

Divisional Learning Outcomes at Institute Day

Goal 1: Ensure that all documentation of assessment work is complete, accurate, and has been reported to the appropriate personnel (Topics 1, 2, 3)

Goal 2: Engage in dialogue regarding assessment results which is purposefully documenting successful practices and improving student learning; report results to the appropriate personnel (Topic 4)

Tools to Help Your Division

Ideas for Institute Day Topics for Discussion (attached and will be emailed to IDC after the meeting)

Templates for Course Level Student Learning Outcomes Assessment Timeline; Templates for Program Learning Outcomes Assessment Timeline; Templates for Course/Program Assessment Reports; Samples Assessment Reports (distributed today and will be emailed to IDC after the meeting)

Division Learning Outcomes at Institute Day: Ideas for Topics of Discussion and Action Items

Topic 1: First, please take some time to write or review all program learning outcomes associated with programs in your division.

Program learning outcomes for each degree and certificate offered by the college will be included in the 2012-2013 catalog.

Getting Ready for Institute Day:

Ed and Jill will provide each division with information regarding your division's status. Please check this to ensure that each program associated with your division has outcomes which have been reported to the college. If there are programs associated with your division which do not have program outcomes written, please plan to spend time working within your division to write these. Please also check with your SLO Committee representative if you think there might be some written which were not reported.

If your divisional programs' learning outcomes are written, thanks for your hard work! Please make sure that you have an electronic copy available to project via computer or hard copies to distribute for review at Institute Day.

At Institute Day:

If your division has not written outcomes for a program, please plan to spend time writing these at Institute Day.

If your division has written its programs outcomes, please plan to spend some time at Institute Day reviewing them as a group or by discipline as applicable. This might be a quick review or you might want to spend a longer amount of time depending on where you are.

Here are some guidelines for developing learning outcomes and reviewing learning outcomes

Quality learning outcomes are:

- clear and measurable
- discipline specific
- relate to GCC's Core Competencies/ISLOs
- if applicable, align with standards presented by respective professional organizations
- use Bloom's Taxonomy action verbs
- generally a course or program will have between three and six learning outcomes

After Institute Day:

If you developed outcomes for a program or revised the outcomes of one or more programs at Institute Day please submit these (changes) to Jill Lewis via email by March 1 via email.

Topic 2: Next, please take some time to ensure that all programs associated with your division (including degrees, certificates, and any other defined sequence of courses your division has identified as being a program) have a Program Learning Outcomes assessment timeline developed.

Program learning outcomes timelines for each division should have been included as a link in the program review report you submitted in Fall 2011.

Getting Ready for Institute Day:

Ed and Jill will provide each division with information regarding your division's status. Please check this to ensure that each program associated with your division has outcomes which have been reported to the college. If there are programs associated with your division which do not have an assessment timeline, please plan to spend time working within your division to write these. Please also check with your SLO Committee representative if you think there might be some timelines written which were not reported or were not linked into your division's program review report.

Please note: If timelines have already been written but are not included in Ed and Jill's records, please submit them to Jill Lewis prior to Institute Day.

If you would like assistance facilitating this component of your division's time at Institute Day please contact Sarah McLemore by Tuesday, February 21.

If your division's programs' learning outcomes timelines are written, thanks for your hard work! Working with your division membership, please make the call to determine if it would be beneficial to spend any time reviewing or revising program timelines. Otherwise, you may want to spend time on other activities.

At Institute Day:

If your division has one or more programs for which a Program Learning Outcomes assessment timeline was not written, please plan to accomplish this at Institute Day. Links and samples of Program Learning Outcomes assessment timeline templates can be found here www.glendale.edu/slo (it's labeled PROGRAM ASSESSMENT TIMELINE AND LINKAGE TEMPLATE).

After Institute Day:

If you developed an assessment timeline for one or more program in your division or revised the timeline of one or more programs at Institute Day please submit these (changes) to Jill Lewis by March 1 via email.

Topic 3: Next, please take some time to ensure that your division has developed a course learning outcomes assessment timeline for all courses within your division.

Course learning outcomes assessment timelines for each division should have been posted as a link on your division's website in fall 2011.

Getting Ready for Institute Day:

Ed and Jill will provide each division with information regarding your division's status. Please check this to ensure that your division has a course assessment timeline which has been reported to the college. If your division has not created a course assessment timeline, please plan to spend time working within your division to complete this. Please also check with your SLO Committee representative if you think a course assessment timeline may have been written but was not included in the information they provided to you.

