

SLOs and Campus-Wide Assessments Part 1.5

2/2/2016

Assessment Committee
Integrated SLO/Institutional Effectiveness

Program Review Modules (Annual Unit Planning)

Completion Effectiveness

Curriculum

SEMP Implementation

SLO Activity Summary

Unit Plan Update*

Enrollment Effectiveness

Budget Management

Faculty Hiring

CTE Requirements

Program Review Modules (Forms)

Assessment
Data



Unit
Plan



Resource
Allocation

SEMP Goal 2: Teaching and learning for Success

Objective 1: Student-Centered Learning Environment that Encourages Active Learning

Measure 2: Outcomes Participation Rate

ISLOs



SEMP Goals



SLO Assessment
Forms
(Courses and Services)



SAO Assessment
Forms
(Services)

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) **Past** [SLO Archieve](#)
Assessment Cycle 2 (2012 – 2015) [SLO Inventory](#)
[Posting of Assessments Using Word-Based Reporting Forms](#)
- **Phase III** – Integration of Assessment, Program Review and Planning
Assessment Cycle 3 (Fall 2015) **Current**
[SLO/Campus Wide Assessment Guidebook.](#) [SLO Assessment](#)
[Web-Based Data Management System](#) [SAO Assessment](#)

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)*

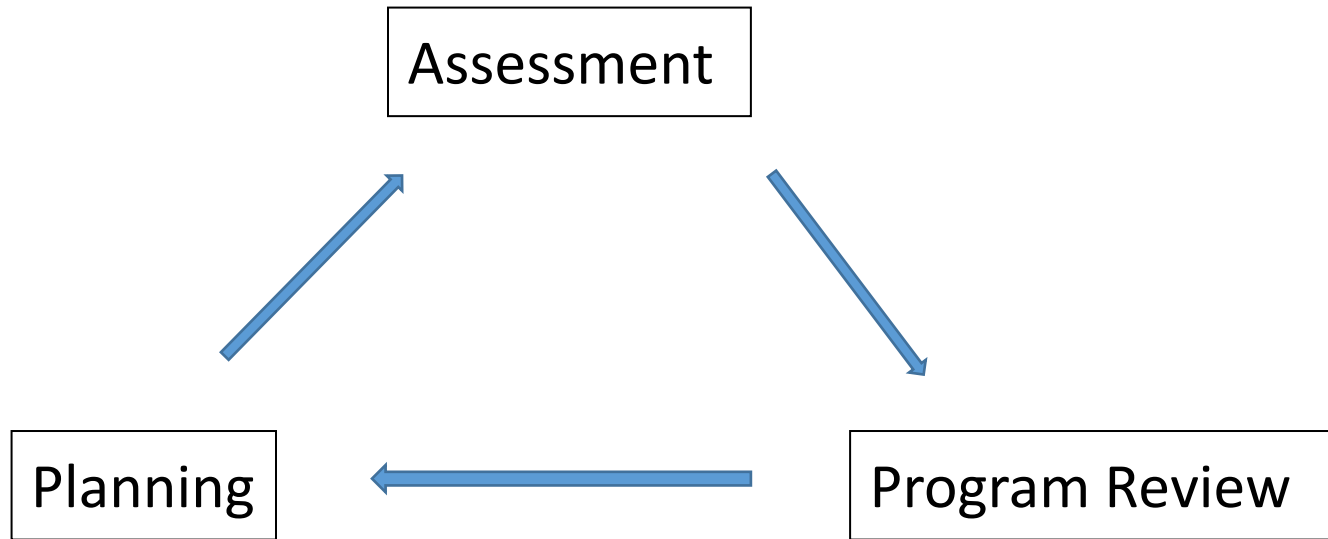
Institutional Student Learning Outcomes (ISLOs)

