

DEPARTMENT CHAIRS AND SLO

LEADS RETREAT

FALL 2015

SCHOOL SLO DIALOGUE



School SLO Assessment Analysis Form

At MiraCosta College, we value the opportunity to dialogue about teaching and learning through the lens provided by Student Learning Outcomes (SLOs). This form serves as a tool to guide discussions about SLOs at the School level. Completion of this form serves as documentation that discussion and planning took place on the assessment results obtained in the preceding academic year (summer through spring). Please submit this form electronically to sgracey@miracosta.edu.

SCHOOL: Letters & Communication Studies	
1	Meeting Date: 9/17/15
2	Number of Faculty/Staff participating in dialogue: <ul style="list-style-type: none">• # of Full-Time Faculty: 7• # of Associate Faculty: 0• # of Staff: 0 Total number of departments in school: 5
3	Assessment How is assessment being used to improve student learning? <i>Letters, Pre-Transfer and ACE/ESL:</i> <ul style="list-style-type: none">• Student portfolios are assessment tools (showcase essay + in-class essay + cover letter from instructor)• Rubric for portfolios used to asses two of three course SLOs for ENGL/ACE/ESL 49 and 50

ACE/ESL:

- Noticed difference in quality of ESL 40 classes (a “no floor” course)

Communication Studies:

- Assessments are used to start conversations
- At monthly department meetings, a single SLO is discussed across classes
- Audio of meeting is recorded to capture discussion

Philosophy and Religious Studies:

- Because of significant variation in associate assignments and course design, rely on instructors’ self-assessment
- Missing critical mass for deep discussion (sometimes only one section of one course with one instructor)

4 Actions Taken

Describe what actions/interventions the school attempted during the last academic year to improve student learning.

Letters, Pre-Transfer and ACE/ESL:

- Professional development offered at three points: (1) beginning of semester to target the SLO, (2) mid-semester, and (3) end-of-semester when portfolios are read
- Results prompted professional development workshops for teaching, e.g. sentence boundaries
- Professional development also offered for norming

ACE/ESL:

- Noticed a difference between portfolio results from FT faculty and associate faculty
- For ESL 40, course content was duplicated on Blackboard to share with instructors

Communication Studies:

- Ideas and best practices will be collected for a mini-conference for associates

Philosophy and Religious Studies:

- All students seem to do well, so no change deemed necessary so far
- SLOs may be too vague; may need to change SLOs

5 Action Results

What were the results of the actions listed in item (4)?

Letters, Pre-Transfer and ACE/ESL:

- Results have elevated rigor and elevated quality of writing
- Previously only 14% of 49 students made it to 100; now 25% make it

ACE/ESL:

- Developed a booklet of best practices with examples
- More consistency within ESL 40 classes

6 *In this section summarize the overall results of your **SCHOOL** discussion.*

How could these actions, themes, and/or trends inform school and/or division planning and decision making in order to improve student learning?

- Wide range in size and scale of departments in this school – e.g. 500 WFCH in Letters vs. 153 WFCH in Comm Studies vs. 78 WFCH in Philosophy & Religious Studies (per semester) – so wide variation in SLO assessment methodologies and discussions
- All departments share intention to maximize discussions
- All departments deem discussion more important than numbers
- COMPENSATION and TIME needed for associates to participate in assessment discussions; TIME needed for fulltime faculty to participate
- Trac Dat is too much!
- Need to streamline assessment reporting – couldn't meeting minutes suffice?
- Can't we make reporting more efficient?! How can documenting be more efficient and effective? Is there a better tool?

DEPARTMENT:

7 Implementation

*In this section, list the **DEPARTMENTAL** program review plans to address findings*

8 Timeline for Implementation

Make a timeline for implementation of your top priorities

9 Budget Implications

What resources will you need to actualize your top priorities?

INSTITUTION

10 Next Step in the INSTITUTION to Improve Student Learning

Based on your findings, how can the institution as a unit better support student learning?



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SCHOOL: Mathematics and Sciences	
1	Meeting Date: 09/17/15
2	Number of Faculty/Staff participating in dialogue: <ul style="list-style-type: none">• # of Full-Time Faculty: 11• # of Associate Faculty: 0• # of Staff: 1 (Dean) Total number of departments in school: 6
3	Assessment <p>How is assessment being used to improve student learning?</p> <p>Math</p> <ul style="list-style-type: none">▪ Created new courses<ul style="list-style-type: none">○ MATH 52/95 STATS Pathway○ MATH 112 College Algebra with an emphasis in business▪ There is a disconnect between assessment immediately after a topic is taught versus at the end of the semester

Biology

- Biology Showcase
 - Difficult concept presented as a “teaching moment”
 - Started in response to general BIO outcomes assessment
- BIO 101S
- SI—Anatomy
- Learning community with General BIO

4 Actions Taken

Describe what actions/interventions the school attempted during the last academic year to improve student learning.

