



SANTA ANA COLLEGE
Institutional Effectiveness and Assessment Committee
Minutes
March 14, 2012

To: Distribution

From: Bonnie Jaros, Chair, Institutional Effectiveness and Assessment Committee

Santa Ana College Mission: The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of our diverse community. Santa Ana College prepares students for transfer, employment, careers and lifelong intellectual pursuit in a dynamic learning environment.

Santa Ana College Vision Themes: I. Student Achievement; II. Use of Technology; III. Innovation; IV. Community; V. Workforce Development; VI. New American Community

Members Present: Cecilia Arriaza, Bonnie Jaros, Jim Kennedy, Sara Lundquist, Denise Phillips, John Zarske

Guests: Sue Garnett

- I. **Approval of Minutes of February 29, 2012**—The minutes of February 29, 2012 were approved as written.

NOTE: It was moved, seconded and approved unanimously to suspend the regular agenda and focus solely on Agenda Item II pertaining to the *Debrief of Mid-Cycle Planning Retreat of March 2nd* in preparation for upcoming meetings with the table teams, and Item III—Institutional Effectiveness and Program Review Update. (Please see Appendix A for Schedule of meetings with table teams.)

- II. **Debrief and Next Steps**—College-Wide Strategic Plan 2007-2015 *Mid-Cycle Planning Retreat S12* (Please see Appendix B and Appendix C)

III. Institutional Effectiveness & Program Review Update—

A. To further alignment between and among planning documents, and to further integrate program review to planning, an Institutional Planning Alignment Form based on Program Review is recommended for consideration for the 2012-2013 academic year (**Please see Appendix D and Appendix E**).

B. Bonnie, Monica Porter and Brian Sos will attend the regional SLO meeting sponsored by the statewide Academic Senate at Miramar College in San Diego on March 16, 2012.

C. Upon the recommendation of the Teaching Learning Committee, Bonnie will be conducting an SLO workshop at the Curriculum and Instruction Council On March 26th to demonstrate how to incorporate SLOs on the Course Syllabus from the Course Outline of Record. Dennis Gilmour and Gina Giroux will also be demonstrating their syllabi. A workshop-style meeting will then be held so participants may work on their respective syllabi and bring the information back to the division curriculum committees. In addition, The TLC is recommending a revision to the Department Assessment Analysis Form C for direct-SLO assessment.

D. There will be an all-day SCE Planning Retreat on March 15, 2012 to develop a School of Continuing Education Mission Statement and discuss program-level SLOs. Bonnie and Linda will present information on accreditation and the development of area plans.

E. The TLC will be reviewing PA/PR reports on April 2, April 16 and April 30, 2012.

IV. Accreditation Update: Preparation for Institutional Self-Evaluation 2014 (Please bring Annotated Standards, ACCJC Rubrics and SAC Midterm Report 2011)—Deferred

V. Enrollment Management—Deferred

VI. Reports: All were deferred

A. Planning and Budget: SAC, BAPR, BAPR WG

B. Facilities Committee

C. SACTAC

D. BSI

VII. Other—The major elements for the IE&A agenda for fall 2012 will be: Activities and Recommendations from Mid-Cycle Planning Retreat; Self-Evaluation Report of Fall 2014 Preparation (including committee paradigm, staff development, timelines, etc)

The next meeting of the IE&A Committee will be April 11, 2012 from 2:00-4:00pm in A-105. Please bring copies of the planning documents from the *Mid-Cycle Planning Retreat* and a copy of the *Strategic Plan*.

