Student Learning Outcomes Assessment Committee
2013/2014 End-of-Year Report (May 2014)
Committee Chair: Molly Beauchman

Goals set at our first meeting in September (Sept 13th):
- Develop Assessment Process for Programs (input from faculty, deans)
- Develop curriculum map and rubric materials for Spring work sessions
- Work sessions with AAS/Cert faculty (curriculum maps, mapping program to course outcomes, rubrics)
- SLOA committee reviews curriculum maps and provides feedback
- Submit course outlines to curriculum

Goal 1: Develop Assessment Process for Programs (input from faculty, deans)
Progress: Goal 1 was met. The Gen Ed Coordinator and SLOA Chair attended a Dean's meeting in October to get feedback about both the Gen Ed and Program assessment process. The Deans provided suggestions, which were incorporated into the plan. SLOA focused on one division to start the process – BUCS division volunteered to pilot creating curriculum maps for both programs and certificates. Based on their work, SLOA developed a curriculum map criteria checklist, used it to provide feedback on BUCS curriculum maps, and revised again based on how well it worked as a tool to help program faculty create curriculum maps.   SLOA (with input from their divisions) selected descriptive rubrics as the vehicle for defining and assessing program outcomes, and agreed upon a five year assessment cycle to be consistent with the Gen Ed process and cycle. The data will be in the form of a rating scale of 1 to 4, which will allow program faculty to enter program outcome assessment data into Banner and analyze longitudinal progress of student attainment of the outcomes.

Goal 2:   Develop curriculum map and rubric materials for Spring work sessions
Goal 5: Submit course outlines to curriculum
Progress: Postponed to next year 2014/2015. While reviewing program outcomes and certificate outcomes, SLOA found that several programs will need to revise program outcomes before maps or rubrics can be started. This added curriculum review to the criteria checklist and extended the goal to next year. In Spring, the SLOA Chair met with the Curriculum Committee Chair and Gen Ed coordinator to discuss this issue –examining program outcomes was added to the curriculum map checklist. The checklist for programs including curriculum and curriculum maps was presented to the curriculum committee on April 15th. The curriculum committee agreed that the process of curriculum and assessment is interrelated and we will work together. The first part of the program assessment process is to make sure outcomes meet criteria, create a curriculum map and submit these to the curriculum committee for review. Curriculum committee will check outcomes and forward the maps to SLOA for review.

Goal 3: Work sessions with AAS/Cert faculty (curriculum maps, mapping program to course outcomes, rubrics).
Progress: These will be postponed to next year 2014/2015. We met with BUCS and Art Department and presented the institutional assessment process from SLOA to get feedback.

Goal 4: SLOA committee reviews curriculum maps and provides feedback

Progress: SLOA committee met in a work session on March 6th to review BUCS curriculum maps – we revised the checklist and will provide the checklist along with professional development when we work with divisions next year (2014/2015).

Overall Summary:

This year was a planning year for SLOA. With feedback from administration, staff, and faculty, we finalized a program assessment process for the institution that incorporates the following:

- An opportunity for program faculty to review program/certificate outcomes, revise, and send to the Curriculum Committee for approval (Program curriculum map checklist)
- An opportunity for program faculty to communicate with students, college community, community at large and accrediting agencies how required coursework contributes to attainment of program outcomes (curriculum maps)
- An opportunity for program faculty to define levels of attainment for each program outcome and communicate to students, college community, community at large, and accrediting agencies. (descriptive rubric for program outcomes).
- A workspace for program faculty to share ideas and work and submit items to SLOA for review. (Division Blackboard Shells – access for full time, part time, dual enrollment)
- An institutional data collection system for longitudinal data that is convenient. (Banner – same platform as grades)
- An implementation strategy that involves faculty members as facilitators (Gen Ed, Curriculum, SLOA, Senate Committee members can serve as assessment leaders in their divisions)