

**IMPERIAL VALLEY COLLEGE
Off-Contract Committee Work or Assignment**

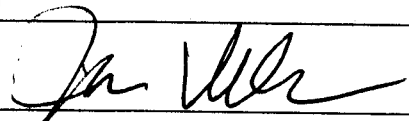
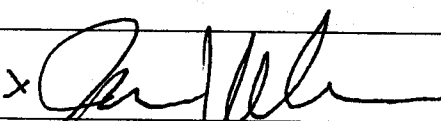
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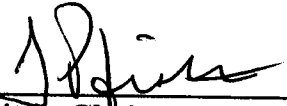
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I, Jose Velasquez, attended and fully participated in the event described below
(Please Print Name)

in accordance with the attached agenda.

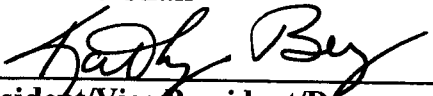
**SLO Workshop
Wednesday February 10, 2010
1:00 p.m. to 5:00 p.m.
Faculty Lounge**

Faculty Signature	Time In	Verified By Academic Services Staff	Faculty Signature	Time Out	Verified By Academic Services Staff
	1PM	mm		5:00	mm



Committee Chair

2/10/10
Date



President/Vice President/Dean

2-17-10
Date

(To Be Completed By Academic Services)

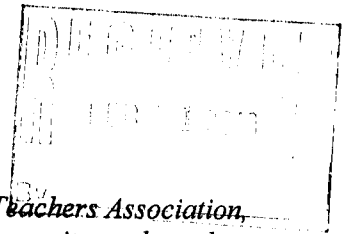
TOTAL HOURS (MAX: 4 HRS.): 4

HOURLY OVERLOAD RATE: \$55.00

TOTAL COMPENSATION: \$220

ACCOUNT NUMBER: 11001-205-1492-6010

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I, Laura Mosier, attended and fully participated in the event described below
(Please Print Name)

in accordance with the attached agenda.

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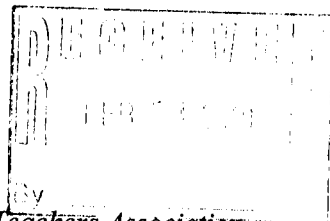
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I, Jose Lopez, attended and fully participated in the event described below
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in accordance with the attached agenda.

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Committee Chair

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Date

President/Vice/President/Dean

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I, Hope Davis, attended and fully participated in the event described below
(Please Print Name)

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Faculty Signature	Time In	Verified By Academic Services Staff	Faculty Signature	Time Out	Verified By Academic Services Staff
<i>Hope A. Davis</i>	<i>1:00 pm</i>	<i>[Signature]</i>	<i>Hope A. Davis</i>	<i>5:00 pm</i>	<i>[Signature]</i>

[Signature]
Committee Chair

2/10/10
Date

[Signature]
President/Vice President/Dean

2-17-10
Date

(To Be Completed By Academic Services)

TOTAL HOURS (MAX: 4 HRS.): 4

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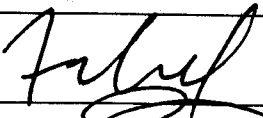

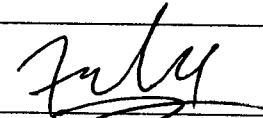

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I, Frank Miranda, attended and fully participated in the event described below
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	1:00 PM			5:00 PM	



Committee Chair

2/10/10

Date



President/Vice President/Dean

2-17-10

Date

(To Be Completed By Academic Services)

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TOTAL COMPENSATION:	<u>\$220</u>
ACCOUNT NUMBER:	<u>11001-205-1492-6010</u>

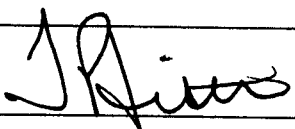
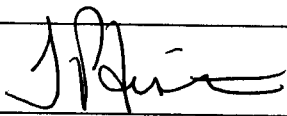
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I, Toni Pfister, attended and fully participated in the event described below
(Please Print Name)

in accordance with the attached agenda.

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	1:00	MM		5:00	MM


Committee Chair

2/10/10
Date


President/Vice President/Dean

2-17-10
Date

(To Be Completed By Academic Services)

TOTAL HOURS (MAX: 4 HRS.):	<u>4</u>
HOURLY OVERLOAD RATE:	<u>\$55.00</u>
TOTAL COMPENSATION:	<u>\$ 220</u>
ACCOUNT NUMBER:	<u>11001-205-1492-6010</u>


**IMPERIAL VALLEY COLLEGE
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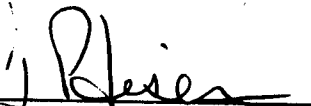
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I, Glenn Swiadon, attended and fully participated in the event described below
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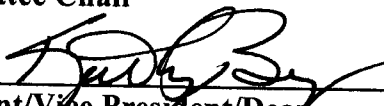
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Faculty Lounge**

Faculty Signature	Time In	Verified By Academic Services Staff	Faculty Signature	Time Out	Verified By Academic Services Staff
	1:20 pm	mm		4:00 pm	T.P./mm