APPENDIX A

Meeting Schedule with Table Teams from Mid-Cycle Planning Retreat of March 2, 2012

April 11th: Table Team I from 2:05-2:45; Table Team II from 3:00-3:40



April 18th: Table Team III from 2:05-2:45; Table Team IV: from 3:00-3:40

May 9th: Table Team V from 2:05-2:45; Table Team VI from 3:00-3:40


Appendix B

Tasks and Table Teams Mid-Cycle Planning Retreat

TASK I: Planning Alignment

			<p>How do these documents align? Please be specific</p>	<p>Preliminary comments for improvement/action</p>
Team I	District Vision	SAC Mission		
Team II	District Goals	SAC Vision Themes		
Team III	District Strategic Plan	SAC Strategic Plan		
Team IV	District Goals	SAC Core Competencies		
Team V	SAC Mission	SAC Vision Themes		
Team VI	SAC Vision Themes	SAC Core Competencies		

TASK II: Strategic Plan Evaluation

		What is the status of the Goals/ Strategies of this Vision Theme? Should they be eliminated, reframed, or continued?	Preliminary Comments for future goals (do not need to be related to existing goals)	Status of Theme on ACCJC Rubric
Team I	Vision Theme I			
Team II	Vision Theme II			
Team III	Vision Theme III			
Team IV	Vision Theme IV			
Team V	Vision Theme V			
Team VI	Vision Theme VI			

Guiding Questions for the Strategic Plan Review (after you re-familiarize yourself with the Vision Theme your team is working with today)

- Are there any goals that have been completed and no longer need to be included in the plan?
- Are there any goals that your group thinks are a lower priority and should be removed from the plan?
- Are there any goals in the plan that are important to continue working on?
- Are there any goals that are missing from your Vision Theme that need to be added?
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Mid-Cycle Planning Retreat Table Assignments

Team I: Vision Theme I—Student Achievement Facilitator: Sara Lundquist and Cecilia Arriaza Fernando Antúñez Micki Bryant Shelly Jaffray Dorothy Nacita Rafael Vargas Julia Vercelli	Team II: Vision Theme II—Technology Facilitator: John Zarske Esmeralda Abejar Steve Bautista Monica Collins Allen Dooley Luisa Laulile Eduardo Lopez Sean Small
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<p>Team III: Vision Theme III—Innovation</p> <p>Facilitator: Jeff McMillan and Nga Pham</p> <p>Tom Andrews Clara Avila Glenn Doolittle Jim Harris Christine Kosko Sylvia Turner</p>	<p>Team IV: Vision Theme IV—Community</p> <p>Facilitator: Jim Kennedy and Denise Phillips</p> <p>Alejandra Alvarez Marycruz Gallardo Yolanda Garcia Brian Sos Lilia Tanakeyowma</p>
<p>Team V: Vision Theme V—Workforce Development</p> <p>Facilitator: Ray Hicks</p> <p>Minh Chau Bart Hoffman Sylvia Gordon Madeline Grant Janet Grunbaum Monica Porter</p>	<p>Team VI: Vision Theme VI—New American Community</p> <p>Facilitator: Carol Comeau and Sue Garnett</p> <p>Jodi Coffman Zachary Fish David Gonzalez Ron Jones Erlinda Martinez Sarah Salas</p>

At-large: Linda Rose and Bonnie Jaros

Appendix C
Notes from “large sheets” generated at *Mid-Cycle Planning Retreat* by Table Team and Tasks

Please NOTE: The large sheets are transcribed herein. No semantic corrections have been made.

Table Team I

Task One: District Vision and SAC Mission

Not aligned but complementary

No mention of access or equity or cost-effective

“collegial”

Why? Because the mission is a statement; the “Vision” is how to.

Proposed Revision to Mission Statement: The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and economical needs of our diverse community (omitted workforce because it is the same as economical). Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, some careers, and lifelong intellectual pursuits to become leaders in a global community.

Task Two: Vision Theme I: Student Achievement

- A. Literacy across disciplines; B. Eliminate economic barriers for students; C. Transfer/Employment; D. Excellence in Teaching/Learning; E. Credit/ Non-credit Articulation**

DRAFT

**Santa Ana College Strategic Plan
 2007-2015**

DRAFT

Theme I: Student Achievement

GOALS	STRATEGIES
1. Excellence in Teaching/Learning	D.1 Identify innovators in teaching and learning across disciplines with a focus on SLOs and develop a list/bank of activities that can be offered. D.2 Enhance engagement in faculty development, including SLOs.

