

2015 CHECKLIST FOR DEPARTMENT CHAIRS

TRAC-DAT ACCURACY – Review these items in TracDat and ensure that they are accurate.

- The courses in the department’s “Course Unit” are accurate (compare with newest VC catalog)
 - Report any missing courses or courses to be deleted to SLO Faciliators
- Run the Ad Hoc report “Rotational Plan” and verify that all SLOs are set to assess in a cycle **PRIOR** to 2018. Do not select two semesters for your “cycles” as it leads to misleading reports.
- CSLO rubrics are uploaded and attached to all findings. (ISLO rubrics are not required.)
- The courses in the department’s “Program Unit” are accurate and match the degree/COA in the catalog.
- The program’s PSLO report has been reviewed and can be posted to the VC Website in September for public access.

CLOSING THE LOOP THIS YEAR:

- Run the Ad Hoc report “Initiatives for Course SLOs” to see which prior initiatives were enacted and “close the loop” this academic year.

OTHER IMPORTANT TASKS

- Fix any incomplete items in TracDat by October 1st (list attached).
- Run reports of CSLOs and PSLOs that are due to assess this semester and plan assessments. Keep minutes of the meeting where this planning occurs.
- Run the Ad Hoc report “Course SLOs Findings with Faculty Suggestions” to discuss at next Dept Meeting to determine initiatives and other data for Program Review.
- Meet with SLO Facilitator at least once to review unit in T-D and get unit signed off.
- Attend workshop on Simplifying Assessments or have a workshop for your department.
- Post your most current SLOs on your department website. SLOs must be identical in the following places:
 - Curricunet
 - TracDat
 - VC Website
 - Syllabi

SLOs and CLOSING THE LOOP

Closing the Loop (AKA: follow-up on previous assessments)

- ▶ Assess
 - ▶ Discuss findings
 - Use the data to evaluate the effectiveness of teaching
 - If students met expectations:
 - ▶ Identify this as a program strength!
 - ▶ Consider increasing expectations.
 - ▶ Determine what might be tried to increase success in those students who did not meet expectations.
 - If students did not meet expectations:
 - ▶ Review the SLOs – do they really identify what students should know?
 - ▶ Clarify the SLOS – ensure that leading activities strengthen knowledge/skills.
 - ▶ Review expectations – is the performance target realistic?
 - ▶ Review the assessment tool – is it the right tool for assessing the outcome?
 - ▶ Review/revise learning methods used.
 - ▶ Review/revise course content.
 - ▶ Create initiatives
 - Resource requests must link to SLO data
 - Changes not requiring resources
 - ▶ Implement initiatives
 - ▶ **Re-assess**
 - ▶ **Report these findings**
- } “Closing the Loop”

Accreditation expectation is that we will be at the highest level on the ACCJC rubric: “Sustainable, continuous quality improvement”.

- ▶ SLOs and assessment are ongoing, systematic, and used for continuous quality improvement
- ▶ Dialogue about student learning is ongoing, pervasive, and robust.
- ▶ 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.

Examples of Closing the Loop Findings:

Good examples (after implementation of initiatives):

- Faculty increased student contact. The result was increased completion of semester projects.
- The department budget was increased by \$500 to purchase equipment requested in initiatives. Now there are adequate supplies to use for needed lab practice.

Bad examples (these are initiatives – not re-assessment findings):

- The assignments assessing this SLO were increased by one.
- Design more specific assignments to help student master these concepts.
- Increase supplemental learning activities.
- Increase guidance to students as they progress through assignments.

EXAMPLE OF FINDINGS SCREEN CORRECTLY COMPLETED

By Course

Home Program Course Assessment Plan Findings Reports Documents

Edit Findings

CSLO: CSLO-2 : Students will recognize and define common anatomical, diagnostic, and procedural terms of major body systems.

Assessment Tool: Exam/Quiz - In Course - Test on anatomical, diagnostic and procedural terms.

Performance Target: 75% or more of students will perform at a C level or higher.

Findings: * The students were prepared for the exam. Since the assessment was taken late in one section of the course, there was a strong understanding of the terms.

Findings Date: 5/22/2014 Target Met: Yes

Reporting Period: 201403 (Spring 2014)

Suggestions from Faculty: * An in-depth assignment, such as an oral presentation or case study report, could be used to stimulate expression and critical thinking skills using terms. Revise activities leading up to the exam and/or supporting assignments.

Modality: Face to Face

Total # of students assessed: 86

Total # of students meeting target: 75

Total % of students meeting target: 87

Initiatives Related Documents

Initiative Date	Initiative	Closing the Loop	add Initiative
5/22/2014	Use an oral presentation or case study next time to assess critical thinking skills in using terms.	1	edit add Closing the Loop

EXAMPLE OF CLOSING THE LOOP

To “close the loop”, open your findings. Scroll to the bottom to find your initiative. Click on “Add Closing the Loop”. Complete the Closing the Loop box and add the date of the re-assessment.

Home Program Course Assessment Plan Findings Reports Documents

PSLO: CSLO-2 : Students will recognize and define common anatomical, diagnostic, and procedural terms of major body systems.

Assessment Tool: Test on anatomical, diagnostic and procedural terms.

Performance Target: 75% or more of students will perform at a C level or higher.

Findings: The students were prepared for the exam. Since the assessment was taken late in one section of the course, there was a strong understanding of the terms.

Initiative: Use an oral presentation or case study next time to assess critical thinking skills in using terms.

Closing the Loop: * In Fall 2014, Case Studies were used weekly for learning terms and the students are able to complete the case study questions successfully. Also, an oral pathology report is required during the semester as a group project. The pathology report gives the student a meaningful amount of academic growth

Date: 12/10/2014

Save Changes Discard Changes Return Delete Closing the Loop