Committee Chair

2/10/10
Date



President/Vice President/Dean

2-17-10
Date

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TOTAL HOURS (MAX: 4 HRS.):	<u>3</u>
HOURLY OVERLOAD RATE:	<u>\$55.00</u>
TOTAL COMPENSATION:	<u>\$165</u>
ACCOUNT NUMBER:	<u>11001-205-1492-6010</u>

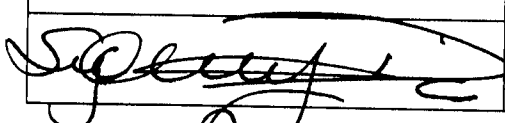
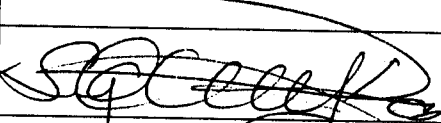
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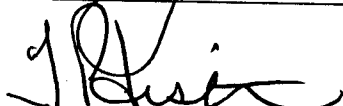
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I, Sydney Rice, attended and fully participated in the event described below
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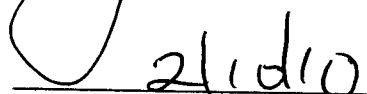
Faculty Signature	Time In	Verified By Academic Services Staff	Faculty Signature	Time Out	Verified By Academic Services Staff
	1pm	RP		5:00	MM



Committee Chair



President/Vice President/Dean



Date

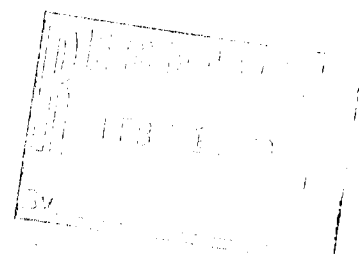
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I, Mary Jo Wainwright, attended and fully participated in the event described below
(Please Print Name)

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Wednesday February 10, 2010
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Faculty Lounge**

Faculty Signature	Time In	Verified By Academic Services Staff	Faculty Signature	Time Out	Verified By Academic Services Staff
Mary Jo Wainwright	12:00 pm	MM	Mary Jo Wainwright	5 pm	MM

J. Bliss
Committee Chair

2/10/10
Date

Ruth Berg
President/Vice President/Dean

2-17-2010
Date

(To Be Completed By Academic Services)