2. Literacy across Disciplines	<ul style="list-style-type: none"> A.1 Define “academic literacy” and how it integrates with SLOs. A.2 Develop, expand and increase effectiveness of coordinated programs between instruction, student services and community outreach. A. 4 Provide a comprehensive learning assistance center for all basic/developmental skills across the curriculum. A.5 Strengthen partnerships with K-12 to offer literacy-enhancement programs.
3. Credit/Non-Credit Articulation	<ul style="list-style-type: none"> 1. Develop alternate/accelerated/condensed/REDESIGNED pathways for students in: <ul style="list-style-type: none"> - ESL - HS subjects/GED 2. Assessment: Improve the academic assessment process to ensure accurate placement to maximize success. 3. Align support services across the CR/NC bridge. E.3 Add General Education SLOs into non-credit courses. E.4 Provide School of Continuing Education students with the same level of appropriate facilities as the credit side.
4. Eliminate economic barriers for students	<ul style="list-style-type: none"> 1. Expand and broadcast a robust set of economic support that help students to enroll and progress to completion. 2. Review and improve the academic and support services to maximize student access and success. 3. Expand low-cost textbook options for students.
5. Transfer/Program completion; Increase transfer, progress, course completion and employment rates for students	<ul style="list-style-type: none"> 1. Design the most efficient pathways to completion that are possible for students (engaging the elements of course design, assessment, condensed classes, educational planning, scheduling, and support services necessary for success). 2. Provide opportunities for student engagement & leadership that enhance their personal and professional development

	<p>and sense of belonging to SAC.</p> <p>3. (Sent via email by a team member) While on the second task, we discussed student involvement with organizations like ASG. I wanted to say that there should be a top down approach from the faculty to stress the importance of these organizations for the reasons we wrote in the meeting. Specifically, I recommend the professors mention it in the first session of each semester to the students. They might even just have information pamphlets handy to avoid time constraints.</p>
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Table Team II
Task One: District Goals and SAC Vision Themes

District Goals	SAC Vision Themes
Goal 1	I, III, IV, VI
Goal 2	I, III, IVA, V
Goal 3	IIB, VIB
Goal 4	IB, II, III
Goal 5	III, V, VIA
Goal 6	I, II, IIA, VI
Goal 7	IC, IVB, VA
Goal 8	IVB, VC

“Celebrate”

Task Two: Vision Theme II; Use of Technology
A. Students; B. College Environment; C. Classroom

Strategic Plan was annotated

Table Team III

Task One: District Strategic Plan and SAC Strategic Plan

District Strategic Plan	SAC Strategic Plan
Goal 1	1,2,3,4
Goal 2	1,2,3,4,5
Goal 3	6 (SAC does not support district plan)
Goal 4	2,3
Goal 5	No—needs work
Goal 6	No—needs work
Goal 7	5,4
Goal 8	4,5

Task Two: Vision Theme III: Innovation

A. Classroom Efforts; B. Embrace scholarship, inquiry and love of learning; C. Access/Outreach

Goals A,B,C are OK. Add another goal “Innovation at the program level”

Goal C—add a goal “Assess on-line programs for effectiveness—make this Goal C4

Goals A5-10 have been completed partially and are in progress.

