

# *Lean and Agile*

## Institutionalizing SLOs at a Small College

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*Presentation for the Strengthening Student Success Conference October, 2013*

# About Us

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# Outcomes

- How to engage faculty and staff in SLOs development and assessment
  - Answering questions like “Who cares?” and “Why do we have to do this?”
- How to integrate SLOs into processes you are already doing
  - Addressing concerns like “I don’t have time for this!”
- Take Homes
  - Adjunct Faculty SLO Form
  - Course SLO Assessment Examples
  - Program SLO Assessment Examples
  - Service and Administrative SLO Assessment Examples
  - Institutional SLO Assessment Examples

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# What We'll Cover Today

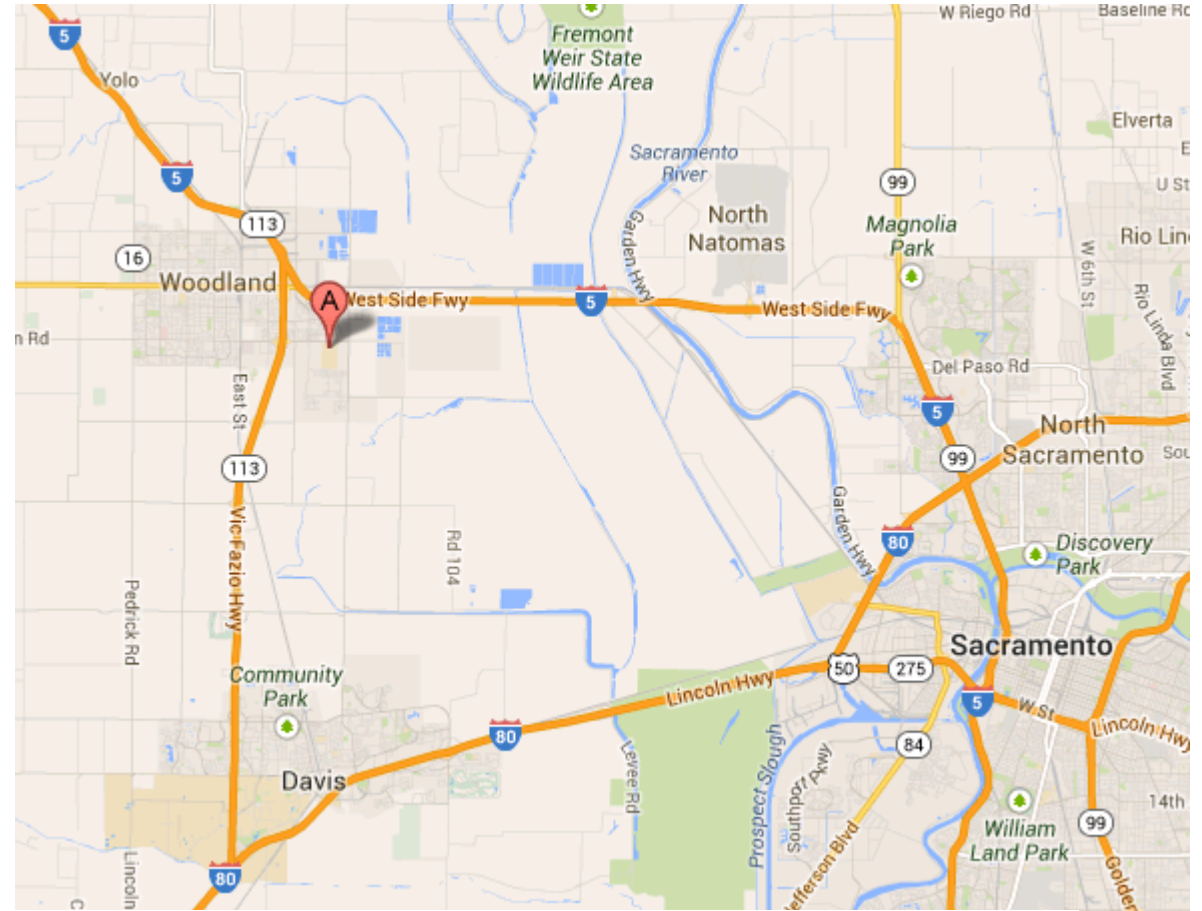
- About Woodland Community College
- Philosophy of SLOs and the “Big Picture”
- Strategies, Schedules and Implementation
- Lessons Learned
- Questions and Answers

# Woodland Community College (<http://wcc.yccd.edu/>)

Avg. Annual FTES	1,800
Avg. Annual Student	4,100
Avg. Sections/Term	250
Avg. Enrollment/Term	7,000

## Staffing

5 Administrators  
30 Full Time Faculty  
40 Classified  
> 100 Adjunct Faculty



Primary Service Area – Yolo, Colusa, Sutter and Yuba

# Our Small College Reality Check

We have a fraction of the staff, but same work load as a large college – how can we expect to get all our usual work done *and* become proficient at assessing 100% of our SLOs?

