OATF has developed and piloted a system to collect the results of these various measurements; however, this system will need to continue to be assessed and enhanced in the future. In addition, there is continued need to provide the campus with outstanding models for constructing or improving assessment instruments. It is important that future efforts to support the work of the OATF remain consistent with the following interests:

The College's assessment processes need to:

- **Be consistent with the campus culture**
 - sensitive to and supportive of academic freedom
 - build on our strengths
 - recognize faculty expertise in evaluating student learning and the tools already used for student learning outcomes assessment
 - flexibility in approach, tools, and analysis
- **Be flexible and versatile**
 - include methods that utilize various types and levels of technology
 - support instructional, student services and non-instructional programs
 - address multiple levels with respect to
 - program type (vertical, horizontal, instructional, student services, administrative services, vocational, transfer, GE, etc.)
 - size of the department
 - faculty and disciplinary diversity – these efforts need to be implemented by all faculty (full time and adjunct)
 - intensity and effort required to implement
 - responsive to the local divisional practices
- **Reinforce that the purpose of SLO assessment is to gather information that leads to program improvement and enhanced student success, while meeting accreditation requirements**
 - provide support and resources to help with the implementation
 - educate the campus community about the reasons and the potential benefits of implementing SLO assessment
 - communicate that SLO and SAO assessment is for self and program evaluation - **not** peer evaluation.
 - reduce anxiety and facilitate cooperation and implementation

- **Produce useful results**
 - be clearly connected with student learning and student success
 - be effective
 - be guided by what has been done in other institutions that have recently been given clear accreditation
 - be pilot tested and reviewed extensively before being finalized

- **Not be overly burdensome and excessively time consuming**
 - be sensitive to workload issues and issues related to change fatigue
 - be easy, useful and practical
 - be centralized and streamlined in process and eliminate duplication of effort while integrating with existing processes
 - be a process that includes mechanisms to assess and remediate any unintended consequences of the system that is developed

- **Meet the WASC standards**
 - documentation of dialogue
 - evidence of outcomes assessment that is ongoing, systematic, and used to improve student learning and organizational effectiveness
 - evidence of an ongoing and robust dialogue about the assessment results
 - evidence that outcomes assessment has resulted in changes to improve student learning and/or program quality. Note that this evidence can be qualitative or quantitative
 - links SLO assessment with program review and the ongoing evaluation and modification or organizational structure that support student learning

In addition, there is a continued need to strategically communicate with the broader campus community as the processes are refined and modified. In particular, the leadership of this effort needs to:

- communicate and respond to the broader context and political realities that are relevant to this issue
- correct misunderstandings expressed by the campus community
- affirm that our primary responsibility is to educate and support our students
- affirm that the purpose of SLOs is to help us accomplish our primary responsibility of instruction, student support or administrative support.

Outcomes Assessment Framework

Major Need: An Outcomes Assessment Implementation Plan that clarifies expectations and timelines for outcomes development and assessment.

Related needs

- Designation of a college structure to support outcomes development and assessment. Ideas include:
 - forming a joint issues committee comprised of representatives from appropriate shared governance committees,
 - forming an new shared governance committee,
 - continuing OATF for a short period of time, and
 - adding to the responsibilities and/or composition of the Curriculum and Planning Committees
- Integration of outcomes development and assessment into various campus processes, including PrOF, Unit and Strategic Planning, decision-making, budget allocations, classroom research, institutional research, etc. in ways that reduce redundancy.
- Ongoing support, training, and assistance in SLO development and assessment for faculty and staff.
- Development of information systems and staff support for SLO assessment, particularly with respect to data management.
- Further definition and implementation of a cycle that includes the review, assessment, and modification of student learning outcomes across the college.
- Development of an integrated web-based structure that effectively and efficiently links outcomes assessment, planning and resource allocations.
- Implementation of an ongoing and systematic evaluation of the assessment and outcomes structures and processes.

Related Tasks

Clerical support is needed to:

- Create and maintain an outcomes assessment data base
- Help monitor and implement the Outcomes Assessment cycle
- Maintain the outcomes web-site
- Disseminate outcomes assessment forms and various communications regarding outcomes development and assessment
- Maintain records to support the WASC annual reporting regarding outcomes and assessment
- Support other clerical tasks related to SLO assessment
- Support the completion of SLO development at the College

Training/professional development is needed related to:

- Outcomes development
- Outcomes assessment processes
- The purposes, uses, and benefits of outcomes assessment
- The use of outcomes assessment to improve student learning and program effectiveness
- The evaluation and improvement of assessment processes and tools
- Using outcomes assessment as part of the planning and budgeting processes

Ongoing process development/maintenance is needed to:

- Identify and procure resources to facilitate and reduce the workload involved in outcomes assessment
- Ensure that time and resources to support outcomes development and the outcomes dialogue is provided
- Reduce redundancy and facilitate the integration of outcomes development and assessment into other campus processes
- Provide enhanced support for outcomes dialogues in non-instructional programs
- Identify and implement a cycle by which college wide outcomes are reviewed
- Develop a process to ensure that program and college outcomes are assessed on a regular basis