Change Goal B to: promote high standards of scholarship; intellectual inquiry; and provide the tool for ongoing learning

Table Team IV

Task One: District Goals and SAC Core Competencies

Core Competencies	District Goals
1. Communication Skills	2,1 (evidence: reading/writing across the curriculum); 7,4 moderate, 6
2. Thinking and Reasoning	1,2 ,7
3. Information Management	4 (stronger in “b”), 1, 2, 7
4. Diversity	2,7,8,1; 6(moderate)
5. Civic Responsibility	8,2,7,5 (evidence: student leadership on FA issue); 3 (evidence: green campus and no smoking)
6. Life Skills	2,1
7. Careers	7,2,4,8

Task Two: Vision Theme IV: Community

A. Attitude/Motivation; B. Community/Family Involvement; C. Lifelong Learning; D. Healthful Living

Goal A: Affirmed goal. Active status; strategies need updating I. sustainable quality improvement. Consider SCE students as prospective students and don't just focus on HS

Goal B: Affirmed goal. Active status-strategies need updating I. sustainable quality improvement (expand evaluation of current strategies.) Community is aware and values SAC. In dace of budget constraints, we need to think innovatively to support nay chance to tie it to "civic responsibility"

Consider a goal that focuses on SCE as our most immediate community.

Goal C—Affirm goal but consider strategies in light of student success task force. Redefine "lifelong learning" and consider different ways SAC serves the community (library & athletics).

Re-development stage (instruction and services)

Goal D—Critical community. How is the key? Consider strategies that are meaningful but within constraints—partnerships

Re-development stage

Table Team V

Task One: SAC Mission and SAC Vision Themes

Mission	Vision Themes
intellectual	IA, IIC, IIIA, IIIB
cultural	IB, IIIB, IIIC, IV, VI
technological	IC, II, IIIA, IIIC, IB, IVB
Workforce and Economic Development	I, IIA, V, VID

Improvement: Completion = degree, certificate, transfer

Rethink lifelong intellectual pursuit

Task Two: Workforce Development

A. Partnerships; B. Skills across the Curriculum; C. Skilled employees for high demand occupations

1. Goal I ok
2. Goal II modify—Integrate basic and technical skills
3. Goal III—modify Broaden skilled workforce focus

Add 4. Turn Strategy A2 (internships) into a goal

Add 5. Career planning “It’s all about completion”

Table Team VI

Task One: SAC Vision Themes and SAC Core Competencies

Core Competencies	Vision Themes
CC 1	VT IC “within goal-driven timelines” needs to be added to student achievement
CC2	Not mentioned in VT I: student Achievement
CC3	Needs more equitable access for students across sites
CC4	VT V-Workforce development-- need for soft skills (also applies to CC 5 and 6)
CC5	VT VI Institutional transparency should foster student success Accountability for participation and completion VT I Student Achievement VT VI Students will have increased awareness of green activities plus careers in community
CC6	

Questions: Re Vision Theme IVA “supporting networks?”

Where is accountability for lifelong learning in core competencies?

Task Two: Vision Theme VI: New American Community

A. Civic Responsibility; B. Green Efforts; C. Integrated Education; D. Cross-disciplinary Collaboration

Keep A-D (in development phase)

Change title of Vision Theme to “ Local and Global Responsibility”

VIA—Change Civic Responsibility to Public and Community Responsibility (in development phase)

VIB—Increase Green Efforts

VIC—Change Integrated Education to Cross-Cultural Education

VID—Cross-Disciplinary Collaboration

Add new goal :VIE—Accountability and Transparency

Reorder: A,C,D,B, E

Appendix D
Planning Alignment Form based on Program Review DRAFT



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INSTITUTIONAL EFFECTIVENESS and ASSESSMENT COMMITTEE
Institutional Planning Alignment Form Based on Program Review Reports

INSTITUTIONAL PLANNING ALIGNMENT FORM : Department Level

<i>DATE: REPORT:</i>	<i>DISTRICT STRATEGIC PLAN</i>	<i>VISION THEMES of SAC STRATEGIC PLAN</i>	<i>CORE COMPETENCIES</i>	<i>OTHER PLANNING DOCUMENTS (PLEASE LIST)</i>
<i>Goal 1</i>				
<i>Goal 2</i>				
<i>Goal 3</i>				
<i>Goal 4</i>				
<i>Goal 5</i>				

