

SLO Report Schedule
2012/2013

FALL 2012	
Forms distributed	11/5/2012
Course & Program SLOs Reports due to the appropriate Dean	4/5/2013
SLO Executive Summaries due to appropriate Vice President's Office	5/24/2013
SPRING 2013	
Forms distributed	2/11/2013
Course & Program SLOs Reports due to the appropriate Dean	10/25/2013
SLO Executive Summaries due to appropriate Vice President's Office	1/6/2014

What's New?

- More time to complete reports
- Report Summaries have a few new features to help track evidence of dialogue

What's coming in Spring

- SLO Manual

Direct and Indirect Assessment

ACCJC: Direct Assessment	ACCJC: Indirect Assessment
<ul style="list-style-type: none"> • Capstone experiences • Dance/Music/Theater Productions • Evaluation by Advisory Councils • Evaluation by Employers • Exit Exams • Exit Interviews • Faculty developed rubric for scoring student work • Licensure information • Locally developed tests • Art projects, newspaper articles, computer programs • Student portfolios • Practicum and Internship Evaluation • Standardized Tests 	<ul style="list-style-type: none"> • Grades • Success rates • Retention rates • Enrollment patterns • Degrees & Certificates awarded • Placement • Outcome in special programs • Student equity data

For many programs courses are the main activity in which students participate as part of the program and, thus, an analysis of student performance in courses will form the major part of assessing students' achievement of program SLOs. *It should be noted that this process isn't the same as that used in assessing course outcomes;* while the data in program assessment may be based on performance in courses, the context of the analysis is the program. *In a program assessment, course performance data may be used to ascertain in which courses students achieve the greatest success, to identify gatekeeper courses, to validate course requisites and course sequences, to analyze the placement of disciplinary content into specific courses, or to develop guidelines for capstone projects or portfolios.* For example, in programs that have sequential courses, comparisons of the progress of students through the sequence will provide an overall view of where "gatekeeper" courses occur. A closer analysis can be undertaken, perhaps as part of a program review, to identify the SLOs that act as "keys" to the gates.

Excerpted from, *SLO's at CRC An overview and handbook* by Cosumnes River College.

**San Bernardino Valley College: Course Summary Report Form
2012/2013**

Division:
Department:
Course:
Semester Assessed:
Next Assessment:

Student Learning Outcome	
Sections(s) assessed and rationale for section selection if appropriate.	
Assessment Methods	
Criteria – what is “good enough”? Rubric	Click here to enter text.
What % of students met the criteria? Is this % satisfactory?	Click here to enter text.
Were trends evident in the outcomes?	Click here to enter text.
Are there learning gaps?	
What content, structure, strategies might improve outcomes?	Click here to enter text.
Will you change assessment method and or criteria?	
Evidence of Dialogue (Attach Representative Sample of Dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s):</p> <p><input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>
Will you rewrite the SLO? If so, please identify.	Click here to enter text.
Response to Student Learning Outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action</p> <p><input type="checkbox"/> Requests for resources</p> <p>Click here to enter text.</p>

**San Bernardino Valley College: Program Summary Report Form
2012/2013**

Division:
Program:
Semester Assessed:
Next Assessment:

Example

Program Learning Outcome	Students will be employed in the <i>(insert type of industry)</i>
Assessment Methods	Analysis of employment data gathered by the program Evaluation of student internships or work experience courses.
Criteria – what is “good enough”? Rubric	Click here to enter text.
What % of students met the criteria? Is this % satisfactory?	Click here to enter text.
Were trends evident in the outcomes? Are there learning gaps?	Click here to enter text.
What content, structure, strategies might improve outcomes?	Click here to enter text.
Will you change assessment method and or criteria?	
Evidence of Dialogue	<input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s): <input type="checkbox"/> Department Meeting Date(s): <input type="checkbox"/> Division Meetings Date(s): <input type="checkbox"/> Campus Committees (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) Date(s): SLO Dialogue focused on: Click here to enter text.
Will you rewrite the SLO? If so, please identify.	Click here to enter text.
Response to program outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources Click here to enter text.

San Bernardino Valley College: Program Summary Report Form
Fall 2012

Program: Psychiatric Technology
 Semester Assessed: Fall 2012
 Next Assessment: Spring 2013

Example

Program Learning Outcome	Students will pass the California Psychiatric Technician Licensing Examination												
Assessment Methods	<p>Analysis of Student Award Data and California Psychiatric Technician Licensing Examination data over the past three-years.</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>Degrees and Certificates</th> <th>Licensing Pass Rate</th> </tr> </thead> <tbody> <tr> <td>2012/2013</td> <td>45</td> <td>100%</td> </tr> <tr> <td>2011/2012</td> <td>53</td> <td>93%</td> </tr> <tr> <td>2010/2011</td> <td>62</td> <td>100%</td> </tr> </tbody> </table>	Academic Year	Degrees and Certificates	Licensing Pass Rate	2012/2013	45	100%	2011/2012	53	93%	2010/2011	62	100%
Academic Year	Degrees and Certificates	Licensing Pass Rate											
2012/2013	45	100%											
2011/2012	53	93%											
2010/2011	62	100%											
Criteria – what is “good enough”? Rubric	97% pass rate												
What % of students met the criteria? Is this % satisfactory?	The average pass rate over a three year period was 97. 4% which is satisfactory. In 2011/2012 the pass rate was lower than 93% which is not satisfactory.												
Were trends evident in the outcomes? Are there learning gaps?	On the whole, SBVC Students are prepared to take the Licensing exam. There are no apparent learning gaps.												
What content, structure, strategies might improve outcomes?	None identified at this time. Department will continue to monitor pass rates. If percentage falls below 97% again, faculty will examine the program again for apparent learning gaps.												
Will you change assessment method and or criteria?	No												
Evidence of Dialogue	<input checked="" type="checkbox"/> E-mail Discussion with <input checked="" type="checkbox"/> FT Faculty <input checked="" type="checkbox"/> Adjunct Faculty Date(s): 9/12/12 – 9/14/12 <input checked="" type="checkbox"/> Department Meeting Date(s): 9/21/12 <input checked="" type="checkbox"/> Division Meetings Date(s): 9/28/12 <input checked="" type="checkbox"/> Campus Committees (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs) Date(s): 10/7/12 SLO Dialogue focused on: Dialogue focused on the class of 2011/2012. Faculty review classes, staffing, student demographic and success to try to identify why exams scores were lower that year. Program requested additional resources through the program review process.												
Will you rewrite the SLO? If so, please identify.	No, the California Psychiatric Technician Licensing Examination is an excellent measure of student success. Student’s must pass the exam to work in their chosen field.												
Response to program outcome assessment?	<input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes <input type="checkbox"/> Curriculum action <input checked="" type="checkbox"/> Requests for resources Click here to enter text.												