



September 8, 2015

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Via Email [matthew@mcleeconsulting.com](mailto:matthew@mcleeconsulting.com)

Dear Matthew:

Thank you for facilitating an Institutional Effectiveness Partnership Resource Team visit to Taft College. We are looking forward to working with the team on strengthening the integration of Student Learning Outcomes in our institutional planning processes.

As noted in our initial Letter of Interest, the College has developed systems to track SLO's and their assessment using the software program-eLumen. ELumen is a repository for both quantitative and qualitative SLO data at the course, program, and institutional levels with a mapping mechanism. We have recently started using the qualitative reporting features included in the latest version of eLumen, which provides the opportunity to describe successes and gaps in student learning. ELumen's features allow us to identify estimated costs for resources requests to improve student learning. In addition, eLumen allows for the disaggregation of data which will support our analysis of student equity issues in the student learning outcome data.

With the implementation of a new Educational Master Plan and Strategic Action Plan, we realize that we can now better integrate our planning system and incorporate the rich SLO data from eLumen in our planning process. We have evaluated our Program Review process and recently implemented a new, more compressed timeline to integrate the planning systems and bind resource allocation decision making more tightly to our program review process.

Our current program review process takes a holistic view of resource allocations, considering student achievement data along with student learning outcome data. However, we are finding that there is too much detailed SLO data available during the program review process, which causes us to miss the larger institutional picture to make systemic improvements. As a result, most of our resource allocations are made based on student achievement data.

Here are more specific details regarding our Letter of Interest:

Original Letter of Interest	Corresponding Area of Focus Description
<ol style="list-style-type: none"> <li>1. Developing a method of evaluating our SLO process to support institutional effectiveness.</li> <li>2. Effectively using SLO data in the planning and resource allocation process.</li> </ol>	<ul style="list-style-type: none"> <li>• What are the best practices in establishing SLOs at the course level which will support the generation of meaningful data for course improvement?</li> <li>• How can course level SLOs be most effectively mapped through the program, general education, and institutional levels to ensure that assessment at these levels can be used for planning to support broader, institutional change?</li> <li>• How much data is too much data?? Some of our courses have nearly 20 SLOs, generating a lot of assessment data to analyze and ultimately, use for course improvement. How does this impact our ability to draw meaning for planning?</li> <li>• What are the best practices for establishing a fully functional cycle of assessment, evaluation, improvement and resource allocations? How might those practices be implemented here at Taft College?</li> <li>• What assistance can be provided to support creating a professional development plan focused on the use of SLO assessment data (and data in general) in institutional planning?</li> <li>• How do we integrate individual SLO assessment data and program SLO data so that resource allocations are scaled to larger, institution level needs? Through the Annual Program Review process, we are generating goals/resource requests at the course level and therefore, are not addressing higher impact improvements at the institution level.</li> </ul>

**Useful URLs:**

<http://ct-prod-wp.taftcollege.edu/iarp/> Institutional Research website with planning documents, Program Reviews, How to Guides

[http://dl-test.taftcollege.edu/tcwp/instruction/?page\\_id=1208](http://dl-test.taftcollege.edu/tcwp/instruction/?page_id=1208) Student Learning Outcomes website

**Sources of Additional Information (Suggested Interviews during the PRT visit):**


- Dr. Dena Maloney, Superintendent/President
- Dr. Eric Bérubé, Coordinator of Institutional Assessment, Research and Planning
- Dr. Vicki Jacobi, Coordinator of Student Learning Outcomes/Vice President of Academic Senate
- Mr. Geoffrey Dyer, President of the Academic Senate
- Mr. Mark Williams, Vice President of Instruction
- Ms. Darcy Bogle, Vice President of Student Services
- Mr. Brock McMurray, Executive Vice President of Administrative Services/CFO
- Ms. Brandy Young, SLO Technician
- Student Learning Outcome and Assessment Committee (SLOASC)
- Strategic Planning Committee
- Professional Development Committee

**Recent developments:**

Taft College recently received a letter from ACCJC indicating concern regarding the 2015 Annual Report. In the report, the College reported that only 46% of its courses and 73% of its programs had ongoing assessment. We believe that these percentages are impacted to some degree by the inclusion of de-activated courses in eLumen. If the course was not offered, it could not be assessed. The percentages are skewed by this fact. However, we also believe that we must improve the rate of ongoing assessment in order to meet accreditation standards. Towards that end, the College will be providing ACCJC with information regarding its evaluation and ongoing assessment of courses and programs by October 15<sup>th</sup>.

In conclusion, we are looking forward to a valuable PRT experience and hope to hear from you soon regarding confirmation of our meeting date.

Sincerely,



Dena P. Maloney, Ed.D.  
Superintendent/President



Geoffrey Dyer  
President, Academic Senate