(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

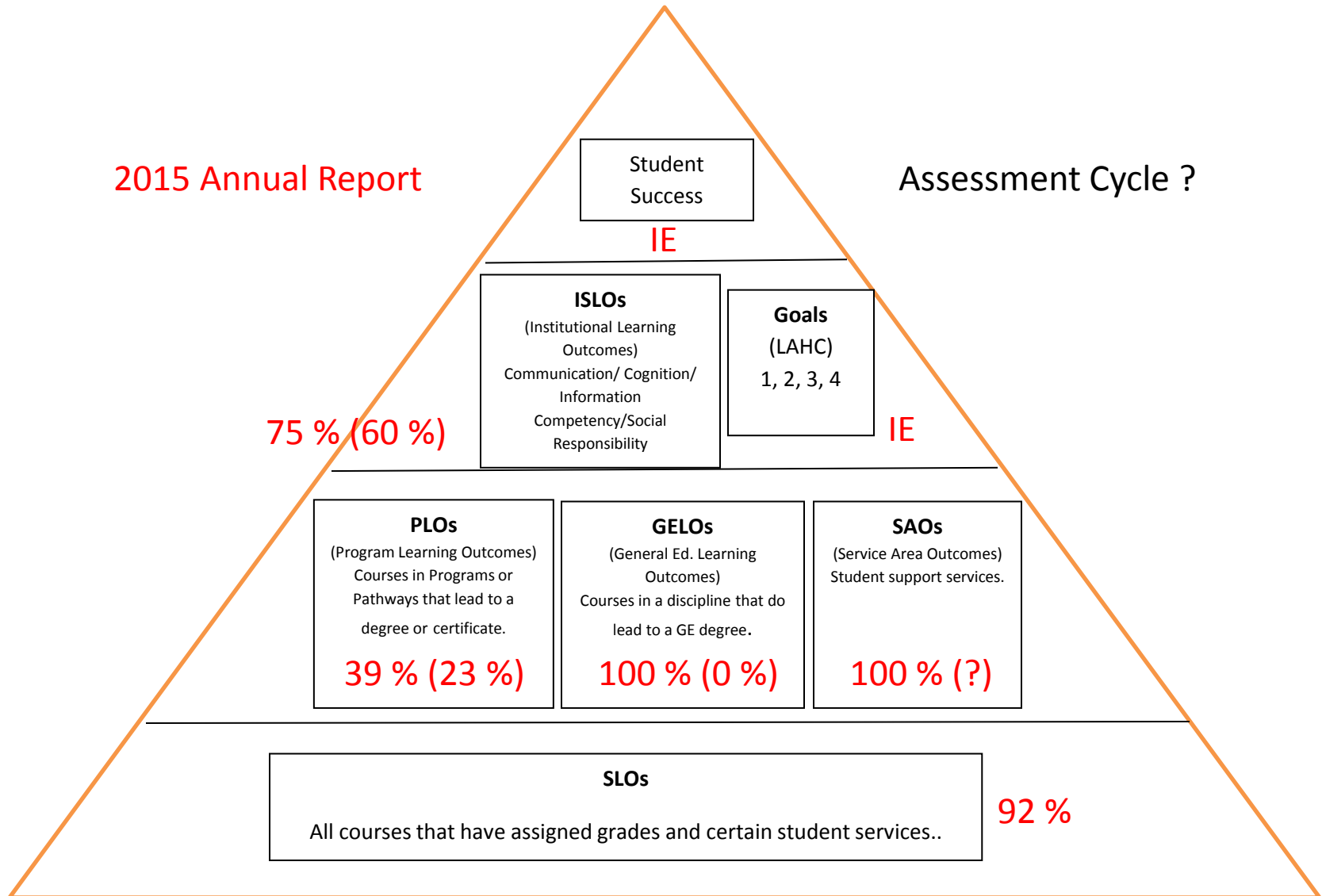
“The Holy Trinity”



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.