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IVC SLO Workshop

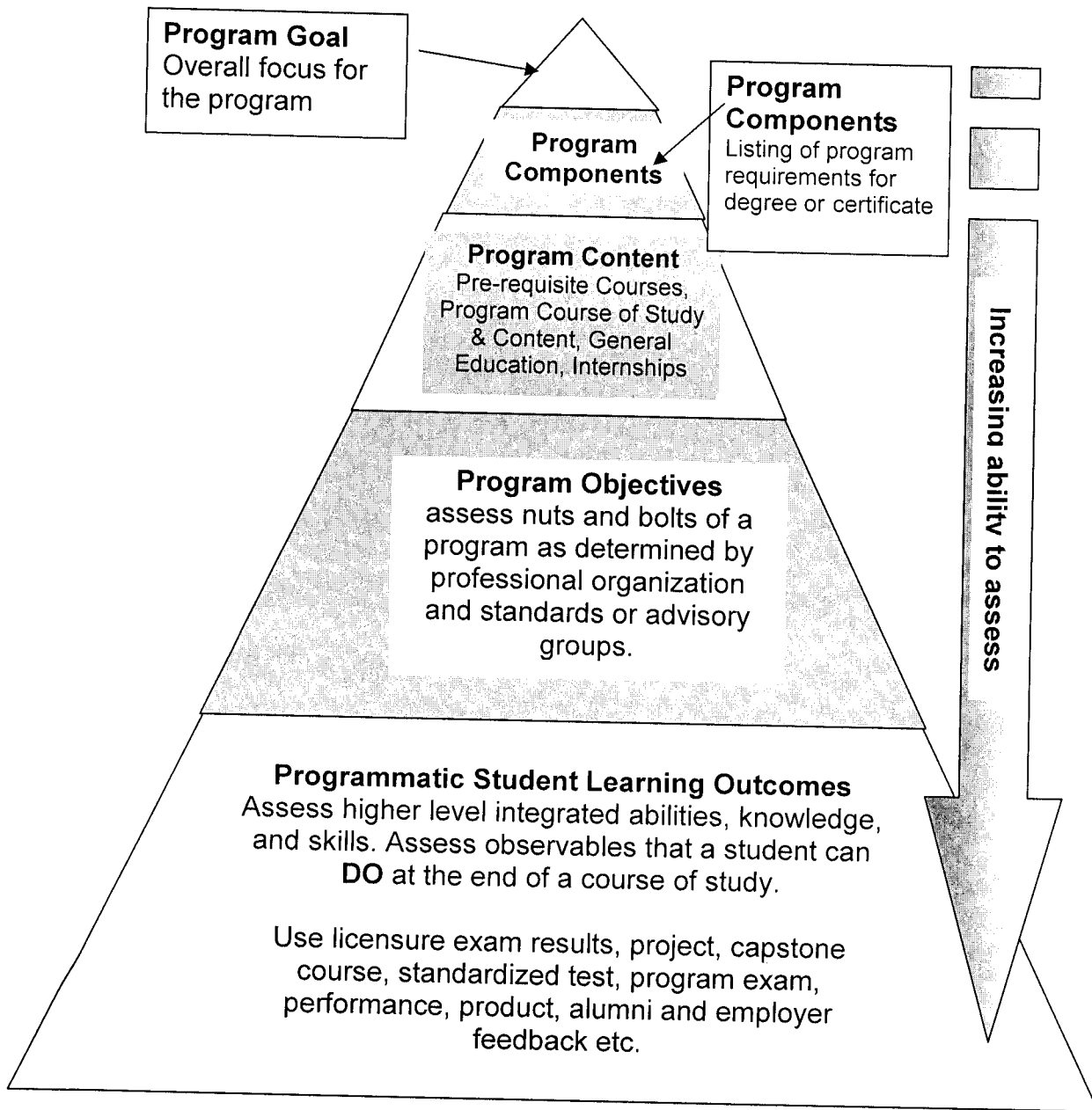
Program-level SLOs

February 10, 2010

Adapted from work previously provided by
Marcy Alancraig, Cabrillo College
Janet Fulks, Bakersfield College
Lesley Kawaguchi, Santa Monica College

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Linkage of course outcomes to program and institutional level outcomes is essential. Program assessment is a more comprehensive endeavor than course assessment and must be clearly focused on learning to produce improvement, rather than a report of the program details. It should include the real world expectations involved in graduating in an area of focused study or activities including employers concerns, transfer institution concerns and professional expert's expectations in the field of study.

Defining Programs

The primary requirement for writing SLOs and designing program assessment is a clearly defined program with a written mission statement. Mission statements are not hard to create and the conversations are exceedingly useful.

During the budget crises, our campus conducted an institutional audit; we identified 72 different instructional, support, and administrative programs, a nearly unmanageable number. Each program was required to create a mission statement and describe how the program contributed to IMPROVED learning on campus. Programs wanted to explain how they contributed to learning, but the assignment was to describe how they contributed to IMPROVED learning. This audit included all instructional programs, as well as administrative and support services programs, such as the cafeteria, bookstore, Chicano student center, and the president's office. This began an exciting shift in our perspective as defined by the learning institution paradigm. (Don't envision sudden transformation, but do imagine great dialogue.)

This audit process generated an important question for Bakersfield College, "What is an assessable program?" We had always defined programs by departments and disciplines, or geographic locations, e.g. the biology department, physical science, humanities, the book store, and counseling. Viewing it from the student's perspective we began to see that a program might be a pathway. For instance, the biology program really contained three pathways which were programs of study ending in or contributing to terminal degrees.

- the pathway or program for biology majors
 - requiring some pre- and co- requisites (math, chemistry, physics)
 - taking numerous interrelated courses with a discipline focus
 - typically transferring to a four year institution
- the pre-allied health program
 - requiring pre-requisites
 - taking a lock-step series of courses to prepare for a profession
 - concluding with a vocational program and eventual board exam
- the general education program
 - requiring only collegiate level reading
 - serving as the only science portion to many student's education
 - concluding in a liberal studies degree (potential teachers) or as transfer degree in another discipline field or vocation

Before the campus begins to create new program outcomes, review the campus structure and culture to determine whether the existing structure works well and is learning-centered, or whether robust conversation needs to occur concerning structures and program definitions. Share information between programs; some existing programs have well-defined outcomes and assessment practices in place, particularly vocational or grant-funded programs.

Finally, a discussion concerning programs must consider cross-disciplinary programs or degrees. This material will go into some detail concerning the General Education program, but consider other cross-disciplinary programs such as Chicano Studies. For pathways or programs such as a pre-allied health biology program, this entails discussions with the Math department, the Chemistry department, and the nursing or x-ray department. This represents a unique, but stimulating challenge, which could greatly benefit students (and is somewhat reminiscent of learning communities).

**Warning: These discussions take time and examine the fabric of institutional organization and governance structures. However, the discussions provide a rationale for why things exist as they do, and an opportunity to review them concerning learning centered strategies. Allow time and be inclusive when examining these issues.*

Program SLOs and Assessment

What is the name of your program?

What are the most important things your program does for students?

What evidence of specific learning for your program is most visible or observable?

What do faculty value most in your program?

What are the general outcomes of students that successfully complete your program?

