WOODLAND COMMUNITY COLLEGE

Your College, Your Future—Tu Colegio, Tu Futuro

The SLO Lane

A Newsletter from the WCC SLO Committee

Special points of interest:

- Revising and updating AUOs

- Meeting with President's Cabinet

- Training offered for President's Cabinet regarding best practices for AUOs and facilitating discussion for consensus on themes.

- Five themes emerge for AUOs

- Next steps

Administrative Unit Outcomes (AUOs)

SLO Coordinator meeting with President's Cabinet to discuss AUOs

WCC has had numerous administrative and organizational changes in the last few years (e.g. hiring of new administrators, realignment of LCC with WCC, etc.). However, the review of Administrative Unit Outcomes (AUOs) has not been updated to reflect our new structure and mission. As a college (including all campus sites) we are developing our new Educational Master Plan (EMP) and part of this development requires a reflective evaluation and institutional goal setting . Although there has been a lot of transitional flux for our college, the timing was perfect! Now is the time to schedule a "sit down" with President's Cabinet and discuss our administrative unit and how we can establish outcomes that reflect who we are and where we want to grow as an institution. Therefore, in mid-September the WCC SLO Coordinator provided an AUO workshop for the President's Cabinet. *The PowerPoint used for this workshop can be found on the SLO website.* During this initial meeting, the SLO Coordinator suggested some "best practices" with outcome development and proposed a few mapping/thematic strategies that can help promote meaningful dialogue in the spirit of continuous quality improvement. President's Cabinet is committed with working with the SLO committee to integrate these efforts with our established processes and timelines. On Monday November 14th, Coordinator Howerton met again with President's Cabinet to review progress in development of AUOs. President's Cabinet has officially drafted and agreed upon 5 areas that will be the focus for their AUO work (Evaluation & Assessment; Data Informed Planning and Decision-Making; Communication; Organizational Structures & Coordination; and Culture & Climate). The four main units represented by President's Cabinet will now draft unit specific AUOs that are S.M.A.R.T. - **S**pecific, **M**easurable, **A**ggressive (but Attainable), **R**esult-oriented, and **T**ime-bound (while Targeted). Not unlike our program mapping to iSLOs, the administrative units will map to these AUOs. The next step includes finalizing these statements and mapping, then establishing a clear assessment method for these units. Results from these assessments will be collected through our established program review process and shared. Future work may include developing some shared assessment tools to streamline the AUO assessment process and to provide a common data set for cross discussion among administrative units.

CCCSE

On September 30th, representatives from the Center for Community College Student Engagement (CCCSE) provided a workshop for WCC. This training was used to share results of the college-wide surveys that WCC administered to measure student engagement. The survey examined various benchmarks for our students such as active & collaborative learning; student effort; academic challenge; student-faculty interaction; and support for learners. The CCCSE representatives provided multiple packets of materials to show how the data from WCC compares with other "small colleges" in the 2016 cohort. Data provided during this presentation initiated various discussions by attendees regarding the disaggregation of this data; and what it means for overall student engagement. Additionally, CCCSE shared a special report based on their nationwide research project regarding achievement for men of color within the community college systems.

Inspired by this presentation (and the desire to continue the momentum for student success) WCC sent a team of faculty and administration to the Entering Student Success Institute held in San Antonio, Texas. The team from WCC included SLO Committee member Jaya Shah, librarian Dena Martin, English faculty member Aree Metz, Dean Ortiz-Mercado, and our student success resource faculty member Deanna Pierro. Upon their return, this team will continue to work and share valuable recommendations to various committees at WCC to support student success strategies.

Assessment Method Highlight:
Focus Groups

A focus group is a guided discussion whose intent is to gather open-ended comments about a specific issue. For student learning assessment, "specific issue" usually means student learning objectives/outcomes. This process usually involves a moderator and 6-12 participants who are chosen from a specific area of interest. There needs to be careful consideration of the interview guide, and appropriate time dedicated to content analysis. Data collected from focus groups is often used as a method of qualitative assessment in combination with other assessment methods (e.g. questionnaires, field observations, etc.).

Prior to conducting a focus group, the researcher should establish a clear specific purpose for this assessment, and consider the following: 1) To whom will the focus group results be reported? 2) Will these results be combined with results of other studies (this is usually preferable) and 3) Given that notes will have to be analyzed, participants recruited, etc., will there be adequate time and resources?

