



Educational Master Plan Program Review Part I: Academic Portfolio Assessment/Program Review

Direct Assessment of SLOs

Guiding Principles:

- ◆ The **General Education Program** is considered as one complete program. Any *transfer courses*, and the *basic skills courses* that build the skills leading to transfer, are part of that program. Therefore, a “program” like English, is not considered a separate program; rather, the courses in the English Department: pre-collegiate level, transfer level and courses “for the major” are all part of the **General Education Program**.
- ◆ The Student Learning Outcomes for the **General Education Program** are expressions of the seven college core competencies: *Communication Skills, Thinking and Reasoning, Information Competency, Diversity, Civic Responsibility, Life Skills, and Careers*. The seven core competencies are also the basis for the SLOs for the AA and AS degrees.
- ◆ The course-embedded approach is being utilized for program analysis.
- ◆ It is understood that not all programs address all core competencies to the same degree. This is indicated on the *Course Outline of Record*.
- ◆ The **Portfolio Assessment/Program Review (PA/PR)** is used as the vehicle for this assessment process. Approximately twenty-five percent transfer, basic skills and Career and Technical Education programs conduct **Portfolio Assessment/Program Review** each year. Departments link their plans for improvement and budget, and faculty requests to assessment results. Analysis is ongoing even if a department is not in a PA/PR reporting year. An ongoing PA/PR section is kept in the Department Planning Portfolio.
- ◆ Transfer and Basic Skills course SLOs are assessed using the same assessment method as the core competencies.
- ◆ Career and Technical Education Programs define SLOs for each certificate and degree offered, and faculty design a process to assess it. The transfer and basic skills model may be used, but outside agencies and regional committees may also require additional processes.

The Assessment Method:

This is a course-embedded approach to assess the core competencies of the college and the SLOs for individual transfer and basic skills courses. All direct SLO data is included in the Department Planning Portfolio with all indirect data, such as persistence rates, grades, etc.

- ◆ Departments will choose which core competencies/SLOs they will work on each semester so that every faculty member is assessing the same outcome at the same time.
- ◆ Individual instructors in departments select one major assignment they are already planning on assigning OR a set of test questions they feel measures student achievement of the outcome in one class OR a performance or demonstration, as deemed appropriate by the discipline.
- ◆ Individual instructors create a rubric to assess student performance of the assignment OR the department develops a standardized rubric for a common assignment. (See <http://irubric.com> for rubric creation. Assess the efficacy of your rubric on “Rubric on Rubrics at the same site.) Please remember the assessment is of the SLOs of a specified core competency. The rubric should reflect that element.
- ◆ Instructors give the assignment (or test questions) at the normal time in the semester and analyze student performance, looking specifically for what student needs and issues are revealed.
- ◆ Individual instructors plan on how to improve teaching and learning as a result of the analysis. This analysis is recorded on an optional form (See APPENDIX B: Sample Form), which is for the instructor’s record keeping only, and is not shared with others.
- ◆ During the first department meeting of the next semester, instructors share assignments (or test questions etc.), the rubric and the results and analysis for how they plan to improve teaching and learning.
- ◆ After individual instructors have shared results, the department discusses them as a whole, identifying the key issues and needs revealed by the assessments, and the department makes a plan and a timeline for how the faculty will address them to improve teaching and learning.
- ◆ Program/Department chairs or designee record the issues and suggestions that arise during the discussion on an Assessment Analysis Form (See APPENDIX C), which is attached to the department’s PA/PR in the *Department Planning Portfolio*. A copy is sent to the Division Curriculum Committee for discussion, and then certification is sent to the IE&A Committee, if the department is scheduled for PA/PR reporting.
- ◆ The Division Curriculum Committee sends an aggregate report to the Teaching Learning Committee so broad-based interdisciplinary dialogue and problem-solving may occur. The Teaching Learning Committee creates an aggregate report at the end of the academic year and forwards to the Institutional Effectiveness and Assessment Committee, which will consider changes to the Strategic Plan and

send a final report to the Academic Senate, College Council and FARSCCD. (See APPENDIX D and APPENDIX E)

Implementation:

The PA/PR method has to be implemented gradually. Historically, existing mechanisms and processes are being combined, so it is not completely new or sudden; however, the explicit process from section to course to program to seamless, systematic analysis with an eye to continuous improvement college-wide is new.

- ◆ The four-year rotational schedule commences spring 2008. It is understood that until a full cycle has been conducted, the PA/PR may not have a completed analysis of all the core competencies; however, a complete report will be required utilizing the four-year rotational cycle. In spring 08 all departments commence a course-embedded core competency review of one or more core competencies and continue until the year designated for the respective departments.
- ◆ Spring 2008-2012, twenty-five percent of departments are scheduled each academic year for PA/PR (See APPENDIX F). All departments continue collecting data about course SLOs in the context of core competencies until all are completed. This process is cyclical.
- ◆ Discussion occurs about competencies analyzed the prior semester to determine department goals and objectives, including need for curriculum revision, faculty development, requests with fiscal/human resources implications. Changes should be made as needed annually on the COR even if the department is not in a quadrennial revision year for C&I.
- ◆ In a PA/PR year, all course-level SLOs are reviewed and rewritten as needed.
- ◆ Quadrennial review of the Course Outline of Record will continue as per the C&I quadrennial cycle. At this time courses will be revised utilizing the data gleaned from direct SLO review. (Remember the Core Competency/SLO pages should be updated annually to streamline the department's work when the COR is submitted to C&I in the quadrennial revision cycle.)