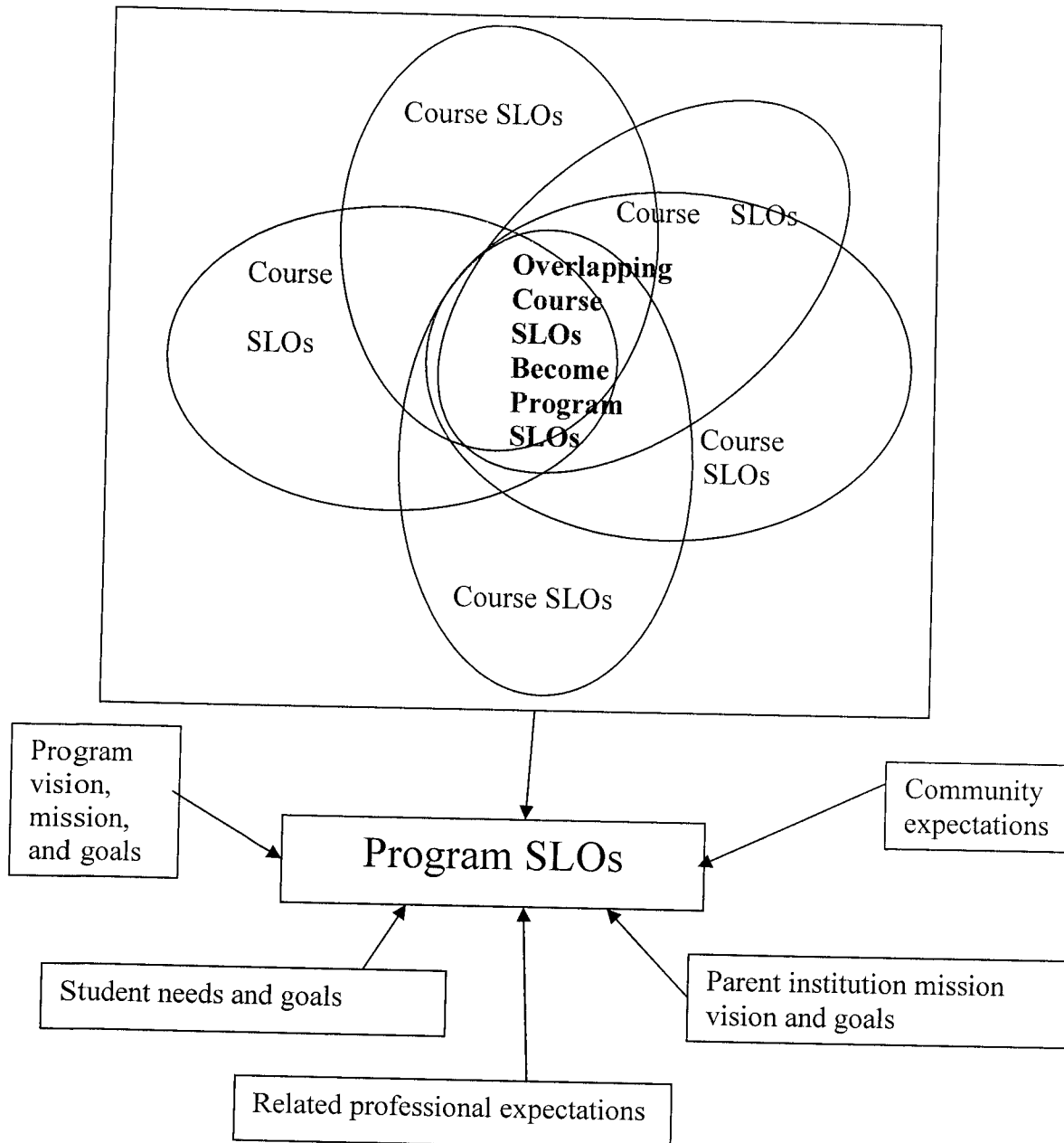
After answering these questions, draft the mission statement for your program.

Writing Program SLOs

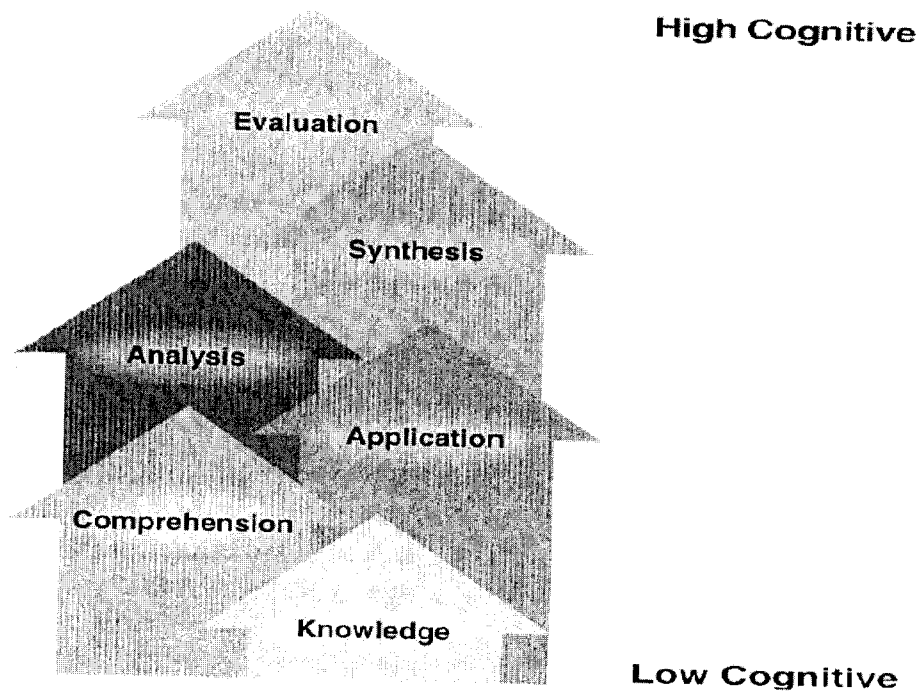
Articulating the program goals, and coordinating the appropriate course SLOs, are important foundations in finalizing draft program SLOs. It is also important to consider external requirements or expectations after a program or course of study. This would include an analysis of: 1) the community or employer expectations, 2) professional standards and expectations, 3) alignment between course, program, and institutional outcomes, 4) student expectations and needs, and transfer institution expectations.