- Our Philosophy and the “Big Picture”
  - *SLO Leadership*
  - *SLO Committee Design*
  - *Commitment to Student Success*



# The Big Picture

- 8 Core Competencies
- SLOs are embedded in our way of life (i.e. things we are *already* doing!)
  - Course SLOs → Course Exams, Projects, Surveys, etc.
  - Program and Unit SLOs → Program Reviews
  - Institutional SLOs → Campus Surveys
  - Evaluation of SLOs → Program Review Validation

# Course SLOs

- “The WCC Assessment Tour: The Road to 100%”
  - *Every course, every semester*

**Make course SLO assessment ongoing and automatic – it should be a part of your regular “routine”**

- ✓ Start a new assessment, or
- ✓ Follow up on an existing assessment

*Quick Tip – Use existing assignments and projects to evaluate your course SLOs, and modify as needed.*

# Program and Unit

- Annual Program and Unit Reviews

**Include a summary of your SLO assessments in your annual program review  
– it should be a part of your regular “routine”**

- ✓ Annual
- ✓ Integrated in Program Planning

*Quick Tip – Use SLO assessment results to strengthen program requests*

# Institutional SLOs

- Embed iSLO assessment in institutional practices

**Use multiple measures to address your iSLOs— it should be a part of your regular “routine”**

- ✓ Student Surveys and Forums
- ✓ Program/Unit SLOs (“roll up”)
- ✓ Course SLOs (“roll up”)

*Quick Tip – Map courses to iSLOs and randomly survey mapped courses*

# Example of an iSLO Question

## Global Awareness

In your experience at WCC during the current school year, how often have you had conversations about the following:

- The viewpoints, values or customs of cultures other than your own?
- Appropriate ways to communicate with people from cultures other than your own?

Link to WCC's iSLO Surveys and Results: <http://wcc-planning.yccd.edu/surveys.aspx>

# Evaluation of SLOs

- How well are we doing, and what could we do better?

**Leverage your planning and evaluation process to evaluate SLOs – it should be a part of your regular “routine”**

Ongoing dialogue via:

- ✓ Peer Feedback
- ✓ Committee Feedback
- ✓ Dean/Administrative Feedback

*Quick Tip – Evaluation should be aimed at the methodology, not the results.  
Feedback should be constructive, not punitive.*

# Example of SLO Evaluation

## WCC Program Review Validation Team

Definitions of Components:	Highest Level	Mid-Level	Minimum Level	Undetermined
Supporting Evidence/Data/SLOs	Need is substantiated thoroughly using specific and current evidence, data and/or SLOs.	Need is substantiated using evidence, data and/or SLOs.	Need is mentioned in program review and limited data are provided.	N/A
	(10-8 Points)	(7-5 Points)	(4-1 Points)	

*Link to WCC's PRVT Rubric:*

<http://wcc-planning.yccd.edu/SharedFiles/Download.aspx?pageid=10&mid=43&fileid=213>

# Then and Now

- Then...(2009)