INSTITUTIONAL PLANNING ALIGNMENT FORM : Division Level

<i>DATE: REPORT:</i>	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	<i>OTHER PLANNING DOCUMENTS (PLEASE LIST)</i>
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

INSTITUTIONAL PLANNING ALIGNMENT FORM : Academic Affairs Level

<i>DATE: REPORT:</i>	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	<i>OTHER PLANNING DOCUMENTS (PLEASE LIST)</i>
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

INSTITUTIONAL PLANNING ALIGNMENT FORM : Student Services Level

<i>DATE: REPORT:</i>	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	<i>OTHER PLANNING DOCUMENTS (PLEASE LIST)</i>
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

INSTITUTIONAL PLANNING ALIGNMENT FORM : Administrative Services Level

DATE: REPORT:	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	OTHER PLANNING DOCUMENTS (PLEASE LIST)
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

INSTITUTIONAL PLANNING ALIGNMENT FORM : President's Cabinet Portfolio Level

DATE: REPORT:	DISTRICT STRATEGIC PLAN	VISION THEMES of SAC STRATEGIC PLAN	CORE COMPETENCIES	OTHER PLANNING DOCUMENTS (PLEASE LIST)
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Goal 5				

NOTE: Please indicate the date and report type, e.g., Annual Department Planning Portfolio; quadrennial capstone PA/PR Report; annual Administrative Unit Outcomes Report; etc. Summarize the goals in a few words for identification purposes. These will be obtained from the annual DPP or the capstone PA/PR reports as well as the annual Student Services Planning Portfolio and Triennial Program Review; and annual Administrative Services (AUOs) Unit Outcomes. Then please utilize the numbers from the respective documents indicated above, e.g., District Strategic Plan Goal 1: Learning Community Environment; Vision Theme IA: Student Achievement—Academic Literacy; Core Competency IA: Communication Skills—Listening and Speaking. Please add cells if there are more goals.

Appendix E
ACCJC Rubrics for Institutional Effectiveness: I. Program Review, II. Planning, and III. Student Learning Outcomes

Accrediting Commission for Community and Junior Colleges
 Western Association of Schools and Colleges
Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

Levels of Implementation	Characteristics of Institutional Effectiveness in Program Review <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review. • There is recognition of existing practices and models in program review that make use of institutional research. • There is exploration of program review models by various departments or individuals. • The college is implementing pilot program review models in a few programs/operational units.
Development	<ul style="list-style-type: none"> • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness. • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness. • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.) • Appropriate resources are allocated to conducting program review of meaningful quality. • Development of a framework for linking results of program review to planning for improvement. • Development of a framework to align results of program review to resource allocation.

<p>Proficiency</p>	<ul style="list-style-type: none"> • Program review processes are in place and implemented regularly. • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making. • The program review framework is established and implemented. • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness. • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.
<p>Sustainable Continuous Quality Improvement</p>	<ul style="list-style-type: none"> • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement. • The institution reviews and refines its program review processes to improve institutional effectiveness. • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.

Rubric for Evaluating Institutional Effectiveness – Part II: Planning

Levels of Implementation	Characteristics of Institutional Effectiveness in Planning <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes. • There is recognition of case need for quantitative and qualitative data and analysis in planning. • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources). • Planning found in only some areas of college operations. • There is exploration of models and definitions and issues related to planning. • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" • The college may have a consultant-supported plan for facilities, or a strategic plan.
Development	<ul style="list-style-type: none"> • The Institution has defined a planning process and assigned responsibility for implementing it. • The Institution has identified quantitative and qualitative data and is using it. • Planning efforts are specifically linked to institutional mission and goals. • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation. • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. • Planning processes reflect the participation of a broad constituent base.

