Overview

- Enrollment management follow-up
- Planning and Program Review highlights
- Discussion of SLO elements common to instruction and student services
- Details of instructional SLO requirements
Planning and Program Review

Assessment, Planning and Budgeting Timeline
- Annual Performance Indicators and College-wide Assessments
- Board's Annual Priorities and Planning Assumptions
- Unit-level Program Reviews
- Decisions re: Resource Allocations
- Annual Plan and Tentative Budget

SLO's
Today's Goals

- All: Discussion of Proficiency Rubric
- Instructional Departments: Clear picture of what must be done this semester

Proficiency Rubric

Proficiency Rubric: Seven Elements

1. Student learning outcomes and authentic assessments are in place for courses, programs, and degrees.
2. Course student learning outcomes are aligned with degree student learning outcomes.
**Proficiency Rubric: Seven Elements**

3. There is widespread institutional dialogue about the results of assessment and identification of gaps.

4. Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.

**Proficiency Rubric: Seven Elements**

5. Appropriate resources continue to be allocated and fine-tuned

6. Comprehensive assessment reports exist and are completed and updated on a regular basis

7. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled

**Discuss**

- For those elements of the rubric:
- What would that look like at CCSF?
- What barriers stand in our way?
- How can we overcome those barriers?
Break

Instructional Departments

Focus on Two Elements of Proficiency

- Student learning outcomes and authentic assessments are in place for courses, programs, and degrees
- Course student learning outcomes are aligned with degree student learning outcomes
Three Key Components

1. Conducting Assessments
2. Developing and Mapping Program SLO's
3. Mapping General Education SLO's

Structure

- Centralized, standardized reporting
- August 31: Submit plans
- Rest of semester: Follow-up reports
- www.ccsf.edu/slo

1. Course Assessments
Course Assessments

- Work with the Learning Outcomes you already have
- Use the results of assessment to aid in revising course outlines
- **August 31:** Submit plan for every course being offered
- **Rest of semester:** Progress updates

Plan Components

- For every course offered in Fall 2012, what are you doing?
- Implementing changes based on previous assessments
- Conducting assessments
- Focused on other courses

2. Program SLO's
YES

Yes, you have a Program!

- Certificate
- Major
- Discipline that does not have certificate/major

Examples

- Dental Assisting
  - Two programs: certificate and major
- Music
  - One program: discipline
- Behavioral Science
  - Three programs: Anthro, Psych AA-T, Intro to Human Services Certificate
Mapping

- Course SLO's need to be aligned with Program SLO's
- Mapping is a process by which this alignment can be verified and documented

Develop and Map Program SLO's

- Need to get from 35% to 100% in Fall 2012
- Submissions through Curriculum Committee
- **August 31**: tell us when you will submit to Curriculum Committee

3. General Education SLO's
General Education

- Mapping of course SLO's to GE SLO's by October 1
- Every course applicable to a GE area
- Discussion at October Bipartite

Discuss

- What challenges do you foresee in getting this work done this semester?
- How will you overcome those challenges?
- What resources would help?

Help!

- Online forms: we will have some open sessions to assist in completing online forms
- Planning for possible extra flex on September 12
Other Considerations

- Focus of Curriculum Committee in Fall 2012 is going to be on processing Program SLO's (200+ programs in 6 meetings)
- Will also prioritize courses created for Title 5 repeatability changes

Three Key Components

- Conducting Assessments
- Developing and Mapping Program SLO's
- Mapping General Education SLO's