Once a department has completed its "first cycle," it follows the set quadrennial PA/PR schedule to ensure that all SLOs and the core competencies are assessed during the four - year *Portfolio Assessment/Program Review* cycle on an ongoing basis.

- ◆ Year One: Begin implementation of results from prior year's PA/PR. Assess the course SLOs in the context of one to two core competencies (one to two per year). Link to budget requests.
- ◆ Year Two: Analyze assessment results. Implement changes. Assess course SLOs in the context of the one to two more core competencies (one or more per semester).
- ◆ Year Three: Analyze assessment results. Implement changes. Assess the remaining core competencies in the same manner.
- ◆ Year Four:. Analyze results of changes; revise as needed. Rewrite SLOs as needed (first semester) and include in quadrennial review. Write *Portfolio Assessment/Program Review* (due first week of April to division curriculum committees; due to TLC April 30). Use template for Department Planning

Portfolio Assessment/Program Review (questions 1-19) to inform quadrennial program review.

Completing the Assessment Cycle:

The assessment cycle requires individual departments to complete the assessment cycle by analyzing direct assessment of SLOs results and then implementing changes to improve student learning and teaching annually. Every four years, this process will be amplified by completing the template for Department Planning Portfolio/ Program Assessment questions in the areas of : I. Goals and Objectives; II. Student and Program Success; III. Curriculum, Pedagogy and Innovation; and IV. Assessment of Conclusions and Recommendations.

The Teaching Learning Committee (TLC), a sub-committee of the C&I, is composed of faculty representatives from all divisions, the Faculty Development Coordinator and the Basic Skills Coordinator. Academic deans are always welcome, and most attend regularly. This group discusses teaching and learning, assessment methods, rubric creation, faculty development issues, basic skills and many other academic issues pertaining to SLOs. The TLC will now be the body that receives Direct Assessment of SLOs reports from the Division Curriculum Committees, which will aggregate the issues sent to them by the departments. The TLC will then create an end-of-the-year report, which it will send to the Academic Senate, College Council, FARSCCD and the Institutional Effectiveness and Assessment Committee, which is made up of faculty, administrators and classified staff. The IE&A Committee receives the quadrennial Portfolio Assessment/ Program Review reports, Program Review Reports from Student Services and Administrative Services as well as President's Cabinet. It will aggregate all Program Review reports, and through College Council, will send annual updates to the RSCCD Board of Trustees. IE&A is also the gatekeeper of the College Strategic Plan. The *Strategic Plan* is reviewed by the IE&A Committee every year. Complete revision is done every five years.

Record Keeping and Data Collection:

Assessment results from individual faculty are not recorded publicly. Department chairs are charged to write a general description of the overall department results and incorporate them into the *Department Planning Portfolio*. SLOs are on the Course Outline of Record, which is on WebCMS.

APPENDIX A

CORE COMPETENCIES (The basis of General Education Student Learning Outcomes)

<p>1. Communication Skills</p>	<p>a. Listening and Speaking Students will listen actively and respectfully to analyze the substance of others' comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.</p> <p>b. Reading and Writing Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.</p>
<p>2. Thinking and Reasoning Students will identify and analyze real or potential "problems" and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.</p>	<p>a. Creative Thinking Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.</p> <p>b. Critical Thinking Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.</p> <p>c. Ethical Reasoning Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.</p> <p>d. Quantitative Reasoning Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.</p>
<p>3. Information Competency Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.</p>	
<p>4. Diversity Students will develop individual responsibility, personal integrity, and respect for diverse peoples</p>	<p>a. Cultural Students will respect and work with diverse people including those with different cultural and linguistic</p>

<p>and cultures of the world.</p>	<p>backgrounds and different abilities.</p> <p>b. Social Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</p> <p>c. Environmental Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p>
<p>5. Civic Responsibility Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.</p>	
<p>6. Life Skills</p>	<p>a. Creative Expression Students will produce artistic and creative expression.</p> <p>b. Aesthetic Appreciation Students will respond to artistic and creative expressions.</p> <p>c. Personal Growth Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p>d. Interpersonal Skills Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p>
<p>7. Careers Students will develop the knowledge and skills necessary to select and develop careers.</p>	

**APPENDIX B: (Sample Form—Data required for Appendix C)
 Transfer/Basic Skills Assessment Analysis Form For Individual Faculty**

**Transfer/Basic Skills
 Career Technical Education
 Assessment Analysis Form for Individual Faculty**

This form is not required. It is only for record keeping. However, please retain it or some written document for department discussion which will occur at a later date.

