

SLO Challenge 2015:

Deans Working with SLO Committee Representatives from Divisions

Directive to Academic Deans from VPAA Kenn Pierson – September 9, 2015

1. Each academic dean will identify a full-time faculty member from the division who currently serves on the SLO Committee. Working together, this pair will closely monitor SLO assessment/assessment report data for their division within *SLOlutions*. For divisions with more than one SLO representative, only one faculty representative needs to be identified. For divisions without an active SLO representative, consult with VPAA/Barbara Salazar/Dr. Adam Wetsman.

2. Each division pair (dean and SLO Committee faculty representative) will do two things:
 - a. By Friday, September 25, identify all full-time faculty members only, within your division, who have not “entered SLO assessment data and . . . written assessment reports with other faculty” in Fall 2014 or Spring 2015 semesters. Faculty are required, by contract, to engage in this SLO work “for one semester each academic year.” A grid for recording data, by division, will be prepared by the Office of Academic Affairs. However, you should create your own mechanism for compiling data within your own divisions. (Lists of courses without SLO Assessment Reports provided by Barbara Salazar at the Deans’ Council meeting on September 9 will give you something to start with, but be aware these lists are not complete and will be amended soon. Also, the YouTube video prepared by Dr. Adam Wetsman will help you know what you are looking for directly in *SLOlutions*.)

As follow-up, deans will encourage full-time faculty members who have not conducted SLO work to input SLO data and reports for the 2014-15 academic year. Every course offered during 2014-15 needs to have an assessment report in *SLOlutions* by Friday, October 9. If a course is taught only by part-time faculty, then a full-time faculty member in the program should look at the data entered for the course and write a report based upon that data. If no data exists, the full-time faculty member should talk to part-time faculty teaching the course and write a report with qualitative data based upon that conversation. The full-time faculty member might be the SLO Committee rep, working in tandem with the division dean. Dr. Wetsman is a good resource to help facilitate how to do this if you get stuck.

Completing these tasks will address a major concern identified by ACCJC in Recommendation 5 (Student Learning Outcomes): *“[C]ontinue to track and monitor the assessment of course SLOs to ensure that a course SLO is assessed one semester each academic year (per the College’s own plans and recently negotiated Collective Bargaining Agreement) (and that all SLOs are assessed with a six-year program review cycle.”* New SLO data resulting from our efforts will be reported in the *Follow-up Report* to ACCJC, to be submitted by October 15.

- b. Throughout Fall 2015 semester, each dean/SLO Committee representative pair will monitor ongoing SLO assessment in your division to increase the percentage of courses (and programs) that undergo ongoing assessment. Our reported rate of ongoing assessment (in the *2015 ACCJC Annual Report* submitted April 2015) was 50% for all courses and 62% for all programs. These low percentages, based primarily on the 2013-14 academic year, triggered concern from ACCJC. Using *SLOlutions* for 2014-15, identify courses and programs in need of ongoing assessment. Assessment work for the 2014-15 academic year should still be completed by your faculty members within *SLOlutions*. The goal for next year's *ACCJC Annual Report* (to be submitted April 2016) is to raise the percentages substantially for both courses and programs reporting ongoing assessment—as close to 100 percent compliance as possible.