Math

- Hired a new full-time faculty member
- Nursing and Allied Health Math Achievement Program
- Associate Faculty mentoring

Biology

- Hiring faculty and staff
- Associate and full-time faculty engage in group scoring/norming of the SLO assessments
- Facilities upgrades and updates
 - Created space for dialogue

BTEC

- Equipment: Industry grade versus Educational—solve the black box problem for students
 - Want to engage in a way that students are assessing what they really want to know

Physical Science

- Hiring of staff
- Equipment for Physics and Astronomy
- Physics—beginning implementation of early semester mathematics assessment in order to better serve students and improve outcomes

	<p>Oceanography, Geology, and Earth Sciences</p> <ul style="list-style-type: none"> ▪ Features—processes vs. landforms ▪ Rewrote SLO assessment tool to more closely align with the grading rubric <p>CHEM</p> <ul style="list-style-type: none"> ▪ Very content specific assessment results aren't providing useful information ▪ Drop-in CHEM tutoring—outcomes: success and retention ▪ CHEM prep course (CHEM 108) revision based on CHEM 100 outcomes of students completing CHEM 108 prior to CHEM 100
<p>5</p>	<p>Action Results</p> <p>What were the results of the actions listed in item (4)?</p> <ul style="list-style-type: none"> ▪ CHEM tutoring—5%-10% increase in success ▪ Oceanography—online achievement gap <ul style="list-style-type: none"> ○ Instructional Design pilot with San Diego State University <ul style="list-style-type: none"> ▪ Improved retention, success, and average GPA
<p>6</p>	<p><i>In this section summarize the overall results of your SCHOOL discussion.</i></p> <p>How could these actions, themes, and/or trends inform school and/or division planning and decision making in order to improve student learning?</p> <ul style="list-style-type: none"> ▪ Hire more faculty ▪ Disaggregating outcomes data by full-time versus associate faculty ▪ Helping faculty improve ▪ More integration of student and academic support services ▪ More discussion like today <ul style="list-style-type: none"> ○ Creation of this type of space for dialogue ▪ ISLOs as essential or fundamental learning outcomes

DEPARTMENT:

7 Implementation

*In this section, list the **DEPARTMENTAL** program review plans to address findings*

8 Timeline for Implementation

Make a timeline for implementation of your top priorities

9 Budget Implications

What resources will you need to actualize your top priorities?

INSTITUTION

10 Next Step in the INSTITUTION to Improve Student Learning

Based on your findings, how can the institution as a unit better support student learning?



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SCHOOL: Career and Technical Education	
1	Meeting Date: 09/17/15
2	<p>Number of Faculty/Staff participating in dialogue:</p> <ul style="list-style-type: none"> • # of Full-Time Faculty: 19 • # of Associate Faculty: 7 • # of Staff: 1 (Dean) <p>Total number of departments in school: 11</p>
3	<p>Assessment</p> <p>How is assessment being used to improve student learning?</p> <p>General</p> <ul style="list-style-type: none"> ▪ Changes in teaching activities ▪ Course Outlines of Record changes ▪ Syllabi changes ▪ Teaching strategies ▪ Incorporating new content courses ▪ Format scheduling decisions (online, hybrid, length of term) ▪ Advisory Board feedback <ul style="list-style-type: none"> ○ Addressing resulting compliance

Specific

- MAT 135 and Nursing
 - Implementing new project in between an intro and advanced level.
 - Helped bridge gap between and improve success rate

- AUTO 135
 - Used SLO data to change teaching equipment to help close the loop in student understanding in Amperage in basic auto electronics course for resource allocation
- CSIT 120
 - Student low performance in Excel task showed more need for practice and open lab hours, and time to practice this skill
- Criminal Justice
 - Students were not getting enough theory and principles on process
 - Departmental dialogue led to more emphasis when teaching these topics and the revision of exam items so that these concepts would be emphasized in testing
 - Students were not reading the text enough
 - Increased focus on accountability and reading the book

4 Actions Taken

Describe what actions/interventions the school attempted during the last academic year to improve student learning.

