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Dr. Lee,

Please find below a more detailed treatment of areas of focus for the PRT visit. As you see the content of our original letter is included as a reference. Please let us know if you need any further clarification.

<b>Original Letter of Interest Area of Focus</b>	<b>More Detailed Treatment of Area of Focus</b>
<p>Data extraction from our student information system, Banner is currently handled by the Argos query tool. It is adequate for the job, but is difficult for non-programmers to use, has a steep learning curve, and requires a working knowledge of the way fields are structured in Banner. For complicated queries, a programmer from our Information Technology department is utilized. Due to past personnel struggles in the Information Technology department and across the College, there has been significant redundancy and duplication of effort. There is no consistent database for which the college researcher can draw from nor confidence in the data sources we do have.</p> <p>We are requesting the Partnership Resource team to help us develop a data collection plan.</p>	<p>We are having a problem accurately collecting data that we can rely upon. Because of our problems implementing Banner and properly training employees on the use of Banner, many employees enter data, or retrieve data using a cumbersome process. Our naming conventions and class coding appear to be improper and unreliable. We would like to focus on:</p> <ul style="list-style-type: none"> <li>• How to properly code classes in Banner so that we can extract the necessary information.</li> <li>• How can we create a daily enrollment report that includes headcount, FTES, fill rates? What other information in daily enrollment reports might be helpful for administrators to make decisions regarding enrollment management.</li> <li>• How do we create a “data dashboard” so that the researcher can easily extract data for areas such as program review, SLO assessment, college effectiveness, student success data, enrollment trends, equity planning etc. (student level, program level, college level data) What categories would be included in such a “data dashboard”</li> <li>• What other state and federal sources are available for our researcher to access and how is this data used to compare our students, programs,</li> </ul>

	<p>college to others.</p> <ul style="list-style-type: none"> <li>• Workforce data. We are a small college in a rural area, much of our data, due to the small size is not statistically significant, how do we overcome this shortfall.</li> </ul>
<b>Recent Efforts</b>	
<ul style="list-style-type: none"> <li>• Research and Evaluation website: <a href="http://www.siskiyous.edu/research/">http://www.siskiyous.edu/research/</a></li> <li>• The College has committed significant funding to upgrade the Banner system. A copy of the workplan is linked below. Related to our area of focus begins with the section titled "Support Information Driven Decision Making" pgs. 26-29. <a href="http://www.siskiyous.edu/committees/bannersteering/ellucianactionplan.pdf">http://www.siskiyous.edu/committees/bannersteering/ellucianactionplan.pdf</a></li> </ul>	

<b>Original Letter of Interest Area of Focus</b>	<b>More Detailed Treatment of Area of Focus</b>
<p>Another significant area of concern related to data and software is our record of assessing SLOs. The college currently utilizes CurricUNET as our curriculum management, program review, and SLO assessment tool. Problems with this software exist with its functionality; it can be frustrating and difficult to the user, which in this case is primarily faculty. Our experience is that the faculty, especially the adjunct faculty have not been properly trained in developing SLOs, assessing SLOs, and reporting SLO data.</p> <p>We are requesting the Partnership Resource team to help us develop a plan to collect SLO data, train faculty in SLOs, integrate SLO data into program review and ultimately increase the effectiveness of our institution</p>	<p>We are experiencing issues with not only the technical aspect of SLO data collection and reporting but developing and assessing SLOs is also a problem. We would like to focus upon:</p> <ul style="list-style-type: none"> <li>• How to develop good SLOs and how to assess SLOs so that it is a meaningful assessment and faculty can feel that it's not an effort in futility.</li> <li>• How are SLOs related to PLOs and ILOs.</li> <li>• How do we measure non-instructional program outcomes. Service Area Outcomes?</li> <li>• How often should SLOs be assessed? How many for each class? Is there a model cycle of SLO assessment that we could adapt?</li> <li>• How can we best utilize CurricUNET to collect and assess SLO data? We are told that it would be helpful for us to move to CurricUNET Meta, does the team have experience with this?</li> <li>• How can student Banner data be accessed in a readable format in CurricUNET so we can disaggregate our student level data.</li> <li>• How can we encourage more part-time faculty participation in the SLO process?</li> </ul>

- How can SLO data be integrated into the Program Review process so that the results are meaningful?

**Recent Efforts**

- On April 15, 2016 the College Researcher, the VPI and 4 faculty attended an ACCJC SLO workshop.
- In contract negotiations with the faculty union the College has proposed the following faculty reassignment position:

**SLO Coordinator – 3 LHE each regular semester**

Under the administrative direction of the Vice President of Instruction, the Student Learning Outcome (SLO) Coordinator functions as the chair of the SLO Committee, a sub-committee of the Planning Committee. The SLO Coordinator leads the campus in ongoing assessment and reporting of student learning outcomes (SLOs) and service area outcomes (SAOs) at course, program/degree, and institutional levels. The SLO Coordinator will work with designated support staff in the successful planning, promotion, and coordination of all SLO-related concerns at the College.

1. Work with discipline faculty to develop and assess student learning outcomes (SLOs) at course, program/degree, and institutional levels.
2. Work with staff in non-instructional areas to develop and assess service area outcomes (SAOs) at various levels.
3. Establish recommendations and initiatives to promote SLO/SAO completion across all disciplines and offices.
4. Serve as primary resource person on campus to recommend ongoing development of SLOs for AA/AS and AA-T/AS-T degrees.
5. Chair regular meetings of the Student Learning Outcome (SLO) Committee.
6. Establish SLO Committee meeting agendas.
7. Monitor and evaluate campus progress on SLO development, assessment, and reporting, in conjunction with the SLO Committee.
8. Provide regular reports and updates at college---wide meetings such as Curriculum Committee, Planning Committee, Academic Senate, Instruction Council, Student Services Council and College Council regarding SLO progress.
9. Contribute to data collection efforts related to the District’s self-evaluation for accreditation.
10. Encourage data-driven decision making by promoting the incorporation of SLO assessment data into the institutional planning process.
11. Research “best practices” related to effective SLO development and assessment processes.
12. Contribute suggestions for developing, improving and maintaining SLO updates on the College’s Website.
13. Prepare reports as necessary in support of SLO development, assessment, and reporting across campus.
14. Conduct campus---wide forums, workshops, trainings, and meetings to facilitate

dialogue, generate interest and participation in SLO dialogue, and provide an opportunity for inquiry regarding student learning outcomes.

15. Develop training handbooks to reflect current plans, processes, and best practices.

- Proposed development of an SLO Committee
- Link to Program Review Website (were SLO assessment is currently housed)  
<http://www.siskiyous.edu/programreview/>