The goal is to explicitly state overarching outcomes that represent skills, knowledge, and abilities the students attain **as a result of the program of study**. This may include activities beyond course work (field trips, internships, volunteer experiences). Once again the SLO checklist should be useful.

See the figure below for a visual.



Target Higher Level Learning and Skills in the Program SLOs



Program Assessment Simulates Real World Experiences

- Qualitative and quantitative
- Looks, feels and smells like an experience in life
- Includes concepts and decision making
- Something they would see at work

Includes Multiple Domains

- Cognitive
- Skills (psychomotor)
- Affective (beliefs)

Aligning Courses to Program SLOs

In the same way that we created a matrix in section 5 to evaluate our course activities with regards to SLOs, it is helpful to create a course matrix for the program SLOs.

After writing the Program SLOs, an analysis of where those SLOs are formatively (F) and summatively (S) addressed are plotted in a matrix.

Pre-Allied Health Program SLOs Matrix					
Course	SLO1	SLO2	SLO3	SLO4	SLO5
Math D					
Chemistry 11	F		F	F	F
Biology 14	F			F	F
Biology 15		S	F	S	
Biology 16	S		S		S
Medical Terminology	F				F

Examining SLOs using a matrix ensures that students have been introduced to the outcome, had formative feedback, and are summatively assessed concerning successful student learning. This process is somewhat more complicated when looking at GE outcomes across many disciplines, but essential.

Can you identify potential problems inherent in this matrix?

Comments:

1. Although math is a requirement for this pathway, and necessary for chemistry and biology, the material is either not necessary or not relevant to any SLO for the program. This does not necessarily mean that math does not belong in the program, but the content should be reassessed. Perhaps students could demonstrate a math competency without taking the course. Perhaps the program needs to look at the prerequisite rationale and incorporate more aspects requiring math skills into the other courses. The linkage of the program pre-requisites need to be re-examined in light of the SLOs. If math is a necessary aspect of the pre-allied health skills, then the SLOs may need to be revised.
2. SLO 2 is never formatively assessed. If the students are not given an opportunity develop this outcome with feedback to improve, then it may not be the outcome of THIS program.
3. SLO 1 and SLO 5 have an odd sequence for assessment if these courses are in the typical order in which they are taken by students. It is useless to formatively assess a student once the final or summative assessment has occurred. The program should examine the sequence of courses to determine if Medical Terminology belongs earlier in the sequence.
4. Biology 16 appears to summatively assess several of the SLOs. The department may want to consider the creation of a capstone course, or capstone project as a program assessment technique.

**Program Outcomes and Course Alignment Grid
for Imperial Valley College (ask SLO Coach for one)**

Program: GE

Completed on: Fall 2009

Prepared by : _____

Course	Communication	Critical Thinking	Personal Responsibility	Information Literacy	Global Awareness
Art 100					
BIOL 100					
CHEM 100					
CIS 101					
ECON 101					
ENGL 089					
ENGL 101					
ENVS/AG 110					
HE 102					
History 120 (or 121)					
MATH 090					
MATH 119					
MUS 100					
PE 100					
PE 128					
POLS 102					
PSY 101					
SOC 101					
SPAN 220					

SPCH 100					
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Key: Using this key, to receive a 3 or 4 the ISLO needs to be measured through the outcome and assessment.

FIVE POINT KEY

4=This is a STRONG focus of the course. Students are tested on it or must otherwise demonstrate their competence in this area.

3=This is a focus of the course that will be assessed

2= This is a focus of the course, but is NOT assessed.

1=This is briefly introduced in the course, but not assessed.

0=This is not an area touched on in the course

Dear Faculty Members:

The courses in the Grid above were selected to be part of the GE student learning outcome assessment from the overall GE program because they were part of the institutional or state requirements for GE; were mandatory as in the case of ENGL 101; or represented electives most commonly enrolled in while representing various student pathways.