Leadership/focus/integration/coordination is needed to:

- Provide ongoing leadership and support to for continuous outcomes development and the implementation and integration of outcomes assessment into all aspects of the institution
- Ensure that the College's Outcome processes value current best practices and do not create a large additional workload for college faculty and staff
- Monitor and support the implementation of the outcomes assessment cycle
- Facilitate the creation and dissemination of the summary of the outcomes assessment dialogues to the appropriate groups on campus (Academic Senate, Curriculum Committee, Planning Committee, etc.)
- Ensure that the College's SLO process is current and is modified as needed in response to external changes
- Provide direction to the ongoing assessment and improvement of the process
- Maintain a focus on the benefits of outcomes development and assessment

SLO Planning Dialogue Agenda and Summary - Instructional Programs

Semester: _____

Program: _____

Participating Members: _____

1. **What are the most critical student learning issues impacting the success of students in your program** (such as: student understanding of key program concepts, skills that are essential to success following program completion, abilities that students struggle to master, skills needed for subsequent courses in a pre-requisite sequence).
2. Which of these would you like to focus on at a program level this semester? What program and/or course Student Learning Outcomes are related to the selected issue(s)?
3. What might be, or is being, done to facilitate student learning and success in this area?
4. How will you assess the effectiveness of these strategies this semester? Mark all that apply by indicating **the number of faculty** who will be utilizing that assessment strategy.
 - _____ Direct observation of student actions or performance (e.g. during theatre performances or athletic events, structured practice or drills, or in laboratory or studio classes)
 - _____ Assessment of student products (e.g. review of semester projects, grades on inquiry projects)
 - _____ Analysis of student creative work (e.g. art portfolios, creative projects in classes, student projects as part of a campus cultural event)
 - _____ Exams, quizzes, and/or problem sets in courses (items linked to specific outcomes)
 - _____ Grading of assignments based on rubrics (essays, reports, case studies, etc.)
 - _____ Student self-assessments (reflective journals, surveys, etc.)
 - _____ Capstone projects or final summative assessment (e.g. final exams, capstone projects)
 - _____ Guided discussion (group or individual)
 - _____ Other (please describe)

Note: At the next convocation, you will dialogue with colleagues about your assessments. You will be asked to briefly list the outcomes that were assessed in your program, the assessment strategies utilized, the context in which assessments were conducted (i.e. the courses, activities, etc.), what was learned, and what changes are planned as a result.

**SLO Assessment Reporting Dialogue Agenda and Summary
Instructional Programs**

Semester: _____

Program: _____

Participating Members: _____

1. What critical student learning issue(s) and associated SLOs were assessed?

2.a. What tools were used to assess student learning during the previous semester. Mark all that apply by indicating the number of faculty who utilized that assessment strategy.

- | | |
|---|---|
| _____ Item analysis of exams, quizzes, problem sets, etc. | _____ Student self-assessments (reflective journals, surveys) |
| _____ Assignments based on rubrics | _____ Capstone projects or final summative assessment |
| _____ Direct observation of performances | _____ Guided discussion (group or individual) |
| _____ Analysis of student creative projects or portfolios | _____ We were not able to complete our assessment |
| _____ Other (please describe): | |

2.b. Please list the courses (and the number of sections) in which the SLO assessments occurred:

Course	Number of Sections

3.a. What did you learn from your outcomes assessment or what impacted the success of your assessment activities?

Over for more!

3.b. What changes, if any, are planned based on your outcomes assessment? Please check any appropriate boxes and submit the indicated information.

Proposed Changes	Brief Description- Required for checked items	Anticipated Implementation Date (semester, year)
<input type="checkbox"/> Changes in course sequence or prerequisites or course outline of record		
<input type="checkbox"/> Revision of the course syllabus		
<input type="checkbox"/> Use of new or revised teaching methods (e.g. more use of group work, new lectures)		
<input type="checkbox"/> Develop new methods of evaluating student work		
<input type="checkbox"/> Planned purchase of new equipment or supplies needed for modified student activities		
<input type="checkbox"/> Changes in staffing (e.g. modified job descriptions, requests for new positions)		
<input type="checkbox"/> Involvement in professional development about best practices for this type of class/activity		
<input type="checkbox"/> Conduct further assessment related to the issue and outcome		
<input type="checkbox"/> Unable to determine what should be done		
<input type="checkbox"/> Other		

SAMPLE SLO Assessment Report

4/14/2009

Semester: Spring 2009

Department MATH

Members: Turretin, Lloyd-Jones

What critical student learning issue(s) and associated SLO's assessed?

organize, present, interpret and summarize quantitative information using symbolic, numerical, and graphical methods

What tools were used to assess student learning during the previous semester

<u>Tool</u>	<u>Number of faculty participating</u>
Item Analysis of exams, quizzes, etc.	0
Assignments based on rubrics	0
Direct observation of performances	1
Analysis of student creative projects or portfolios	0
Student self-assessments (reflective journals, surveys)	1
Capstone projects or final summative assessment	1
Guided discussion (group or individual)	1
We were not able to complete our assessment	0
Other	0

Courses (and # of sections) in which the SLO assessments occur

<u>Course</u>	<u># of sections</u>
Stat 300	3
Math 125	2
Math 120	3

What did you learn?

