

SLO Committee Agenda
Thursday, September 2nd, 2021
11:00 am to 12:00 pm
on Zoom

<https://siskiyous-edu.zoom.us/j/94431146192>

Discussion:

Determine scope of process, what is our goal for next year? What needs to be done?

ISER report due Summer 2022. What is sort of data is expected. Other expectations?

Refer to SLO Manual, this is the core of our process.

Goal 1: Everyone assess one assessment per class.

When do we evaluate and discuss our findings?

How to use “Expected SLO performance” in COR. Assessment competency rate, what action if not met?

How do SLOs feed into Program Review?

Canvas integrated after Curriculum has been created.

Curriculum is the foundation of the SLO process

Create guiding principles to aid in decision-making.

Assessments need to be meaningful, more than just checking boxes.

Develop process with define steps.

Create “Production Calendar” with defined steps.

SLO cycle needs to be established for a defined period of time and should be realistic and comprehensive.

Service Area Outcomes

In the Fall we should develop outcomes and assessments and allow time to refined them.

Add Flex days, Topics could include;
Fundamentals of SLOs
How to use Elumen SLO module
Backward design and assessment
Rubrics for Assessment
Rubric Norming
Common Assessments for Departments

How do we use original SLO manual developers; Mike, Andrea, Shirlie, Wenli, Maria

Notes:

Central Premise

The central premise of outcomes assessment at College of the Siskiyous is “backwards design.” Specifically, faculty should begin the outcomes-assessment process by articulating program level outcomes, mapping their programs, and then identifying key assessment points within their programs.

Since programs consist of courses, the actual assessments will occur in the context of specific courses. However, these assessments should ultimately allow faculty to determine the extent to which students are achieving the program-level outcomes.

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The SLO Assessment Process: First Cycle

This manual delineates the first cycle of the college’s SLO assessment process, which focuses on

degree-program outcomes for Career and Technical Education (CTE) discipline, outcome(s) for Counseling services, outcome(s) for Library services, and general education outcomes for disciplines in the Liberal Arts and Sciences (LAS) division.

Once the college has fully implemented Guided Pathways and identified the LAS degree programs that culminate the various pathways, subsequent cycles will assess degree-program outcomes in the LAS division.

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By the end of the initialization year (academic year 2018-2019) the following tasks shall be completed:

1. Each CTE program, Counseling services, and Library services shall have at least one program-level outcome articulated (or will have completed any refinements to current program-level outcomes), and any refinements to the general education outcomes listed above shall be completed.

2. Each CTE program, Counseling services, and Library services shall complete a Program Outcome Guide (POG) and program map by the end of the 2018-2019 academic year. All disciplines that have linked courses to general education outcomes shall collaborate to create a Program Outcome Guide for each general education outcome, and shall create a program map for each general education outcome. The program map must include all courses that are linked to the general education outcome. (See Appendix B for a sample POG, and Appendix C for a sample program map.) Maps for Counseling and Library services shall identify the key services provided to students during their interactions with these areas.
3. The program maps for CTE programs, Counseling services, Library services, and each general education outcome must identify at least two key assessment points FOR EACH DISCIPLINE that is included in the map. These assessment points will occur within specific courses in that program, or at specific interaction points within Counseling and Library services.
4. Faculty shall collaborate to begin creating the two key assessments for program-level outcomes. (The actual assessments will be implemented in the subsequent academic years.) Note that one of the assessments must include direct evidence of student learning, and one of the assessments must be assessment to advance.

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First Cycle Notes

Each program-level outcome must be assessed through at least two key assessment points in each discipline throughout the program,
at least one of the key assessments must contain **direct evidence** of student learning,
and at least one of the key assessments must be **assessment to advance**.

CTE programs will have program outcomes that are very specific to that program. Since many CTE programs are staffed by one full-time faculty member, CTE faculty that have no other fulltime faculty in the program will collaborate with the SLO Committee to map programs, identify assessment points, and develop assessments or identify existing assessments for use in the SLO assessment process.

Library services will also collaborate with the SLO Committee to map its program, identify key assessment points, and develop assessments or identify existing assessments for use in the SLO assessment process.

However, in disciplines or areas with multiple faculty, particularly Nursing, Physical Education, Counseling, and many of the LAS disciplines, all faculty in disciplines that link to the program outcome will collaborate in the process of mapping, identifying assessment points, and developing assessments (or identifying existing assessments for use in the SLO assessment process).

Particularly in the LAS disciplines, the general education program outcomes will be achieved through multiple disciplines. Therefore, faculty in these disciplines should develop some commonality in their assessments at the designated key assessment

points. For example, faculty who have linked their courses to one general education outcome could collaborate on the creation of a common rubric to assess student performances. Faculty in other disciplines that have linked to a general education outcome might design an assessment that has some commonality – one that drives toward the program outcome – while it still pertains to the specific discipline and course that one is teaching. A standing SLO Committee, established by the Academic Senate, shall be available to assist faculty in these processes

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Documentation of Outcomes Assessment

Documentation of Outcomes Assessment Faculty may use assessment-to-assist or assessment-to-advance in their documentation of outcomes assessment. However, at least one of the key assessments created for each program must be assessment-to-advance so that some quantitative data exists (in addition to qualitative data).

Furthermore, as stated previously, at least one of the key assessments must include direct evidence of student learning. It will be the responsibility of full-time faculty to develop assessments and analyze the results of those assessments.

Part-time faculty will be provided with common rubrics or assessment instruments by full-time faculty and will be required to utilize these materials to participate in the SLO assessment process. However, the documentation and analysis of assessment results will be performed by full-time faculty.

Additionally, course grades, which are a valid method of course-level assessment to advance, are submitted by all full-time and part-time faculty at the college and may be utilized as evidence of aggregate course-level SLO assessment, particularly to disaggregate SLO achievement by subpopulation.

For several disciplines that are staffed exclusively by part-time faculty, the college shall provide compensation to select part-time faculty to participate in the SLO assessment process. The amount of compensation shall be negotiated between the District and the COS Faculty Association before the part-time faculty begin this work.

The Program Outcome Guide, the program map, the Form for Annual Program Outcomes Plan, and the Form for Annual Program Outcomes Assessment Results shall be submitted after their completion to the SLO Committee for review.

All these materials shall be housed by the college's Office of Institutional Research. If a program has a faculty coordinator who receives release time, the faculty coordinator shall be responsible for insuring completion of the SLO assessment process. In the absence of a faculty coordinator, the appropriate director or dean shall be responsible for insuring that the SLO assessment process has been completed.

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Membership:

Neil Carpentier-Alting, Coordinator
Elizabeth Carlyle
Andrea Craddock
Ann Kline
Tyler Knudsen
Shirley Louie
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