Across the top of the grid, on the horizontal axis, you will see the 5 Institutional Student Learning Outcomes (ISLOs) . Located at the end of the form, there is a key to follow when completing this grid. The Key has numbers from 0-4 and an explanation of what each number represents. What we need from you, and your colleagues within each department, is your determination as to the extent each of the courses addressed IVC's five ISLOs. Please provide an honest answer – we do not need perfection, just an honest reflection of where we are in the process. Please review your SLO ID or Cycle Assessment form and write the number between 0-4 that best corresponds with the ISLOs. Each box across from the course number should be filled in. You can fill in the boxes as the classes stand this year for SLOs, knowing that next year we can do it again with the expectation that more outcomes will be identified and assessed next year.

For those courses that you rank a 3 or 4 on one or more ISLOs, you are indicating that the courses are taught with the intention of improving your students' performance on those outcomes. At some point you may be asked by the college to provide assessment data on those outcomes that you rank a 3 or 4. At this point, we are stating that all 5 of our ISLOs are emphasized in the GE Program. Completing this grid can demonstrate we are doing just that or it can highlight ISLOs that are being missed so we can improve.

Thank you very much for your assistance,

Toni Pfister, MS, EdD
SLO Coach, X6546

General Education Program Mission Statement: Students who complete Imperial Valley College's General Education Program will demonstrate competency in these five areas: communication skills, critical thinking skills, personal responsibility, information literacy, and global awareness. (first draft – under review)

Samples of Locally-Developed Program Assessment Tools

Program assessment provides a unique opportunity to assess learning over time, integrated learning. For this reason many programs use embedded course assessment, portfolios, performance assessments, capstone or senior projects, and capstone courses to assess program outcomes. Well-articulated SLOs will suggest a form of assessment that closely approximates real-life experiences. While development of homegrown tools can be time intensive, the dialogue and customized feedback are invaluable to improving programs. In programs it is important to check the assessment tool out using sample student artifacts, use trial populations to check the tool and the feasibility of its administration. Review the assessment tool on an annual basis. (Use the assessment tool checklist as a guide.) The sample program assessment methods below have been used at a number of institutions successfully.

Embedded Course Questions or Problems

Several institutions have reported successful use of embedded questions to assess program outcomes across a number of sections. This entails cooperation to develop valid and reliable questions or problems relevant to the program SLOs that are then embedded within context of routine course assessment throughout the program. There are several advantages to this technique: assessments are relevant to the specific course, program, and institutional goals, data collection does not require extra time for students or faculty, student buy-in is greater because the assessment is part of the course work, and immediate formative feedback provides diagnostic improvement.

Portfolios

Portfolios were developed based upon the art portfolio model that displays the student's abilities through a collection of artifacts. Many institutions use portfolio projects to provide a unique opportunity to assess development and change over time. Portfolios benefits student metacognitive growth and result in a resume-like product which students can use beyond their schooling. Difficulties include managing the variability between portfolios, storing the physical products, and assessing the work. Some institutions use electronic student portfolios that are commercially available (see links to the right). Assessing the portfolio work is a challenge, requiring detailed rubrics, norming, and time outside of the normal faculty workload. Instructions to the students must be explicit, based upon the purpose and uses of the portfolio.

Performance Assessment

Assessment of student performance provides a unique opportunity to assess skills and abilities in a real-time situation. While performance assessment appears a natural tool for fine arts, it has also been used in the humanities in the form of debates or re-enactments. "High-quality performance as a goal, whether at the course or program level can make the curriculum more transparent, coherent, and meaningful for faculty and students alike. Clarity and meaningfulness, in turn, can be powerful motivators for both faculty and students, particularly if the performance is a public one. And public performances provide models for other students" (Wright, 1999). Performance assessments, like portfolios, require well-designed instruments, criteria, rubrics, and norming between reviewers.

Capstone Projects

Many institutions have developed senior projects to assess the integrated skills, knowledge, and abilities of students in programs over a program of study. A variety of sample senior projects (capstones) are linked in the resources section. These may be individual or team projects. The advantage of this kind of assessment is that it can be developed to exemplify authentic working conditions. Some programs use outside evaluators to help assess the student work.

Capstone Courses

Some institutions have developed capstone courses for programs which integrate an entire sequence of study. Capstone courses, where the course itself is an assessment instrument, provide unique and challenging opportunities for students to integrate and demonstrate their knowledge, skills, and abilities. Capstone courses provide ample and focused formative time to synthesize and cement specific skills and competencies. Capstone courses are a significant learning experience as well as a powerful assessment tool.

Student Self-Assessment

Student self-assessment can provide powerful information that can not be accomplished by any other means of assessment. Student self-assessment can provide insight into affective development and metacognitive growth that other assessment can not. The goal of the self-assessment and the rubric to evaluate the self assessment should be explicit. It is wise to ask the students to provide evidence of any conclusions they make; this may include artifacts to support these conclusions.

Dimensions of Evidence for Program Assessment

By Terrence Willett, past Director of Research at Gavilan College, now with CalPASS

- Quantitative or qualitative
 - Not everything that can be counted counts and not everything that counts can be counted -Einstein
- Direct or indirect
- Norm- or criterion-referenced
- Should be representative and relevant
- Need several pieces of evidence to point to a conclusion
 - e.g. Student complains of fever and aches, their temperature is 102° F, tonsils are not inflamed, eyes are red and irritated, posture appears weak. Notice mix of types of evidence that all point to same conclusion... flu!

