

Program Review 2.0 Pilot SLO Reporting

12/10/2015

Assessment Committee
Integrated SLO/Institutional Effectiveness

Historical Development of the Assessment Process

Evidence of “Continuous Sustainable Quality Improvement”

- **Phase I** – Introductory period (2002 – 2006)
[Creation of SLO/Assessment Webpages](#)
- **Phase II** – Development and Data Collection (2006 – 2015)
Assessment Cycle 1 (2006 – 2012)
Assessment Cycle 2 (2012 – 2015)
[Posting of Assessments Using Word-Based Reporting Forms](#)
- **Phase III** – Integration of Assessment, Program Review and Planning
Assessment Cycle 3 (Fall 2015)
[SLO/Campus Wide Assessment Guidebook.](#)
[Web-Based Data Management System](#)

Standard IIA.11 – *The institution includes in all of its programs, **student learning outcomes**, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other **program-specific learning outcomes**. (ER12)*

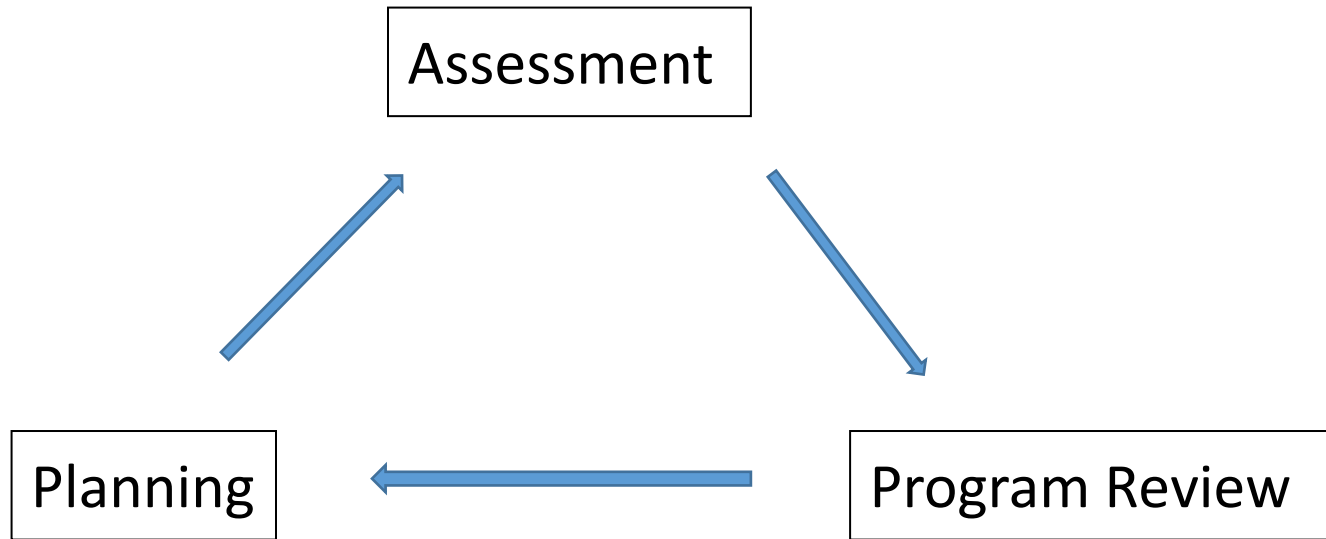
Institutional Student Learning Outcomes (ISLOs)

(Institutional Student Competencies)

1. **Communication:** Use language and non-verbal modes of expression appropriate to the audience and purpose.
2. **Cognition:** Use critical thinking skills to analyze, synthesize, application, and evaluate ideas and information.
3. ***Information Competency and Technological:*** *Information literacy, technological competency, research proficiency.*
4. **Social Responsibility and Ethics:** Teamwork, ethics, values, accountability.