<p>Proficiency</p>	<ul style="list-style-type: none"> • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements. • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness. • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes. • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission). • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses). • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.
<p>Sustainable Continuous Quality Improvement</p>	<ul style="list-style-type: none"> • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution. • There is ongoing review and adaptation of evaluation and planning processes. • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes Updated May 2011 <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	<ul style="list-style-type: none"> • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency Proof required by fall 2012 Special Report Required	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs, support services, certificates and degrees. • There is widespread institutional dialogue about the results <i>of assessment and identification of gaps.</i> • Decision-making includes dialogue on the results of assessment and is purposefully directed toward <i>aligning institution-wide practices to support and improve</i> student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed <i>and updated</i> on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

<p>Sustainable Continuous Quality Improvement</p>	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • <i>Evaluation of student learning outcomes processes.</i> • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.
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sc: 5/25/2011

Appendix F
Teaching Learning Committee Minutes March 5, 2012
Appendix/Form C: Direct SLO Assessment
Draft Revision to be Presented to C&I 03-26-12

Transfer and Basic Skills
Career Technical Education
Department Assessment Analysis Form

APPENDIX C: Department Assessment Analysis Form

This is the required form that Program/Department Chairs must use to record the department assessment results and plans to improve teaching and learning. It is included in the *Department Planning Portfolio* and attached to the *Portfolio Assessment/Program Review* when the department is in a PA/PR quadrennial cycle year.

<p>Department</p>	
<p>Meeting Date</p>	
<p>Number of faculty/staff in attendance (indicate full-time and adjunct)</p>	

Course SLOs measured	
What core competency do the SLOs relate to?	
Assessment Tools (Give examples of major assignments used to measure SLO/core competency)	
Assessment Results (Summarize overall results of the department) What student needs and issues were revealed? Were there any areas where student performance was outstanding? Any areas where it can be improved? Next Steps in Classroom to Improve Student Learning (check all the items faculty/staff felt would help them address the needs and issues revealed by the assessment) How might student	<ul style="list-style-type: none"> ○ State goals or objectives of assignment/activity more explicitly ○ Revise content of assignment/activities ○ Revise activities leading up to and/or supporting assignments/activities ○ Increase in-class discussions and activities ○ Increase student collaboration and/or peer review ○ Provide more frequent or fuller feedback on student progress ○ Use more CATs (Classroom Assessment Techniques—Cross/Angelo) ○ Increase guidance for students as they work on assignments

<p>performance be improved</p>	<ul style="list-style-type: none"> ○ Use methods and questions that encourage competency ○ State criteria for grading more explicitly ○ Increase interaction with students outside of class ○ Ask a colleague to critique assignments/activities ○ Collect more data ○ Nothing: assessment indicates no improvement necessary ○ Other (please describe)
<p>Next Steps in the Department to Improve Student learning</p> <p>(check all that the department felt would help them improve student learning)</p>	<ul style="list-style-type: none"> ○ Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods ○ Consult teaching and learning experts about teaching methods ○ Encourage faculty to share activities that foster competency ○ Write collaborative grants to fund departmental projects to improve teaching ○ Procure articles/books on teaching about competency ○ Visit classrooms to provide feedback (mentoring) ○ Create bibliography of resource material ○ Have binder available for rubrics and results (Put in Department Planning Portfolio) ○ Analyze course curriculum to determine that competency skills are taught so that the department can build a progression of skills as students advance through courses ○ Nothing: Assessments indicate no improvements necessary ○ Other (please describe)
<p>Priorities to Improve Student Learning</p> <p>(List the top three-six things faculty/staff felt would <u>most</u> improve student learning)</p>	
<p>Implementation</p> <p>(List the department plans to implement these three-six priorities)</p>	

<p><i>What specifically will you do next semester to improve student learning?</i></p> <p><i>How will you measure whether student learning was improved?</i></p> <p><i>How will this inform future plans for the program?</i></p>	
<p>Timeline for Implementation</p> <p>(Make a timeline for implementation of the top priorities)</p>	

Route to Division Curriculum Committee:
 Department Chair or designee _____ Date: _____