- Courses rewritten
- Course assessments rewritten/different methods of assessment
- Facilities upgrades and updates
- Readmissions guidelines for readmitting failed nursing students with support services referrals
 - Students must write an essay to be readmitted
- Revised faculty mentor orientations for work experience and internships
- Seminars with career services to help students select careers
- Including required internships
- Student engagement with industry
- Require associate faculty to engage online students
 - For example: weekly videos to online classroom

5	<p>Action Results</p> <p>What were the results of the actions listed in item (4)?</p> <ul style="list-style-type: none"> ▪ Comparison of earlier assignment results to revisit later in the semester shows improvement ▪ Nursing simulation results from beginning of term to the end of term ▪ Changing course assignments ▪ Creating assignments based on student reflection and SLOs ▪ Created surveys to get feedback from students <ul style="list-style-type: none"> ○ Results were used to inform/make changes ▪ Hands-on labs (auto) revisiting previous labs and students must explain
6	<p><i>In this section summarize the overall results of your SCHOOL discussion.</i></p> <p>How could these actions, themes, and/or trends inform school and/or division planning and decision making in order to improve student learning?</p> <ul style="list-style-type: none"> ▪ Informed best practices ▪ Support purchasing resources to support instructional efforts ▪ Support teaching methods ▪ Department minimum competency levels are not the same ▪ We need the ability to track students to find out why they aren't coming back (low number of completers) ▪ <p>General notes:</p> <ul style="list-style-type: none"> ▪ It is difficult to track students who have left to see if they got a job or passed a required test ▪ For programs with a capstone course (Graphic Design, Landscape Architecture), a portfolio class is a useful tool to assess program level student learning ▪ Students would benefit from general learning related to test taking strategies and study skills—especially in the online courses ▪ Excel can be used in Accounting, Finance, and Business—this shows cross-discipline use of their course content ▪ A skill set in thinking critically is cross-discipline applicable—everyone needs this ▪ Assessments in Communication, Critical Thinking, Public Speaking, and Collaboration Skills (soft skills) make us as faculty think about setting up learning communities with corollary disciplines ▪ Exposure to real-world customers helps students interface with real world situations and problem-solving versus only covering theory in the textbook—developing solutions to nonstandard situations build soft skills and job applicability ▪ We need a stronger focus on the students who do not meet minimum levels ▪ Implementing a writing prerequisite/assessment before students come into our classes ▪ Provide support for data collection and entry and analysis of SLO data—change this from faculty responsibility to classified staff duty ▪ Discuss whether or not we need TracDat—will the portal meet our data repository needs?

- Help us understand the data on the cohort level
- Help us understand who is in our classroom and the outside of the classroom factors we can't control
- We need help tracking students after they leave our programs to see job success and exam pass rates—these could be assessment tools for PSLOs
- Assessments are most meaningful at the course level
 - We need to disaggregate data
 - Assessment of learning above course level (PSLO, ISLO) should be from above—at the end of the program
- If we aren't improving, we are selling ourselves short!

DEPARTMENT:

7 Implementation

*In this section, list the **DEPARTMENTAL** program review plans to address findings*

8 Timeline for Implementation

Make a timeline for implementation of your top priorities

9 Budget Implications

What resources will you need to actualize your top priorities?

INSTITUTION

10 Next Step in the INSTITUTION to Improve Student Learning

Based on your findings, how can the institution as a unit better support student learning?

- Class size issues
- Increased technology in classrooms—computers for student use
- Opportunities to dialogue
 - Systems that allow true dialogue about teaching and learning—not just bureaucratic documentations
 - Institutionalize opportunities to dialogue and discuss teaching and learning—the result is great ideas to improve teaching and learning
- CTE Lab
- CTE Innovation Center



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SCHOOL: AIS	
1	Meeting Date: 09/17/15
2	<p>Number of Faculty/Staff participating in dialogue:</p> <ul style="list-style-type: none"> • # of Full-Time Faculty: 2 • # of Associate Faculty: • # of Staff: 1 (Dean) <p>Total number of departments in school: 1 academic department (Library), 1 service area, and district wide IT</p>
3	<p>Assessment</p> <p>How is assessment being used to improve student learning?</p> <p>Library:</p> <p>Credit course assessment (2 Library credit courses)</p> <ul style="list-style-type: none"> ▪ Revision of assessment tasks ▪ Reduction of CSLOs from five to three (LIBR 101) and from five to four (LIBR 201)

SAOs

- Service Area Outcomes and Assessments
 - Instruction
 - ENGL 100's Library Orientation results led us to target pre-transfer students in ENGL 49/50, READ 50, and in ESL classes
 - Services
 - New Discovery cross search for library databases
 - Surveys (MCC and Library)
 - Responding to student feedback
 - Extended Hours/final exams
 - Improved reserve records for finding textbooks
 - Addition of more textbooks (grant)
 - Self-reservation system for students to book a study room online
 - Simplify access to students
 - Review student suggestions by topic to create an updated FAQ on our website in order to provide students with a quick answer
 - New for 2015, library reference and database use is tracked to student demographics and success data (by SURF ID)
 - This will enable us to learn even more about students who use library services/resources and also students who do not use them
 - More effective target and outreach efforts
 - Resources
 - Credit student survey (spring)
 - Dialogue about feedback to make improvements
 - Addition of two study rooms (SU 15)
 - More textbooks available on library reserve

4 Actions Taken

Describe what actions/interventions the school attempted during the last academic year to improve student learning.

Please see #3.