Integrated Planning-Assessment Cycle

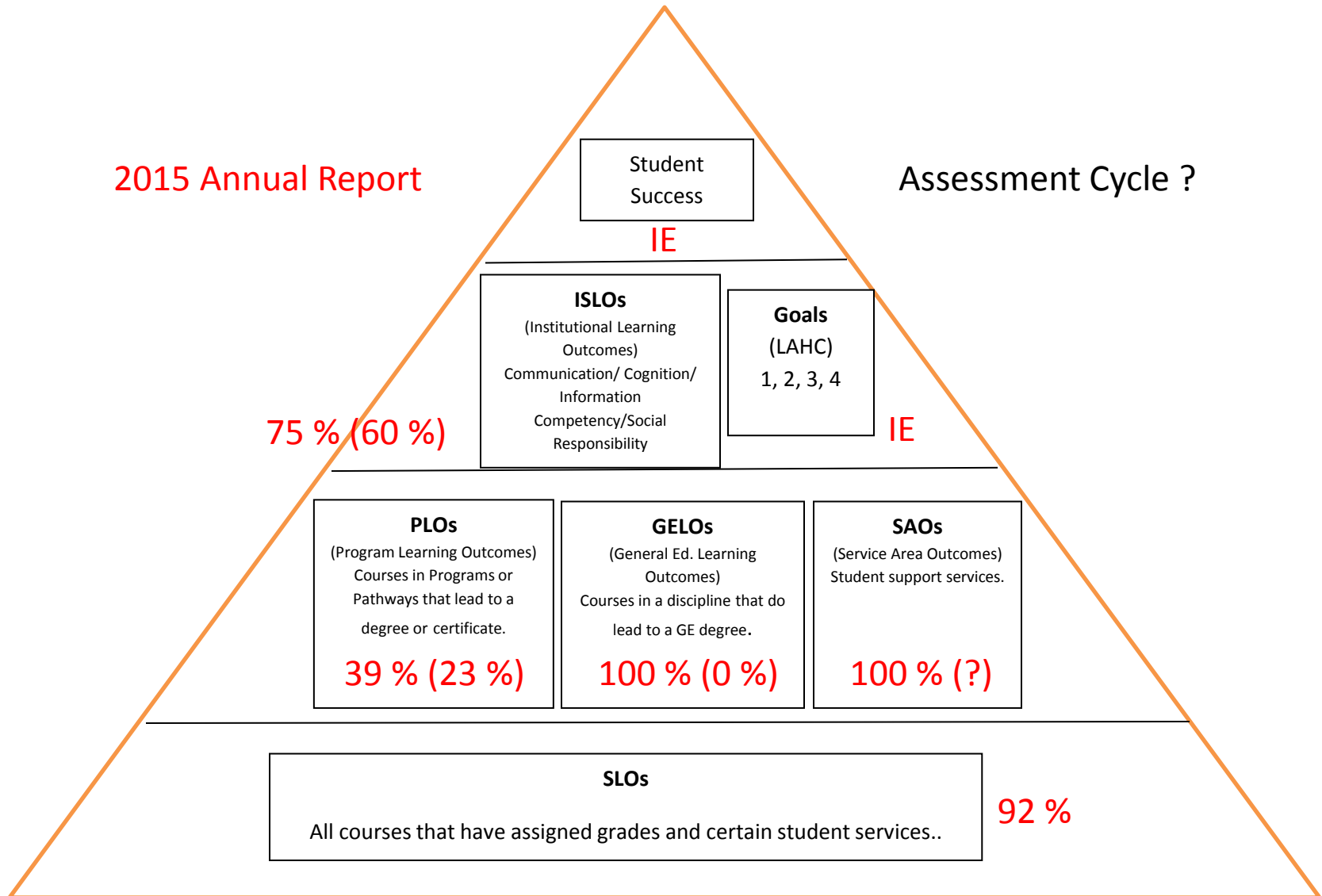
“The Holy Trinity”



Assessment Student Pyramid of Success

2015 Annual Report

Assessment Cycle ?



Everybody, Somebody, Anybody, and Nobody.

This is a little story about four people named Everybody, Somebody, Anybody, and Nobody.

There was an important job to be done and Everybody was sure that Somebody would do it.