Department	
Course	
Competency and Course SLOs	
Assessment Tool/Assignment (Describe briefly)	
Assessment results In general, how did students do on the assignment? What student needs and issues were revealed? Were there any areas where student performance was outstanding? Any areas that can be improved?	

<p>How did this assignment relate to the core competency?</p>	
<p>How did the students perform on the core competency indicated?</p> <p>Were there any areas where student performance was outstanding?</p> <p>What areas can be improved?</p> <p>Next steps in the classroom to improve student learning</p>	
<p>How will you address the needs and issues that were revealed by your assignment? How might student</p>	<ul style="list-style-type: none"> ○ State goals or objectives of assignment/activity more explicitly ○ Revise content of assignment/activities

<p>performance be improved?</p> <p>Check all that apply</p>	<ul style="list-style-type: none"> ○ 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 ○ 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 Step in the Department to Improve Student learning</p>	
<p>What steps can the department take to address the needs and issues revealed by your assignment? Check all that apply</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

	<p>Planning Portfolio)</p> <ul style="list-style-type: none">○ 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)
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APPENDIX C: Department Assessment Analysis Form

Transfer and Basic Skills Career Technical Education 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.

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

<p>Next Steps in Classroom to Improve Student Learning</p> <p>(check all the items faculty/staff felt would help them address the needs and issues revealed by the assessment)</p> <p>How might student performance be improved</p>	<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 ○ 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</p>	

<p>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>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: _____

APPENDIX D
TLC Assessment Analysis Form

Transfer and Basic Skills
Teaching Learning Committee Analysis Form

This is the required form that the Teaching Learning Committee must use to record the results of interdisciplinary dialogue regarding Core Competencies/General Education Outcomes based on the Institutional Core Competencies. It shows the results of the Portfolio Assessment/ Program Review documents sent to the TLC by the departments quadrennially. The TLC will then create an end-of the-year report, which it will send to the Academic Senate, College Council, FARSCCD, and the Institutional Effectiveness and Assessment Committee.

Meeting Date		
Members Present		
List of Departments that send PA/PR Reports and core competency addressed	Department	Core Competency
Assessment Results (Summarize overall trends in results)		
What student needs and issues were		

<p>revealed?</p> <p>Next Steps Recommended to Improve Student Learning</p> <p>(check all that apply)</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)
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APPENDIX E

Assessment of Core Competencies Course Audit Worksheet

Assessment of Core Competencies

Course Audit Worksheet

Core Competency: _____

List of Courses that Address Core Competency

List SLOs for Core Competency				
Learning Activities				
Methods of Assessment (matched to learning activities)				
Results of Assessment (See Assessment Analysis Form)				

APPENDIX F

Portfolio Assessment/Program Review Four-Year Cycle by Division

The IE&A Committee will assess the effectiveness of the PA/PR and make adjustments as needed. Every year the IE&A Committee will assess the progress of the *Strategic Plan*; every five years the *Strategic Plan* will undergo college-wide review and be rewritten accordingly by the IE&A Committee.

Division	Department	07/08	08/09	09/10	10/11
Business	Business Administration				x
	Business Applications				x
	Computer Science		x		
	Engineering			x	
	Management/Marketing	x			
	Paralegal	x			
Counseling	Counseling		x		
	Center for Teacher Education	x			
Continuing Education	Adult Basic Education			x	
	Citizenship		x		
	Disabled Student Programs & Services			x	
	English as a Second Language	x			
	Health & Safety				x
	High School Subjects		x		
	Inmate Education				x
	Older Adults			x	
	Vocational Training				x
Exercise Science	Activity and Aerobic Fitness		x		
	Adapted Education			x	
	Analysis, Circuit, and Strength Center Lab				x
	Sports Medicine		x		
	Theory/Lecture			x	
	Health Education				x
	Intercollegiate Sports	x			
Fine & Performing Arts	Art		x		
	Dance			x	
	Journalism				x
	Music		x		
	SLPA	x			
	Speech	x			
	TV/Video			x	
	Theatre				x
Humanities and Social	Anthropology/Sociology/Women's		x		

Sciences	Studies				
	Economics/Geography				X
	English/ESL	X			
	Ethnic Studies		X		
	History			X	
	Modern Languages				X
	Philosophy	X			
	Political Science		X		
	Psychology			X	
Reading				X	
Human Services & Technology	Auto/Diesel/Welding	X			
	Criminal Justice/Academies				X
	Distance Education			X	
	Family & Consumer Studies		X		
	Fire Technology	X			
	Human Development	X			
	Manufacturing Technology		X		
	Nutrition				X
	Occupational Therapy Assistant				X
	Pharmacy Technology			X	
Library	Library and Information Studies		X		
	Library Technology			X	
Science, Math, & Health Sciences	Astronomy			X	
	Biology				X
	Chemistry	X			
	EMT			X	
	Geology/Earth Science		X		
	Mathematics	X			
	Medical Assisting				X
	Nursing	X			
	Physics			X	
Student Services	Special Services				X
	DSPS		X		
	EOPS			X	
	Sign Language	X			

bnj/ 3-04-08

Approved Academic Senate 2/26/08

Approved IE&A 2/27/08