Focus group questions should start with broad general form questions to encourage broad dialogue, with specific follow up questions. When reporting the results of the focus group questions used should also be shared with the data.

Can you use more than one focus group for your assessments? Yes, as long as similar questions and moderator techniques are used.

When recruiting participants, limit the number of chosen participants to 6-12 individuals. Also, make sure that participants are directly able to comment on the subject of study, and if possible, consider random selection if appropriate.

You will need to have the ability to effectively take notes and/or record during the group discussion. This job should not be done by the participants or the moderator. Notetaking on a laptop can provide for quick printing and immediate review to help ensure validity. The moderator should also record their own reflections and check for accuracy

A typical focus group is about 1-2 hours in length. When compared with direct assessments of student learning, focus groups may contribute additional information about student learning that would otherwise not be identified through rubrics or instruments containing closed-ended questions.

Something from Stephanie
**By: Stephanie Touchman (Part-Time Representative)**

Back in August at the part-time faculty meeting, I was fortunately given the opportunity to give a presentation about Flipping the Classroom. It's a teaching strategy that has been picking up some steam for several years now in many classrooms across the country. I had been thinking about trying it ever since I'd read an article about it in The Chronicle of Higher Education. In addition, I had heard many teachers claiming that using this strategy has shown positive results in student learning.

This semester, I have flipped one of my classes. I will share with you my results in the next issue of *The SLO Lane*.

-Stephanie Touchman: stouchma@yccd.edu
(WCC Biology Part-Time Instructor)

SLO Tips and Reminders

- SLOs listed on course syllabi need to match the SLOs listed on the official Course Outline of Record (COR). If you update your SLOs during a curriculum revision, please make the necessary changes on your syllabi and in Trac-Dat.

- Be sure to submit and/or upload into TracDat your SLO results by **December 21, 2016** (Same day all grades are due from instructors).

A word from your SLO Coordinator...
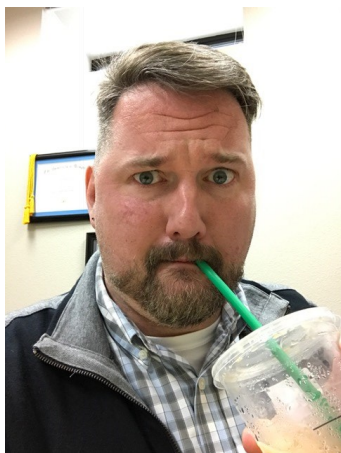
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Each semester, just as I start to feel like I'm getting "into the groove", I become quickly aware that we are nearing the end of another term.

I don't know about you, but I feel like there is not enough coffee to keep me going. This has been one of my busiest semesters that I can recall.

My calendar has been excessively peppered with double bookings, various competing deadlines, and random appointments (oh yeah, I also have classes to teach and prep). Yet, it is a joy to take a break, breath, and pull together this issue of *The SLO Lane*.

In addition to my regular assignment as your SLO Coordinator, I have been busy working as WCC's Academic Senate VP, and starting work with Dr. Martinez, and Nili Kirschner with the DIG (Data Inquiry Group) efforts.

Off campus I have also been pursing a number of professional development opportunities that I hope will positively affect the work I am doing at our college and in our district.

Earlier this year I attended a newly designed ACCJC Accreditation training for new evaluators. I was then (fortunately?) selected to serve on an accreditation evaluation team for another college this semester. After attending another team training in August I spent the next month preparing for a site visit that included an amazing, intense week of collaborating, interviewing, document verifications, and writing reports.

This was a true rare synergistic experience that allowed me to collaborate with a number of various experts from other peer institutions. I came back from the experience exhausted but also exhilarated!

Locally, our SLO committee has been actively redesigning our iSLO assessment plan. We are proposing a new strategy of assessment that aligns and supports the Completion by Design (CbD) framework and will allow for campus-wide dialogue around student achievement and disaggregation.

I also invite you to see the work we are doing regarding AUOs (Administrative Unit Outcomes) that is highlighted on page 1.

Finally, I am working with our ASC (Accreditation Steering Committee) as we start to draft our next self-evaluation report. Members of the ASC will be reaching out to various committees and individuals to help with this college document. Please support these efforts, and if you (or a committee with which you are involved) is able to help provide input please participate. This is OUR document and we want as many voices to be heard. By the way, if you are reading this and a member of our SLO committee …. SURPRISE I've already promised our participation.

In close, if you see me running cross campus with a coffee...it's a good bet I'm off to another meeting.