In stat 300 students were fairly strong in verbal interpretations, moderately strong in numerical and graphical interpretations and fairly weak (although improved) in symbolic interpretations. In Math 125, there was improvement in mathematical analysis and interpretation. In Math 120, there was improvement in interpreting graphs in context.

Planned Changes

Activities

Timeline

Changes in course sequence/prerequisites		
Revisions in course syllabus		
*** New or revised teaching methods	<i>symbolic interpretation</i>	Spring 2011
*** New methods of evaluating student work	<i>daily quiz based on homework</i>	Fall 2010
*** New equipment or supplies	<i>clickers</i>	Spring 2011
Changes in staffing		
Professional Development		
*** Conduct further assessment	<i>repeat in a more formal manner</i>	Fall 2010
Unable to determine what should be done		
Other		

Learning Outcomes Dialogue Subcommittee of the College Planning Committee Description

Purpose: to support the implementation and integration of student learning and service area outcomes assessment at the college.

Most directly, the Learning Outcomes Dialogue Subcommittee achieves this purpose through the following:

- *Assessing and modifying (as needed) the outcomes assessment process.*
- *Ensuring that assessment results are disseminated and integrated with campus processes.*
- *Ensuring that the assessment processes are consistent with our campus culture, are flexible and versatile, produce useful results that lead to program improvement and enhanced student success, and are not overly burdensome and time consuming.*
- *Providing support for the outcomes assessment process and the SLO Coordinator.*
- *Making recommendations for changes and/or resources needed to support the implementation and integration of outcomes assessment at the college.*

Areas of Responsibility

- engage in explorative and open discussion of the outcomes assessment process
- coordinate, plan, and conduct activities that support the outcomes assessment
- assist with evaluating and improving the outcomes assessment process
- distribute information to employees about workshops, seminars and available resources related to outcomes assessment
- dialogue about and disseminate program and college-wide SLO assessment results to connect outcomes assessment with other college processes and practices
- support the college's strategic plan in the area of outcomes assessment

Committee Membership

- Faculty Membership:** All areas/units shall be represented. The faculty chair shall be the Student Learning Outcomes Assessment Coordinator. It is strongly recommended that the subcommittee contain the faculty researcher and a representative from the planning and the curriculum committees. Responsibilities of the subcommittee chair include but are not limited to developing meeting agenda, ensuring meeting minutes are maintained, and making monthly reports to the Planning Committee. The chair is also responsible for communicating subcommittee issues to the attention of the Senate and to appropriate college and district groups for review, assistance, research and possible recommendation.
- Classified Membership:** At least three members, including the College Research Analyst, shall be designated by the Classified Senate, in consultation with the College President.
- Administrative Membership:** At least three administrators, including the Dean of College Planning and Research, shall be designated by the College President. The Dean of College Planning and Research shall serve as the executive secretary for the sub-committee. It is recommended that the other administrators be area deans.
- Student Membership:** Three members designated by the Associated Student Government, in consultation with the College President.

Student Learning Outcome and Assessment Coordinator Position Description

Overview of Responsibilities: The SLO and Assessment Coordinator will facilitate and guide the ongoing development, implementation, and integration of an effective student learning outcomes assessment process at the college. In consultation with the College Planning Committee, the Curriculum Committee, the Dean of College Planning and Research, and the Vice President of Instruction, this person will assist faculty with creating various SLOs and assessment processes in support of meeting the college goals and WASC standards.

Specific Duties and Responsibilities:

1. **Support the implementation** of outcomes assessment by providing leadership and training to faculty and staff. Gather and disseminate assessment results to inform dialogue, planning, and decision-making at the college. Assist with the assessment of college-wide student learning outcomes.
2. **Facilitate the ongoing improvement** of the College's outcomes assessment process in support of the College's Outcomes Framework and Philosophy statements. This includes ongoing improvement of SLO and Assessment processes and integrating outcomes assessment into existing campus processes, identifying and obtaining resources to support outcomes assessment, assessing the effectiveness of our assessment processes, and recommending appropriate modifications.
3. **Serve as the faculty chair** of the Outcomes Assessment Dialogue Subcommittee and inform the Academic Senate of outcomes assessment progress. Consult with Curriculum Committee Chair and Dean of College Planning and Research on goals and activities.
4. **Maintain knowledge** of the accreditation standards and best practices related to outcomes development and assessment.

QUALIFICATIONS

Knowledge of:

- intended benefits of Student Learning Outcomes and assessment activities
- curriculum and planning processes for the college
- best practices in teaching and outcomes assessment
- WASC Standards

Ability to:

- collaborate and work well with faculty
- work effectively in a shared governance environment
- summarize and describe data
- manage multiple projects effectively
- provide leadership and effective professional development for SLO development and assessment

Experience:

- Tenured CRC faculty member with teaching experience.
- Experience in facilitating projects, conferences, or institutes
- Demonstrated knowledge of SLO and assessment development