Academic Course-Level SLO List Updated 9.16.2010 - Microsoft Excel

FileHomeInsertPage LayoutFormulasDataReviewView

PasteCutCopyFormat Painter

Clipboard

Arial11

**B***I*U

Font

Wrap Text

Merge & Center

Alignment

General

\$%>

0.00

Number

Conditional FormattingFormat as TableCell Styles

InsertDeleteFormat

Σ AutoSumFillClear

Sort & Find & FilterSelect

Editing

CATALOG 09-10\_Course

	A	B	D	E	F	G	H	I	J	L	N	O	P	Q	R	S	T	U
1	CATALOG 09-10	SLO RESPONSES_Course	Received Date	A Course	1	2	3	4	1A Date Subn	Extension	Name1B	Extension	Email Ad	Name1B	Extension	Email Ad	Name1C	Extension
242	GEOG-1	GEOG-1	11/5/2009	Geog 1- PI Computat	Critical Thi	Scientific Awareness:			11/5/2009	5754								
243	GEOL-10	GEOL-10	11/5/2009	Geol 10- Ir Computat	Critical Thi	Scientific Awareness:			11/5/2009	5754								
244	GEOL-10L	GEOL-10L	11/5/2009	Geol 10L- Computat	Critical Thi	Scientific Awareness:			11/5/2009	5754								
245	GEOL-11L	GEOL-11L	11/5/2009	Geol 11L- Computat	Critical Thi	Scientific Awareness:			11/5/2009	5754								
246	GEOL-20	GEOL-20	11/5/2009	Geol 20- G computat	Critical Thi	Scientific Awareness:			11/5/2009	5754								
247	GNBUS-10	GNBUS-10	4/16/2010 14:54	GnBus10 - Communi	Computat	Critical Th	Technolog		4/15/2010	5759								
248	GNBUS-100	GNBUS-100	4/16/2010 14:55	GnBus 100 Communi	Computat	Critical Th	Technolog		4/15/2010	5759								
249	GNBUS-18A	GNBUS-18A	4/16/2010 14:55	GnBus18A Communi	Computat	Critical Th	Technolog		4/15/2010	5759								
250	GNBUS-25	GNBUS-25	11/20/2009	Counseling	Communic	Critical Thinking			11/20/2009	(530) 661-5777								
251	GNBUS-52	GNBUS-52	4/16/2010 14:55	GnBus52 - Communi	Computat	Critical Th	Technolog		4/15/2010	5759								
252	GNBUS-56	GNBUS-56	4/16/2010 14:55	GnBus56 - Communi	Computat	Critical Th	Technolog		4/15/2010	5759								
253	HIST NOT LISTED	HIST-12A	10/22/2009	History 12	Global Awareness: regonize and articulate hov				10/22/2009	4343								
254	HIST NOT LISTED	HIST-12B	10/22/2009	History 12	Global Awareness: regonize and articulate hov				10/22/2009	4343								
255	HIST-11	HIST-11	10/22/2009	History 11	Global Awareness: regonize and articulate hov				10/22/2009	4343								
256	HIST-14	HIST-14	10/22/2009	History 14	Personal and Social Responsibility: regonize a				10/22/2009	4343								
257	HIST-15	HIST-15	11/20/2009	ETHN 15 / Critical Thi	Global Aws	Personal and Social Re			11/18/2009	x6217								
258	HIST-16A	HIST-16A	10/22/2009	History 16	Personal and Social Responsibility: regonize a				10/22/2009	4343								
259	HIST-16B	HIST-16B	10/22/2009	History 16	Personal and Social Responsibility: regonize a				10/22/2009	4343								
260	HIST-17A	HIST-17A	10/22/2009	History 17	Critical Thinking: analyze information and dat				10/22/2009	4343								
261	HIST-17B	HIST-17B	10/22/2009	History 17	Critical Thinking: analyze information and dat				10/22/2009	4343								
262	HIST-29	HIST-29	10/22/2009	History 29	Critical Thinking: analyze information and dat				10/22/2009	4343								
263	HIST-4A	HIST-4A	10/22/2009	History 4A	Critical Thinking: analyze information and dat				10/22/2009	4343								
264	HIST-4B	HIST-4B	10/22/2009	History 4B	Critical Thinking: analyze information and dat				10/22/2009	4343								
265	HIST-5A	HIST-5A	10/22/2009	History 5A	Critical Thinking: analyze information and dat				10/22/2009	4343								
266	HIST-5B	HIST-5B	10/22/2009	History 5B	Critical Thinking: analyze information and dat				10/22/2009	4343								
267	HIST-6	HIST-6	11/20/2009	ETHN 6 / Critical Thi	Global Aws	Personal and Social Re			11/18/2009	x6217								
268	HIST-7																	
269	HIST-8	HIST-8	10/22/2009	History 8	Critical Thinking: analyze information and dat				10/22/2009	4343								
270	HLTH-1	HLTH-1	12/1/2009	Health 1-	Critical Thi	Communic	Personal and Social Responsibility			5751								
271	HLTH-13																	

Sheet1Sheet2Sheet3

Ready

100%

# Then and Now

- Now...