Assessment Methods

- Tests
 - Locally developed or Standardized
- Performances
 - Recital, Presentation, or Demonstration
- Cumulative
 - Portfolios, Capstone Projects
- Surveys
 - Attitudes and perceptions of students, staff, employers
- Database Tracked Academic Behavior
 - Grades, Graduation, Lab/Service Usage, Persistence
- Embedded Assessment
 - Using grading process to measure ILO(Institutional Learning Outcome) Narrative
 - Staff and student journals, interviews, focus groups

Assessment Parameters

Example Method	Strength of Evidence	Ethical Consideration
Randomly assign students to receive or not receive a service	Can state that a service does or does not cause an outcome	Denies access to a service that may or may not be effective for some students
Randomly assign students to receive directed information about services	Weaker causality claim	All students have access but some receive less information
Track student use and correlate with performance or skills measures; Dose-Response approach	Causality cannot be claimed, evidence is suggestive and should be accompanied by other data such as surveys	No restriction of access or information
Survey to collect self-reported impact of services	Causality cannot be claimed, useful only in conjunction with other information or to assess satisfaction	No restriction of access or information, use student time to complete survey
Case study and journals	Causality cannot be claimed but complex and difficult to measure effects can be noted	No restriction of access or information, confidentiality most important here as case study consists of much detailed personal information

Program Review and Program Outcomes Assessment

Typically the program review process is a periodic evaluation involving an intensive self-study. Components of program review may include:

- documentation of the program activities
- requests for additional funding
- assessing present and projected staffing needs
- describing facilities
- cataloging equipment
- verification of the program's values and effectiveness
- accounting how the program supports the overall institutional missions and goals.

Program review is an excellent reflective process that easily lends itself to the outcomes reporting process. In fact, some institutions have noted significant redundancies in program review, outcomes assessment reporting and periodic accreditation reviews. Thoroughly reviewing these process and aligning the reporting for each of these processes provides a considerable time savings, increases the efficiency of the reporting, and the effectiveness of the processes contributing to each final product.

Program review provides an opportunity to align courses with program outcomes and overall program outcomes with the accreditation standards. Several institutions have revised these governance processes to reduce the additional work to faculty and administration. Kennesaw State, Riverside Community College, and Bakersfield College, among others, have been revising their program review processes to streamline accreditation, program review and outcomes assessment reporting. Drafts of their work are linked at http://online.bakersfieldcollege.edu/courseassessment/Section_6_Program%20Assessment/Section6_9ProgramReview.htm

Also review the new ASCCC paper on Program Review: Setting a Standard at the ASCCC website.

Aligning these three processes will determine what the outcomes reports look like. The next page provides examples of program assessment reports.

Sample Program Assessment Reports

Data from program assessment should be aggregated to protect individual student privacy, individual faculty member's privacy, and individual course sections. The aggregated information is used when preparing unit, department, and institutional assessment reports. Use of the data must be clearly explained. (Will it effect grades, program completion, certificate or degree awards, or only be used for information?)

Program Assessment Reports are most useful when they are aligned with and incorporated into reports that can be integrated into program review and accreditation reports. A program

assessment report should include aggregated data and be condensed to minimally include the essential elements shown in the template below.

Sample Program Assessment Report Template

Title of Program:

Program Mission or Goal:

Student Learning Outcomes:

Measurement Methods and Processes:

Data Summary (overview):

Use of Results (in decision making, curricular changes, etc.):

Timeline for Program Modifications or Response to Data:

Appendixes for supporting data

Samples of model reports can be found at :

Cortland State University in the SUNY System <http://www.cortland.edu/oir/assmtreports.html>

University of Washington Program Assessment Reports

<http://www.washington.edu/oea/BackList>

While some of these reports have varying length depending on the amount of supportive data included as evidence and the space required to write the SLOs, the reports are executive summaries of less than one page to a maximum of two pages in length excluding appendixes and Student Learning Outcomes statements. Also see Southern Missouri State University's *Busy Chairpersons Guide for Departmental Assessment Reporting* at the SMSU website <http://www2.semo.edu/provost/assmt/1>

Learning Outcomes in Student Services

This is a summary of results from the Strand #3 work groups at the April 2nd Learning Outcomes Workshop hosted by Ventura College. Thank you to those who attended and contributed to this effort. The workshop was facilitated by John Baker and Terrence Willett from Gavilan College, Jerry Rudmann from Coastline College.

