

SLO-Coordinator's Report to Academic Senate
6 September 2017

Fall 2015-spring 2017: How many CLOs were assessed?

CLOs Total in the database (includes instructional and co-curricular)	With at least one assessment (meaning— distributed per our calendar)	With at least one assessment score	Completion calculation based on distribution: 1325/1564*100
3281	1564	1325	84.7%

Fall 2015-spring 2017: How many courses were scheduled, and how many of those were assessed?

Number of courses in the system	Number of courses distributed by schedules	Number of courses with assessment scores	Completion calculation based on distribution: 483/499*100
1129	499	483	96.7%

Spring 2017: How many courses were to be assessed (per our calendar) and how many got assessed?

Number of courses in the system	Number of courses with assessments distributed plus instructor created	Number of courses with assessment scores	Completion rate by courses for spring 2017: 137/148*100
1129	148	137	92.5%

Spring 2017: How many sections have assessment data versus the school’s goal per assessment schedules?

Number of sections in the system with assessments	Number of sections with assessment scores	Completion rate by sections for spring 2017: 332/416*100
416	332	79.8%

Mapping: As programs map their CLOs (Course Learning Outcomes) to PLOs (Program Learning Outcomes), their CLOs to ILOs (Institutional Learning Outcomes), and the relevant CLOs to GELOs (General Education Learning Outcomes), we have about 25% (788/3120) of learning outcomes yet to be mapped to at least one PLO or ILO, or GELO.

Are there any CLOs that we haven’t captured yet in our assessments?

Yes—about 15% (468/3,120) have yet to be assessed.

New Assessment Schedules:

Senators, please remind your divisions that [departmental assessment schedules are due](#). The new schedules are needed for fall assessments. Please send your schedules to haskink@yosemite.edu and gopaln@yosemite.edu

Next Possible steps:

- Faculty members and department coordinators: Learn about extracting data reports
- OAW members, department coordinators, and division coordinators: Facilitation of dialog about data (within a department or program or across programs or across divisions)--now that we have a variety of SLO data collected over a span of two years, are we satisfied with the numbers and the methodologies of assessment? What questions can we ask, and what can we do to strive for answers?
- Try to move away from assessments as an activity to satisfy accreditation and simply explore its potential and applicability for better meaning.

General Comments

- It may not be an exaggeration to say that our willingness to input assessment data has gone up.
- Faculty asked for two things as we began using eLumen: Ease of use & meaning
- Ease of use may have been somewhat achieved, and now comes the derivation of meaning at various levels: Personal level, course level, program level, and institutional level.
- What's most important is patience for the learner and the guides because we're all learning to utilize the applicability of data science to educational outcomes--something we were not taught in grad school or any school for that matter.
- A tremendous amount of work remains in Outcomes Assessment--the best part of it may be the rise of puzzles about learning and the fun of solving them.

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