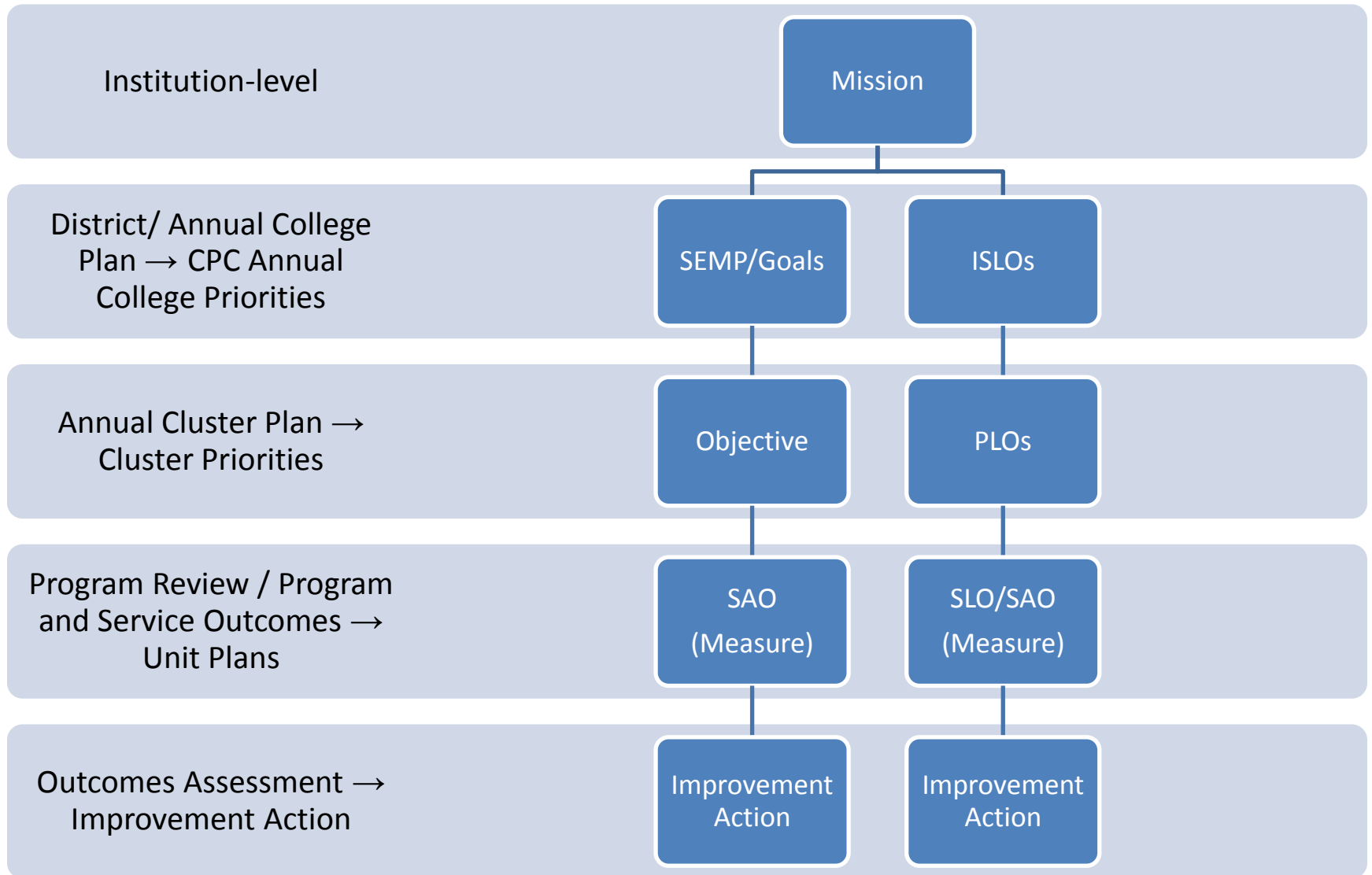
Anybody could have done it, but Nobody did it.

Somebody got angry about that because it was Everybody's job.

Everybody thought that Anybody could do it, but Nobody realized that Everybody wouldn't do it.

It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

Harbors Assessment-based Planning System (HAPS)



General Assessment Guidelines

Writing **S.M.A.R.T.** SLOs/ASOs

Specific – Clear, definite terms describing the abilities, knowledge, values, attitudes and performance desired.

Measurable – Have measurable outcomes and clearly state the target or criteria for success.

Achievable – Set your targets and criteria for success at the appropriate level so it can be achieved.

Realistic – Make sure the outcome is practical and can be achieved in a reasonable time frame.

Timely – Set a timeline for completion of the outcomes.

