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# Teaching, Learning & Assessment (TLA) Coaches: Building Faculty Teams Around SLO Assessment

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# Teaching, Learning & Assessment (TLA) Coaches

- Background:
  - From our Governance Survey results in 2016 related to assessment, reporting on SLOs were found to be:
    - A waste of time
    - Confusing with regard to TracDat and data reports
  - SLO reporting was at an all-time low
  - SLO assessment cycle had not been changed in years
  - New Faculty Assessment Coordinator (Fall 2016) – 3 units reassigned
  - No SLOAC committee – dismantled years before
  - TracDat (now Improve) was a mess and had been managed by classified PD staff

# TLA Development & Approval Process

- Solution: Faculty-led examination of assessment on campus
- Faculty Assessment Coordinator worked with Dean of Planning, Research & Institutional Effectiveness to develop a proposal for the inclusion of assessment faculty coaches
  - Proposal included 21 page justification
    - Background
    - Purpose
    - TLA members (Coaches & Core Team)
    - Commitment
    - Costs
    - How funds will be used
    - Outcomes & evaluation methods
    - Articles on assessment
    - Assessment & accreditation

# TLA Development & Approval Process

- In support of the assessment needs of the College, TLA coaches were used to assist faculty in:
  - Developing and/or improving their course- and program-level assessment plans specific to SLOs and PLOs.
  - Increasing the awareness of assessment and the perception surrounding assessment on campus with the goal of improving pedagogical approaches and/or discussions related to pedagogy based on assessment as they relate to student learning and achievement.
- Implemented 2016-17, funded by ACES. Second year, 2017-2018, funded via IEPI.
- Instructional Technologist hired Fall 2016

# Teaching, Learning & Assessment (TLA) Coaches

- TLA Core Team:
  - Faculty Assessment Coordinator
  - Instructional Technologist
  - Dean of Planning, Research, and Institutional Effectiveness
  - VPI
- TLA Coaches, 5 divisions:
  - Humanities & Social Sciences
  - Science & Technology
  - Business, Workforce & Design
  - Counseling
  - Athletics, Kinesiology, Dance, Learning Center & Library
- Recruited supporters and opponents of assessment

# TLA – First Semester

- Faculty-led, with support of TLA Core Team
- Seminar-like meetings
- Faculty Assessment Coordinator created a reader (88 pages!)
- Goal of defining assessment
- Review ACCJC materials
- What are other colleges doing that we like?
- What is not working at Cañada?
- What do we think would work best at Cañada?
- Reaching out to faculty directly to support their assessment efforts

# TLA – End of First Semester

In order for the TLA Coaches to begin reaching out to faculty and providing support where it was needed most, we needed to find out exactly what assessment looked like at Cañada.

- How is assessment data being gathered and analyzed?
- How are gaps in assessment data communicated to faculty?
- How do faculty get help with entering assessment data?

# Before and After

## Before

- Inaccurate reporting and tracking of assessment data
- Incorrect and outdated information cluttering our database, TracDat (now Improve)
- Shaming assessment offenders into participating
- Unreasonable and complicated assessment cycle

# Before and After

## Before

- Inaccurate reporting and tracking of assessment data
- Inconsistent and incomplete information being our database (now Improve)
- Staff and offenders not participating
- Unreasonable and complicated assessment cycle

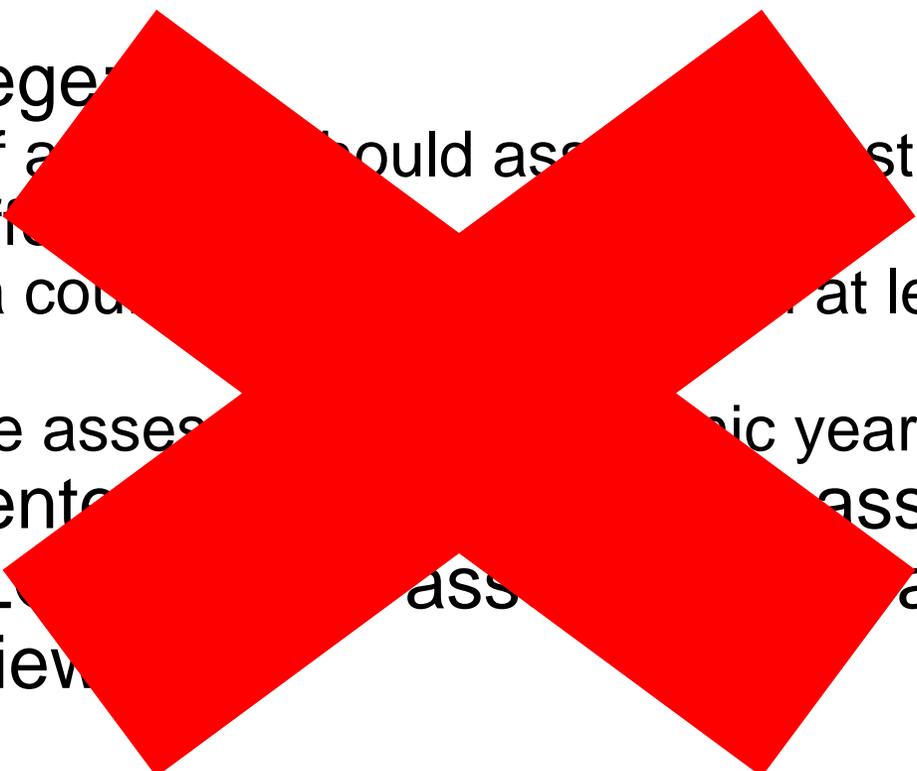
## After

- Accurate reports with only current information
- Organized and current data in Improve
- Course-specific assessment data kept to the TLA Coaches & Core Team—personal assessment support
- Recommended simplified assessment cycle

