

Assessment Committee Report 10/24/18

Training

- One training workshop during AC meeting (10/12) for AC members to review PLOs as part of the curricular workflow process in eLumen
- Finalized Learning Outcome Review Checklist (see next page) for SLO/PLO review by AC members (10/12)
 - LO Review Checklist uploaded to AC website, AC members asked to disseminate information to their departments, and Billie Jo will report out to FCDC

Accomplishments

- SLO/PLO review update; as of 10/23:
 - 133 courses and 13 programs so far on agenda to be reviewed by AC members
- SLO-PLO mapping update; as of 10/23:
 - 150 / 154 = 97.4% programs fully mapped in eLumen
- SLO-ILO mapping update; as of 10/23:
 - 668 / 861 = 77.6% courses fully mapped in eLumen
- AC currently reviewing 2018-19 Program Review Assessment Reports
 - 64 / 154 = 42% instructional programs submitted assessment reports
 - AC members will provide feedback; feedback sent back to departments; overall summary of findings will be reported out to AIQ, FCDC, AS, E-Board, and College Council by end of fall or early spring

Future Work

- Work with curriculum committee to document SLO, PLO, ILO, GELO mapping changes as part of curricular process in eLumen
- Continue working on SLO-GELO mapping

Assessment Committee Goals for 2018-2019

Goal 1: Provide the knowledge and training necessary to create, regularly assess, and report student learning outcomes (SLOs & PLOs).

- Linked to ACCJC I.B.1, I.B.2, I.B.5, I.B.8, II.A.1
- Linked to BC Strategic Goals 1.8

Goal 2: Supports collecting and reviewing of assessment data and facilitates organizing processes to support student learning.

- Linked to ACCJC I.B.4, I.B.5, I.B.8, II.A.3
- Linked to BC Strategic Goals 1.8

Course: _____

Learning Outcome Review Checklist

After reading the informational items (course title, course description, course objectives), evaluate the quality of the student learning outcomes listed by following the checklist below.

| Learning Outcomes (SLO and PLO) Checklist | Yes | No |
|---|-----|----|
| Are the SLOs (PLOs) sequentially numbered? (1,2,3...) | | |
| Does <i>each</i> SLO (PLO) start with the following sentence? "Upon successful completion of the course (program), the student will be able to..." | | |
| Does <i>each</i> SLO (PLO) include active verbs that focus on the top 4 levels of Bloom's Taxonomy? | | |
| Is <i>each</i> SLO (PLO) measurable? | | |
| Are the SLOs (PLOs) written as outcomes rather than as objectives? <ul style="list-style-type: none"> • Outcomes address what a student will be able to <i>do</i> at the completion of the course as well as student competency rather than content coverage. • Outcomes are overarching concepts versus objectives, which specify distinct steps taken to achieve the outcomes. (<i>Objectives are the means, not the ends.</i>) | | |
| Are the SLOs (PLOs) appropriate for the course (program)? <ul style="list-style-type: none"> • Consistent with course(s) description • Represents a fundamental result of the course(s) • Aligns with other courses in a sequence, if applicable • Represents collegiate level work | | |
| As a reviewer, outside of the discipline, do you understand the outcomes the student will be expected to learn by the end of the course (program)? | | |

Bloom's Taxonomy