Student Services Unit or Function	Learning Outcomes	Assessment Methods
DSP&S	Students will demonstrate self-advocacy skills with instructors and staff.	<ol style="list-style-type: none"> 1. Focus group of DSP&S students. 2. Rubric used to score students' advocacy skills during a self-advocacy role play.
	Faculty and staff will demonstrate knowledge of disabilities and accommodations and services available for students in the DSP&S program.	<ol style="list-style-type: none"> 1. Data base tracking students' use of various support services. Do trend analysis as a consequence of in- service training of faculty and staff. 2. Objective quiz administered before and after in-service workshop on the DSP&S services.
EOP&S	Student will explain GE requirements for a major.	<ol style="list-style-type: none"> 1. Pre and post quiz.
	Student will identify and describe resources available on the campus.	<ol style="list-style-type: none"> 1. Pre and post quiz.
Student Government	Student will demonstrate social responsibility.	<ol style="list-style-type: none"> 1. Rubric used to score leadership and participation during student government meetings.
	Student will explain the college governance process.	<ol style="list-style-type: none"> 1. Rubric used to score written explanations of college governance process. 2. Objective pre and post test on the college governance process.
Counseling	Student will demonstrate the ability to use college resources.	<ol style="list-style-type: none"> 1. Student will gather in a portfolio evidence of his/her use of various college services. Use rubric to assess a sample of portfolios. 2. Pre and post quiz on knowledge of college resources.
	Student will be able to write an educational plan.	<ol style="list-style-type: none"> 1. Percent of ed plans on file for students whose goal at application indicates a need for having an ed plan. 2. From a sample of ed plans, determine the percentage that appear complete.
Counseling (continued)	Student will be able to state informed academic goal(s).	<ol style="list-style-type: none"> 1. Use scoring rubric to assess students' written or oral explanation of their academic goal(s). Rubric will assess goal clarity, level of commitment, and depth of planning given to achieving the goal. Could be done using a pre and post test procedure.
Financial Aid	Student will demonstrate the ability to successfully apply for financial aid online.	<ol style="list-style-type: none"> 1. Count of the number of correctly completed applications. 2. Survey sample of financial aid applicants for self-report of competence in completing the application.
	Faculty and staff will be able to describe basic aspects of financial aid available to students and how students can apply for financial aid.	<ol style="list-style-type: none"> 1. Pre and post quizzes administered to faculty and staff when doing financial aid in-services.

Resources for Program Assessment

- Allen, M.J. (2004). *Assessing academic programs*. Bolton, MA: Anker Publishing
- Bers, T. (n.d.) *Assessment at the Program Level*. California Assessment Website at <http://cai.cc.ca.us/workshops/Prog Level Assessment by Bers.doc>
- Creel, D.W. (n.d.). Northern Virginia Community College General Education Assessment <http://www.nv.cc.va.us/assessment/VAG Gen Ed/VAG Gen Ed.PPT>
- Educational Testing Services at <http://www.ets.org/> for standardized testing.
- Erwin, T.D. (2000). The NPEC sourcebook on assessment, volume 1: Definitions and Assessment methods for critical thinking, problem-solving, and writing. Download document from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000195>
- Moskal, B.M. & Blake, B.B. (2000). Developing a departmental Assessment plan: Issues and concerns. In *The department chair 11(1)*. Bolton, MA: Anker Publishing. Also available online at http://www.acenet.edu/resources/chairs/docs/Moskal_and_Bath.pdf
- Southern Missouri State University. *Busy Chairpersons Guide for Departmental Assessment Reporting* at the SMSU website <http://www2.semo.edu/provost/assmt/1>
- Upcraft, M.L. & Schuh, J.H. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.

Student Services Program Assessment Resources

- College Student Experiences Questionnaire
<http://www.iu.edu/~cseq>
- Community College Survey of Student Engagement
<http://www.ccsse.org/>
- Educational Testing Service (ETS)
<http://www.ets.org>
- National Center for Higher Education Management Systems (NCHEMS)
<http://www.nchems.org>
- National Survey of Student Engagement (NSSE)
<http://www.indiana.edu/~nsse>
- Noel-Levitz
<http://www.noellevitz.com>
- The Student Learning Imperative: Implications for Student Affairs
<http://www.acpa.nche.edu/sli/sli.htm>

IVC ASSESSMENT PLANNING CHECKLIST (Feb '10)

_____ 1. Does the program have a clearly stated mission that is consistent with IVC Mission Statement?

_____ 2. Are the outcomes consistent with the Institutional SLOs?

_____ 3. Does the program have 3+ clearly articulated general outcomes?

_____ 4. Are the program components (courses, series of courses, related experiences) aligned with these learning outcomes?

_____ 5. Can the outcomes be assessed?

_____ 6. Has the program assessed any of the program outcomes?

_____ 7. If yes, are the methods used direct, indirect, or both?

Note: Direct Measures (like standardized tests, rubric scored projects or papers, embedded questions in classroom tests and assignments, agency scoring of interns or graduates) are greatly preferred over indirect measures (like surveys, interviews, etc.)

_____ 8. Has the Program Grid been completed?

_____ 9. Has the Outcome Assessment 3- Year Plan been completed and provided to full and part time faculty?

_____ 10. If program-level learning outcomes assessment has taken place, have the data been reported back to the department/program?

_____ 11. Has departmental discussion of the data resulted in any program or curriculum changes?

Document. Document. Document. Data. Data. Data.

(Form altered from CalPoly document by Linda Bomstad)