# OLD SLO Assessment Cycle

- At Cañada College:
  - Each section of a course should assess at least one SLO each term the course is offered.
  - Each SLO for a course should be assessed at least once during a 4-year cycle.
  - PLOs should be assessed every academic year
- Faculty should enter their SLO and PLO assessment results into TracDat. SLO and PLO assessment is also incorporated in Program Review.

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# Assessment Cycle Recommendation

- ACCJC states that institutions systematically and regularly evaluate how well and in what ways it is accomplishing its purposes, including assessment of student learning.
- Based on TLA's recommendation, in May 2017, the Academic Senate adopted a new assessment cycle in which all active courses will be assessed on a **three-year cycle**.

# Example Template (Even Year)

## Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name:

	2017-2018	2018-2019	2019-2020
<b>Fall Semester</b>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
<b>Spring Semester</b>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <i>Program Review due Spring 2018</i>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <i>Program Review due Spring 2020</i>
<b>PLOs Assessed</b> <i>(Identify at least 1 PLO; identify the year &amp; semester that the PLO will be assessed)</i>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
<b>ILOs Assessed</b> <i>(Map the ILOs to the courses listed in the rows above)</i>	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity

# Example Template (Odd Year)

## Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: \_\_\_\_\_

	2017 - 2018	2018 - 2019	2019 - 2020
<b>Fall Semester</b>			
<b>Spring Semester</b>		<div style="border: 2px solid orange; padding: 5px; text-align: center;"> <b>Program Review due Spring 2019</b> </div>	
<b>PLOs Assessed</b> <i>(Identify at least 1 PLO; identify the year &amp; semester that the PLO will be assessed)</i>			
<b>ILOs Assessed</b> <i>(ILOs are listed here as a guidance tool to help you choose courses for assessment)</i>	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity

# Example of Department Course Offerings

<b>COMMUNICATION</b>	<b>ENGLISH</b>	
•COMM 110 •COMM 127 •COMM 130 •COMM 140 •COMM 150 •COMM 180	•ENGL 100 •ENGL 110 •ENGL 161 •ENGL 162 •ENGL 165 •ENGL 200	•ENGL 826 •ENGL 827 •ENGL 829 •ENGL 836 •ENGL 847 •ENGL 849

# Completed Plan Example

**DRAFT**

## Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: Communication Studies (EXAMPLE)

	2017-2018	2018-2019	2019-2020
Fall Semester	COMM 110 _____ _____ _____	COMM 130 _____ _____ _____	COMM 150 _____ _____ _____
Spring Semester	COMM 127 _____ _____ _____ <i>Program Review due Spring 2018</i>	COMM 140 _____ _____ _____	COMM 180 _____ _____ _____ <i>Program Review due Spring 2020</i>
<b>PLOs Assessed</b> <i>(Identify at least 1 PLO; identify the year &amp; semester that the PLO will be assessed)</i>	PLO 1, FALL 2017 _____	_____ _____	PLO 3, FALL 2019 _____
<b>ILOs Assessed</b> <i>(Map ILOs to the courses listed in the rows above)</i>	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity

# Completed Plan Example

**DRAFT**

## Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: English (EXAMPLE)

	2017-2018	2018-2019	2019-2020
<b>Fall Semester</b>	ENGL 100 ENGL 200	ENGL 826 ENGL 162	ENGL 829 ENGL 847
<b>Spring Semester</b>	ENGL 110 ENGL 161 <i>Program Review due Spring 2018</i>	ENGL 827 ENGL 836	ENGL 849 ENGL 165 <i>Program Review due Spring 2020</i>
<b>PLOs Assessed</b> <i>(Identify at least 1 PLO; identify the year &amp; semester that the PLO will be assessed)</i>		PLO 1, SPRING 2019	
<b>ILOs Assessed</b> <i>(Map the ILOs to the courses listed in the rows above)</i>	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity

# Where Are We Now?

- ACCJC visited Oct 2019
- SLO & PLO reporting at an all-time high
- Wrapping up 2016-2020 Assessment Goals
  - 2016-2017: Change
    - Define assessment; review institutional policies; propose changes to assessment cycle
  - 2017-2018: Improve
    - Improve assessment culture; continue discussion on assessment; apply 3-year assessment plan process
  - 2018-2019: Implement
    - Provide ongoing support of 3-year assessment plan process; improve reporting of SLO & PLO results; use results to guide teaching and learning discussions
  - 2019-2020: Evaluate
    - Evaluate 3-year assessment plan process (2017-2020); propose updated 3-year assessment cycle (2020-2023); continue using results to guide teaching and learning discussions



# Questions?

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Cañada College's Assessment Webpage:  
<https://www.canadacollege.edu/assessmentslopo>

Slides: <https://www.canadacollege.edu/assessmentslopo/docs/SLOSymposiumPresentation.pdf>