Some notes: Maybe we need to assess less and spend more time on true reflecting and revising, more connections for students to feel connected and supported (Puente, Umoja, Learning Communities, etc.)

5	<p>Action Results</p> <p>What were the results of the actions listed in item (4)?</p>
6	<p><i>In this section summarize the overall results of your SCHOOL discussion.</i></p> <p>How could these actions, themes, and/or trends inform school and/or division planning and decision making in order to improve student learning?</p>
<p>DEPARTMENT:</p>	
7	<p>Implementation</p> <p><i>In this section, list the DEPARTMENTAL program review plans to address findings</i></p>
8	<p>Timeline for Implementation</p> <p><i>Make a timeline for implementation of your top priorities</i></p>
9	<p>Budget Implications</p> <p>What resources will you need to actualize your top priorities?</p>
<p>INSTITUTION</p>	
10	<p>Next Step in the INSTITUTION to Improve Student Learning</p> <p>Based on your findings, how can the institution as a unit better support student learning?</p>



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SCHOOL: School of Arts and International Languages	
1	Meeting Date: September 17, 2015
2	<p>Number of Faculty/Staff participating in dialogue:</p> <ul style="list-style-type: none"> • # of Full-Time Faculty: 8 • # of Associate Faculty: 0 • # of Staff: 0 • # of Administrators: 1 <p>Participants: Yoshi Hayashi and Leah Cluff (Art), Steve Torok and Dan Siegel (Music), Andrew Layton (Theatre/Film), Trisha Hanada-Rogers (Dance), Andrea Petri (International Languages), Jim Julius (Online Education), Jonathan Fohrman (School Dean)</p> <p>Total number of departments in school: <u> 5 </u></p>
3	<p>Assessment - <i>How is assessment being used to improve student learning?</i></p> <p>For the AA in Music Performance: formative and capstone assessment of applied music students is occurring. Students are assessed at the beginning of, and throughout, each semester, getting regular feedback on their performance against the rubric. The rubric has been refined over the past few years to foster more meaningful assessment and feedback to support enhanced learning and success.</p> <p>International Languages meets to do a norming session prior to assessment in order to support greater consistency in the use of their rubrics. Evaluation of assessment data has indicated the need to change textbooks and other instructional materials. [Andrea: I recall you mentioning uncertainty about whether such changes have had the desired impact. Is it that these changes have been assessed but the results were</p>

	<p>inconclusive? Are there any instances where the follow-up assessments provided more definitive data? Would you please revise this statement as appropriate to assure an accurate description?]</p> <p>Low success rates in Music 100 (Music Fundamentals) led to a comprehensive review of resources and online texts, resulting in significant changes.</p> <p>In their first year of being offered, students in the two new Museum Studies courses were given a summative assessment based specifically on the SLOs, and it affirmed that the outcomes were being met, providing quality assurance of new curricula.</p> <p>Dramatic Arts and Film assess every course every semester, and these assessments have provided a great deal of data, which helps inform ongoing refinement of SLOs. These also inform the programs' ongoing planning (via weekly meetings) by feeding into the other information on program needs. This approach has been helpful, but challenging to document.</p>
4	<p>Actions Taken</p> <p><i>Describe what actions/interventions the school attempted during the last academic year to improve student learning.</i></p> <p>Improvements to rubrics and/or SLOs to support more meaningful data.</p> <p>Changes to texts and learning resources.</p> <p>Provision of greater feedback to students via formative assessment [I'm basing this on responses from Music and Art, if this is not an accurate description, please let me know or provide a revision to the statement]</p>
5	<p>Action Results</p> <p><i>What were the results of the actions listed in item (4)?</i></p> <p>Still identifying these.</p>
6	<p><i>In this section summarize the overall results of your SCHOOL discussion.</i></p> <p><i>How could these actions, themes, and/or trends inform school and/or division planning and decision making in order to improve student learning?</i></p> <p>See box #10</p>

DEPARTMENT:

7 Implementation

*In this section, list the **DEPARTMENTAL** program review plans to address findings*

Did not discuss

8 Timeline for Implementation

Make a timeline for implementation of your top priorities

9 Budget Implications

What resources will you need to actualize your top priorities?

Did not discuss

INSTITUTION

10 Next Step in the INSTITUTION to Improve Student Learning

Based on your findings, how can the institution as a unit better support student learning?

By providing added tools to support assessment that is effective and sustainable. This includes:

- opportunities for more program dialogue,
- more/effective tools to easily capture and document dialogue,
- support for data disaggregation,
- support to make connections between outcomes and achievement data (e.g., success & retention),
 - reconciling the usually summative outcomes data with the wider picture of students who drop off along the way,
- greater definition of role of qualitative data,
- more tools to support meaningful analysis and conclusions (“why” data), as well as the identification of effective and appropriate interventions.