The screenshot displays the Tracdat web application interface. At the top, the 'tracdat.' logo is on the left, and a dropdown menu shows 'Selected Unit: WCC - Biology SLOs'. Below this is a navigation bar with tabs: Home, Program, Program SLOs, Course Assessment Plan, Results, Reports, and Documents. A secondary bar highlights 'Summary', 'Calendar', and 'Profile'. The main content area shows the breadcrumb 'WCC - Biology SLOs > Home > Summary'.

**Program SLOs Summary**

- Total Program SLOs: [3](#)
- Total Assessment Methods: 0
- Last Result:
- Last Action:
- Last Follow-Up:
- Total Tasks: 0
- Program SLOs Without Assessment Methods: 3

**Results Summary**

- Total Results: [19](#)
- Total Actions: 10
- Results Without Actions: 9

**Course Assessment Plan Summary**

\* - Another Program currently owns this Course. Hold your cursor over the course to see the current owner.

Course Name/Course ID	Total SLOs	Total Assessment Methods	SLOs Without Assessment Methods	Last Result	Last Action	Last Follow-Up
Principles of Biology/BIOL-1-WCC	<a href="#">5</a>	6	0	5/16/2013	5/16/2013	
General Biology/BIOL-10L-WCC	<a href="#">5</a>	5	0	5/31/2013	5/31/2013	
Marine Biology/BIOL-12-WCC	<a href="#">2</a>	0	2			
Bioscience/BIOL-15-WCC	<a href="#">5</a>	5	0	5/31/2013	5/31/2013	
General Zoology/BIOL-2-WCC	<a href="#">4</a>	4	0	9/14/2013		
Human Biology/BIOL-24-WCC	<a href="#">3</a>	3	0			
Human Genetics/BIOL-25-WCC	<a href="#">1</a>	1	0	5/25/2012	1/17/2012	
General Botany/BIOL-3-WCC	<a href="#">4</a>	4	0	5/6/2013	5/6/2013	
Human Anatomy/BIOL-4-WCC	<a href="#">2</a>	3	0	4/9/2013	9/24/2012	

# Then and Now

- Then... (2009)

COURSE	Link to Program SLO	# of course SLOs	Fall 10	SP 11	Fall 11	SP 12	Fall 12	SP 13	Fall 13	SP 14	Notes
SPECH 1	C	1			X						Assessed by applying assessment rubric to submitted outlines
	C/CT	2	X	X					X		Assessed by Exam Questions
	C/CT	3	X	X					X		Assessed by Exam Questions
	C/CT	4			X						Assessed by Communication Rubric
SPECH 2	CT	1	*								*This course is not offered in a scheduled sequence. All course level SLOs will be assessed during the semester it is offered
	C/CT	2	*								
	CT	3	*								
SPECH 3	CT	1		X				X			Assessed by submitted research assignment
	CT	2		X				X			Assessed by Exam Questions
SPECH 6	C/CT	1					X				Assessed by applying assessment rubric to submitted paper assignment
	C/CT	2					X				Assessed by Exam Questions
	CT	3					X				Assessed by Problem Solving Assignment Presentation and group portfolio
SPECH 7	C/CT	1			X				X		Assessed by submitted journal entries
	C/CT	2			X				X		Assessed by Exam Questions
	C/CT	3			X				X		Assessed by Movie Critique Assignment
SPECH 8	C/CT	1				X				X	Assessed by paper assignment
	C/CT	2				X				X	Assessed by selected Exam Questions

# Then and Now

- Now...

## All courses, every semester

# Then and Now

- **Then...** (per ACCJC Annual Report 2010-2011)

Courses with on-going assessment: **13%**

Programs with on-going assessments: **45%**

Student and Learning Support Activities with on-going assessments: **100%**

Institutional outcomes with on-going assessments: **0%**

- **Now...** (per ACCJC Annual Report 2012-2013)

Courses with on-going assessment: **83%**

Programs with on-going assessments: **90%**

Student and Learning Support Activities with on-going assessments: **100%**

Institutional outcomes with on-going assessments: **100%**

# Lessons Learned and Best Practices

- We have been assessing student outcomes for years (*i.e. things we already are doing...*)
- Make it easy for faculty, staff and adjunct to track and report SLO data (*in other words, don't make it harder than it really needs to be!*)
- Have a good database to store and track your SLOs
- Integrate SLOs into your existing processes

# Questions?

# Thank You!

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