Course Objectives vs Learning Outcomes

Course Objectives are key elements that must be taught each time the course is taught. This should be clearly outlined in the course outline of record and refers to the specific content that must be covered in a course. (Measures)

Learning Outcomes are specific Institutional Competencies or Institutional Student Learning Outcomes (ISLOs) developed as a result of completing the course objectives. (Accreditation Standard IIA.11)

LA HARBOR COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Course Assessment

Division: **Science**

Discipline/Program: **Chemistry**

Course Number and Name: **Chemistry 101 – General Chemistry I**

Program Contact Person: _____ Phone: _____ E-mail: _____

Reviewed by: _____ Date: _____

ISLO #	PLO #	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
2	1	<i>Cognitive Skills</i> – Problem solving and quantitative reasoning.	70 % of the students will display mastery of the lecture course contents by scoring a C (50 %) or better on the lecture final exam.	<u>Fall 2015 Results:</u>	Unit Plan: Improvement Action Program Review
1	2	<i>Communication Skills (Writing)</i> – Report writing using a word processor.	70 % of the students will score a C (70 %) or higher on a scientific laboratory report based on data collected in the laboratory.	<u>Fall 2015 Results:</u> N = 30 30/30 = 100 % Average = 91 % Standard Deviation = 1.38 (15 point lab report) 100 % scored 70 % or higher.	
2	3	<i>Cognitive Skills (Application)</i> <i>Laboratory Skills</i>	70 % of the students will demonstrate proper laboratory skills by scoring a C (70 %) or better on a laboratory practicum.	<u>Fall 2015 Results:</u>	

LA HARBOR COLLEGE
Program Learning Outcomes (PLOs) Assessment Report
Program Assessment

Program Name: AS-Chemistry (Major Code 190500)

Division (if applicable): Science, Family and Consumer Science

Program Contact Person: Joachin Arias

Phone: x4511

ISLO #	Program Learning Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results	Timeline for Program Modification
2	1. Problem solving	70 % of the Students will score a C or better on a class examination(s) which will test mastery of course content.	See HAPS	See HAPS	Academic Year 2015-2016
1	2. Scientific report writing	70 % of the Students will score a C or better on a scientific laboratory report(s) based on data collected in the laboratory.			
2	3. Laboratory Skills	The students will demonstrate proper laboratory skills by completing a laboratory assignment(s) that clearly demonstrate chemical techniques. Criteria: 70 % of the students will score a C or			

PLOs

(Summary of ISLOs covered)

Accreditation Standard IIA.11

Example: Associate of Arts Degree in Chemistry

- Discipline Courses
Chemistry 101, 102, 211, 212
- Major Preparation Courses
Math 267
Physics 37
- General Education Courses

Procedure for uploading files to Sharepoint

Procedure for uploading files to SharePoint

Access the SharePoint server through the faculty/staff page:

Under the Faculty Staff page go to Assessment and Planning and click [SLO Assessment Pilot](#).

To access the assessment form click [Start an Assessment](#).

Login to the SharePoint server using your email login name and password.

If the login fails, try adding lahc\ before your user name. This is important if you are using a either a computer off campus or a computer with a wireless connection.

Example: lahc\reggie

Once logged in, the Program Review Pilot Module will appear. Select the appropriate Cluster, Unit/Division, and Module (SLO Assessment). Then click on [Start Module](#).

Faculty and Staff Informati x Outcomes Assessment anc x 3 Ways to Take a Screensh x

https://effectiveness.lahc.edu/cpc/haps/Lists/Improvement%20Activities/Item/newifs.aspx?List=05e57be2-cab5-4dc

SharePoint Arias, Joachin J


EDIT SHARE FOLLOW

Save Close Paste Cut Commit Clipboard

HAPS Home

- 2015-16 Program Review
- 2015-16 SLO/SAO Assessment
- Program Review Results and Unit Plans
- SLO/SAO Assessment Results
- SEMP Fact Book
- Cluster and Unit Plan

Harbor's Assessment-based Planning System



Start A Program Review Module
Program Review 2.0 Fall 2015 Pilot

Cluster:	<input type="text"/>
Unit/Division:	<input type="text"/>
Select a Module:	<input type="text" value="Select..."/> <input type="button" value="Start Module"/>