Please note: If a course timeline has already been written but are not included in the information about your division Ed and Jill provided you, please submit this to Ed Karpp before Institute Day.

If you would like assistance facilitating this component of your division's time at Institute Day please contact Sarah McLemore by Tuesday, February 21.

If your division's course assessment timeline is written, thanks for your hard work! Working with your division membership, please make the call to determine if it would be beneficial to spend any time reviewing this timeline. Otherwise, you may want to spend time on other activities.

At Institute Day:

If your division has not completed a course assessment timeline, please plan to accomplish this at Institute Day. Links and samples of course assessment timeline templates can be found here www.glendale.edu/slo (it's labeled COURSE ASSESSMENT TIMELINE TEMPLATE).

After Institute Day:

If you developed an assessment timeline for the courses in your division or if you spent time to revise the timeline to assess your courses at Institute Day please submit these (changes) to Ed Karpp by March 1.

Topic 4: Review the courses and programs your division assessed in Fall 2011 and which are planned to be assessed in Spring 2012. In doing so, engage in dialogue and make plans to learn from and improve based on assessment data.

A division should plan to have assessed at least 1/3 of its courses and programs in 2011-2012. The process of course and program assessment includes capturing data regarding a course or program. The process also involves completing an assessment report which can be <http://www.glendale.edu/index.aspx?page=4676> and which should be submitted to Ed Karpp.

Getting Ready for Institute Day:

Verify courses and programs learning outcomes which were assessed in fall. Ensure that your course and program assessment timelines clarify courses to be assessed in spring.

At Institute Day:

Using your division's course and program assessment timelines, briefly discuss/review courses and programs which should be assessed in Spring 2012.

When applicable, please plan to spend some time at Institute Day to discuss data, assessment results, and 'closing the loop' based on data from course and program assessments conducted in fall. Here are some ideas for different formats a discussion might take

- A. Divisional faculty work as a large group to discuss data from one or more specific courses or programs
- B. Divisional faculty work in smaller groups organized by course or program or department to discuss data from one or more specific courses or programs

Speaking from past experience, it can work well to assign someone to be the note-taker during these types of data dialogues. Often, the comments made from the discussion which the note-taker can form the basis of an assessment report. These could also be comments which could be used in a future program review report.

After Institute Day:

Based on your discussion at Institute Day, please send any completed course and program assessment reports from fall to Ed Karpp by March 15.

If there are actionable items or discussion topics which emerge from your division meeting but which involve others or which are more global in their nature please either a) share these with the appropriate audience or b) email them to Sarah McLemore. When a new SLO coordinator is appointed, this list will be shared with him/her to help guide planning for future SLO activities and initiatives.

Here are some questions to help guide discussions of course or program assessment data. These questions are adapted from the *Glendale Community College Student Assessment Manual* written by Alice Mecom

<http://www.glendale.edu/index.aspx?page=4029>

What stands out to you about this data?

Do you have confidence regarding this data? If not, why? In the future, what actions might you take to gain a greater level of confidence in the data you've captured?

Are there additional forms of data which would be beneficial for you to have to make a better judgment about the results you have? If so, what would these be? What is needed to obtain this data?

What are the trends, either positive or negative, do you observe that permeate throughout the course or program?

Is there a trend in student learning that relates to one or more of the Institutional Learning Outcomes (Core Competencies)? If yes, would it make sense to implement a broader campus discussion of the trends you've identified? If a broader campus discussion seems useful, what would be some next steps to take to make this happen?

Based on the trends which emerge, what questions do you have for your students?

What are some common reasons why my students may or may not meet the outcome associated with this course or program? Based on this discussion, are there any alterations which should be made to future assessment plans? Example: if students in course X consistently do extremely well in area Y, it might make sense to focus subsequent assessment efforts on area Z in which there may be room for improvement.

Based on any negative trends you observe, what are some actions you might take to address them?

Some ideas to consider for addressing trends: sharing best practices ideas among faculty, developing a workshop or brownbag session for faculty in your discipline to address a negative trend; considering a curricular change (such as adding a new component to a course or program, revising an element of a course or program, or subtracting an element of a course or program; discussing the imposition of a pre or corequisite); adding, redesigning, or subtracting an assignment or method of evaluation used in a course or program; requesting resources for professional development, facilities, or technological resources

Based on the actions you might wish to take, what would you estimate would be the single biggest thing which could be done to address the negative trends you've observed? Why?

If you do implement a change, will any changes in assessment methodologies need to be made to measure the success of the impact?

Should information from your assessment results be shared or discussed with other campus committees or bodies?