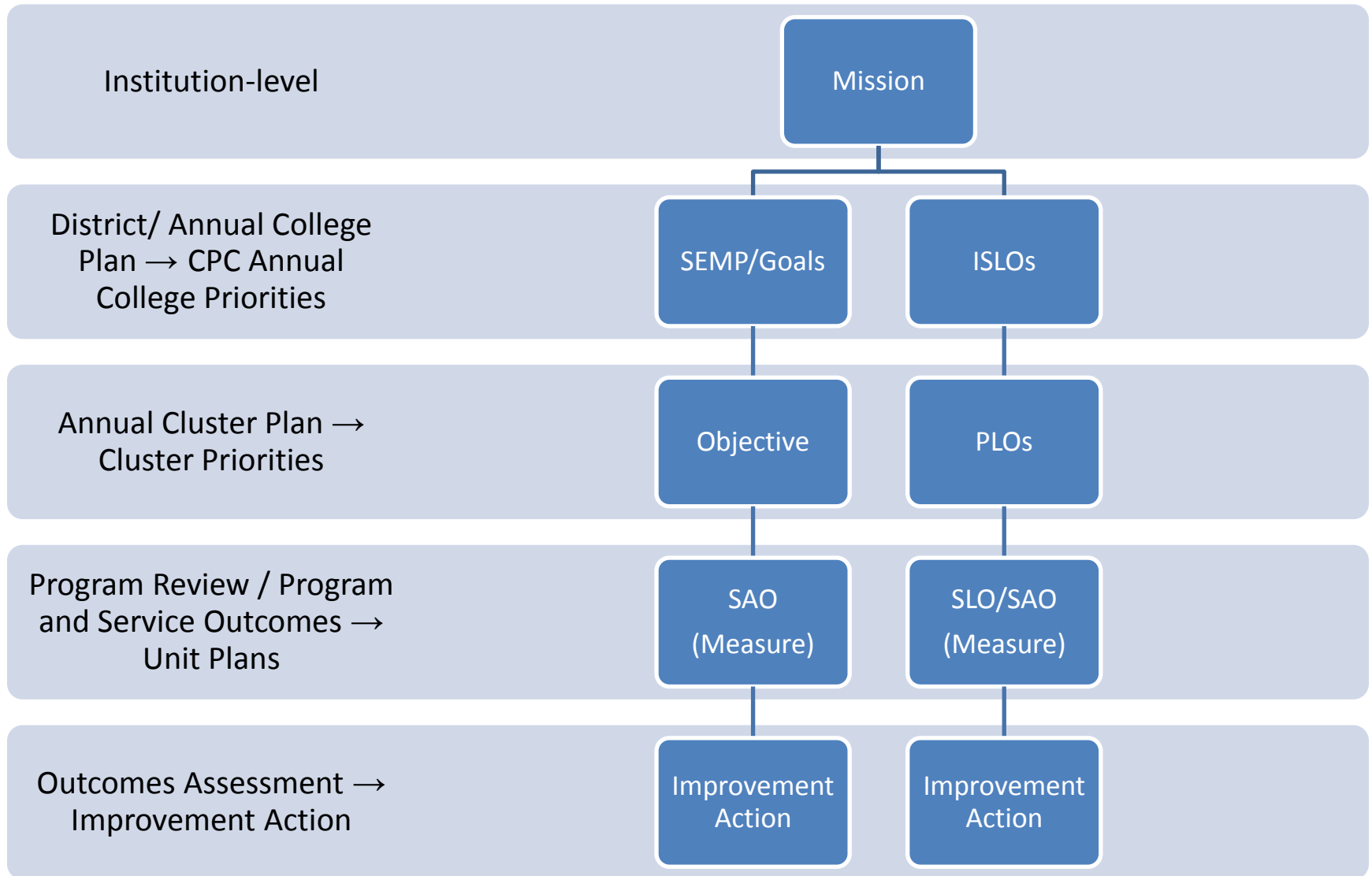
Anybody could have done it, but Nobody did it.

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)

Unit/Division Operational Issues

- Who?
 - Qualified SLO/SAO Discipline Representative(s)
- How?
 - Aggregation/Disaggregation (by Section/Service)
 - Evidence in Gradebook
 - Student ID (Standard 1B.6 – Demographics)
- What?
 - Content dictates Learning Outcomes
- When? **(1 per year per course, 3 year cycle)**
 - SLOs: SLO Activity Summary (Annual Unit Plan)
 - SAOs: SEMP Implementation (Annual Unit Plan)

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


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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:

Unit/Division:

Select a Module: