



# 2010 Spring Semester Duty Day Agenda

January 7, 2010  
Reedley College Cafeteria



| <u>LOCATION</u> | <u>TIME</u>      | <u>ACTIVITY</u>  |
|-----------------|------------------|--|
| Cafeteria       | 8:00-8:30 a.m.   | Coffee and re-connect  |
| Cafeteria       | 8:30-9:00 a.m.   | Chancellor Dr. Tom Crow, President Dr. Barbara Hioco, and Vice Chancellor Dr. Terry Kershaw:<br><b>Welcoming Remarks and Welcoming Song by Sideways</b>  |
| Cafeteria       | 9:00-9:15 a.m.   | SLO and Program Review Coordinator Eileen Apperson:<br><b>Where We Are and Where We Need to Go: Outcomes for the Day</b>   |
| Cafeteria       | 9:15-9:45 a.m.   | Group Work—Divide into Programs/Departments<br>• <b>Begin SLO assessment discussion. At what stage is each department/program</b>  |
| Cafeteria       | 10:00-11:00 a.m. | Bakersfield Community College Biology Instructor Academic Senate for California Community Colleges Area A Representative Dr. Janet Fulks, and Barstow College Institutional Researcher Bob Pacheco:<br><b>Assessment Possibilities</b><br>• <b>Discussion of different types of assessments to use</b>   |
| Cafeteria       | 11:00-11:45 a.m. | Further Assessment Discussion and Poster Creation<br>• <b>Incorporating different types of assessment into the department/program SLO plan</b><br>• <b>Creating a poster to illustrate the plan</b>  |
| Cafeteria       | 11:45-12:30 p.m. | Working Lunch, Continuation of Assessment Discussion   |
| Cafeteria       | 12:30-1:15 p.m.  | Poster Session<br>• <b>View posters (each area will need to have one person present at their poster to foster dialogue)</b><br>• <b>Complete poster session evaluation</b>   |
| Cafeteria       | 1:30-2:00 p.m.   | Bakersfield Community College Biology Instructor Academic Senate for California Community Colleges Area A Representative Dr. Janet Fulks, and Barstow College Institutional Researcher Bob Pacheco:<br><b>Future Steps: How to Analyze and Incorporate Change Based on Assessment</b>                    |
| Cafeteria       | 2:00-2:30 p.m.   | Q and A with Guest Speakers  |
| Cafeteria       | 2:30-3:30 p.m.   | Group Work<br>• <b>Assessment Adjustments—Making changes if needed</b><br>• <b>Assessment Timeline—How each department/program will plan for 2012</b><br>• <b>Turn in: (1) Assessment Timeline, (2) Assessment Status Form, (3) Poster Session Evaluation, and (4) Duty Day Assessment Questionnaire</b> |

## Poster Session Instructions

Using the Poster Session Rubric (green sheet) as a guide, choose ONE SLO statement from your Course Assessment Timeline and create a poster which addresses:

- ✓ Assessment methods: Possible ways you will, or have already, assessed this outcome.
- ✓ Description of Involvement: What faculty will be involved and how will they be involved. What students will be assessed? All or samples?
- ✓ Data to be analyzed: A description of how the assessment includes the correct type(s) of data (direct or indirect, qualitative or quantitative strategies)
- ✓ Method of Analysis: How will this happen and when?
- ✓ Collaboration: Ideas for triangulation or coordination with student services, prerequisite courses, basic skills, courses or programs linked to your course or program
- ✓ Additional means of assessment or sources of data you could use to provide greater information

One poster creator will need to remain with the poster at all times of the poster session to discuss explain or present it to others!

**Accrediting Commission for Community and Junior Colleges**  
**Western Association of Schools and Colleges**

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

(See attached instructions on how to use this rubric.)

| <b>Levels of Implementation</b>                   | <b>Characteristics of Institutional Effectiveness in Student Learning Outcomes</b><br><i>(Sample institutional behaviors)</i>   |
|---|---|
| <b>Awareness</b>                                  | <ul style="list-style-type: none"> <li>• There is preliminary, investigative dialogue about student learning outcomes.</li> <li>• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.</li> <li>• There is exploration of models, definitions, and issues taking place by a few people.</li> <li>• Pilot projects and efforts may be in progress.</li> <li>• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.</li> </ul>  |
| <b>Development</b>                                | <ul style="list-style-type: none"> <li>• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.</li> <li>• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.</li> <li>• Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.</li> <li>• Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.</li> <li>• Appropriate resources are being allocated to support student learning outcomes and assessment.</li> <li>• Faculty and staff are fully engaged in student learning outcomes development.</li> </ul> |
| <b>Proficiency</b>                                | <ul style="list-style-type: none"> <li>• Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</li> <li>• Results of assessment are being used for improvement and further alignment of institution-wide practices.</li> <li>• There is widespread institutional dialogue about the results.</li> <li>• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</li> <li>• Appropriate resources continue to be allocated and fine-tuned.</li> <li>• Comprehensive assessment reports exist and are completed on a regular basis.</li> <li>• Course student learning outcomes are aligned with degree student learning outcomes.</li> <li>• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</li> </ul>                               |
| <b>Sustainable Continuous Quality Improvement</b> | <ul style="list-style-type: none"> <li>• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.</li> <li>• Dialogue about student learning is ongoing, pervasive and robust.</li> <li>• Evaluation and fine-tuning of organizational structures to support student learning is ongoing.</li> <li>• Student learning improvement is a visible priority in all practices and structures across the college.</li> <li>• Learning outcomes are specifically linked to program reviews.</li> </ul>  |

JP;DB: cg 8/2007

## Reedley College Assessment Timeline

### Fall 2007:

- All Reedley College course outlines have been modified to include course student learning outcomes

### Fall 2008:

- A Student Learning Outcomes Coordinator is assigned
- Joint Program Review and Curriculum ad-hoc committee draft Institutional Learning Outcomes

### Spring 2009:

- The Student Learning Outcomes Coordinator takes over as Program Review Chair
- Proposed Institutional/GE Learning Outcomes are presented to Reedley College during Duty Day Presentations
- Senates approve Institutional/GE Learning Outcomes
- College Council approves Institutional/GE Learning Outcomes
- Program Review Cycle 3 Handbook draft is completed
- Senates approve Program Review Cycle 3 Handbook
- College Council approves Program Review Cycle 3 Handbook
- Assessment Advisory Committee formed (ad-hoc of College Council)

### Fall 2009:

- Assessment Advisory Committee drafts the Course and Program Assessment Reporting Forms
- Senates approve Course and Program Assessment Reporting Forms
- Begin mapping courses to GE Learning Outcomes
- Programs begin Cycle Three of Program Review

### Spring 2010

- Program Review Cycle Two is complete along with program learning outcomes
- Assessment of all Learning Outcomes begins for RC and NC
- Begin mapping Course Student Learning Outcomes and Program Learning Outcomes to GE Outcomes
- Begin mapping degree and certificated program outcomes to GE Outcomes
- Develop matrix to map non-instructional programs to Institutional Learning Outcomes

### Fall 2010

- All Program Outcomes mapped to GE or Institutional Outcomes
- Assessment and analysis of programs and courses continued
- Program and course begin implementing recommendations based on assessment
- Begin mapping non-instructional Program Learning Outcomes to Institutional Learning Outcomes

### Spring 2011

- Assessment, recommendations, and implementation based on recommendations 50% complete

### Fall 2011

- Assessment, recommendations, and implementation based on recommendations 75% complete

### Spring 2012

- Assessment, recommendations, and implementation based on recommendations 100% complete

### Fall 2012

- Assessment, recommendations, and implementation based on recommendations 100% complete