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:

- WCC will pilot a new committee redesign

- PIE is not only tasty but will be the new Planning and Institutional Effectiveness committee

- PIE will combine several established WCC planning committees/ efforts

- PIE pilot is supported by both WCC College Council and Academic Senate

- Once implemented PIE, will be assessed

In this issue:

Pass Me the PIE

Next semester WCC will pilot a committee structure redesign that has a space for PIE. Yes, there is always room for pie! However, in this context, PIE will be our new Planning and Institutional Effectiveness committee. Over the past several years, WCC has seen an increase in the number of planning committees established for our campus (e.g. Program Review Validation Team, Budget & Planning, SLOs, Faculty Staff and Administrative Planning, Accreditation Steering, Scheduling, etc.). The goal is not to have this just be another committee, but it is an effort to increase efficiencies while allowing stronger integration of all college planning. Some established committees may evolve into a focused task force or workgroup depending on where we are in the integrated planning cycle. Therefore, the planning cycle of the college will start to drive the work load of various groups instead of every group being a standing committee that has fluctuating efforts.

The new PIE committee emerges after many months of discussions in College Council and WCC's Academic Senate (as well as in consultation with current committee chairs whose committees will be affected). After careful evaluation and consideration of current committee obligations both college governance groups support the pilot with the expectation that we will conduct an assessment to see if PIE is filling (*mmmm pie filling*) our needs.

You might be asking, "Why do we need PIE? We already have committees that are focused on planning." In short, we are not using our time wisely by having so many planning discussions in various silos that maybe counter to the work of other groups. PIE should streamline our efforts and allow those of us who sit on these multiple groups to only hear information once versus 4 to 5 times in different contexts. This will help create focused conversations and minimize the potential for confusion.

Finally, during this pilot it is important for all affected committees to be open and flexible. If you are part of a committee that will be part of this redesign remember, that change can be scary, but it's better with PIE. 🥧

Welcome Andrew Miller

New Lake County Campus Representative to the WCC SLO Committee

The SLO Committee is excited to welcome Andrew Miller as our new LCC representative. Andrew is a full-time Associate Professor of Biology at our Lake County Campus (LCC). His academic and research background is in Clinical Biomechanics and Neuromuscular Adaptation. He has presented his research at national conferences and published his findings in peer-reviewed journals in the United States and Europe. Our SLO committee is excited to add his research background and skills to our work.

Andrew has taken an active role as a liaison for our committee. He is currently working to identify specific SLO training/development needs for LCC/CCC, to educate others about expected processes and procedures, and to provide LCC input with our SLO work. Moreover, Andrew has interest in streamlining SLO data such as leveraging our "Culture of Canvas" for all course outcomes.

If you are a full-time or part-time faculty member serving our students at LCC or CCC, and you have any SLO suggestions or concerns, please feel free to contact Andrew at amiller2@yccd.edu.

Assessment Highlight:

Involving Students in the Assessment Process

Over the last few years, The SLO Lane has highlighted a number of assessment methods (e.g. rubrics, focus groups, simulations, portfolios, and other direct and indirect methods). Most of these methods do not include the student directly in the assessment process beyond providing a deliverable that we assess to see if a student is meeting (or to what degree meeting) our expectations. The ability for students to assess themselves can be an assessment. Two ways to encourage your students to be part of an assessment process is having students conduct self-assessments and providing peer-assessments. I use both of these in a my communication studies classes, and I hope you find value as possible ways to assess your own students.

Self-Assessment - Students already apply informal assessment of their work as they draft, write, and proof assignments. Students make adjustments along the way to self-correct or improve. In the classroom environment we can encourage this process by setting clear goals for assignment, provide examples, provide criteria (often established rubrics), and provide multiple opportunities for students to assess themselves, and to thereby help them close the gap between their current performance and desired performance.

Peer-Assessment - Once students know what is expected and understand established objective criteria for assignments, students could expand assessment with their classmates and provide formative feedback while practicing their own critical ability.

Something from Stephanie

By: Stephanie Touchman (Part-Time Representative)

For the last three years, I have developed and used a pre and post-test in my classes to assess SLOs. The data from these assessments have been useful as I try new teaching strategies in my courses. One recent question I had about my lecture/lab courses was if there was an effect on student learning if the students had a lab before the lecture or vice versa. When I reviewed the SLO data for both variations, I found no significant difference. I ran a t-test on the two sets of classes and found there was no significant impact on level of student achievement. Moving forward, I am confident that students who opt to take the lecture before lab or lab before lecture will not be negatively impacted by that choice in their ability to meet my expected SLO.

SLO Tips and Reminders

- **All course syllabi should be submitted to the Office of Instruction each semester.** Please make sure that you have proper course SLOs listed on each syllabi that you submit. The SLOs should match the official Course Outline of Record. This is required for Accreditation!

- Be sure to submit and/or upload into TracDat your SLO results by **December 20, 2017.** The Same day all grades are due from instructors.

- If you have questions about SLOs (and/or would like to request SLO assistance) please contact a member of the WCC SLO committee.

A word from your SLO Coordinator...

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You might be as surprised as I look in my photo that a squirrel with a googly-eye photobombed me. Surprises happen all the time. Yes, even when we conduct assessments and look at our results! Sometimes we see data that confirms what we have known, but there are surprising times when it does not. Relying only on anecdotal evidence will not allow us to make systematic changes that we can measure to KNOW what works when moving the needle for student success and outcome achievement.

For all of us, it has been another busy semester (no surprise). Earlier this semester the WCC SLO committee launched an updated committee website. This new website has a number of resources and we welcome any additional suggestions.

The committee, working with Dean Marinez's office, has designed and piloted new iSLO entry and exit surveys. These new surveys collect information on all 8 of our iSLOs in one instrument. The plan is to collect information in alignment with the Completion by Design (CbD) methodology. Along with the entry and exit surveys, we will use a similar instrument with a sample of students who reach a mid-way point (degree seeking students) around 30-45 units completed (progress phase). Eventually we will be able to disaggregate the results and see if there are any surprising gaps along the way during the student's educational journey with us.

Collected iSLO survey results will be another data point, along with our SENSE/CCCSE data (and other collected equity data) to foster college-wide conversations, especially in consideration of guided pathways and acceleration efforts.

Speaking of guided pathways, In September I attended (as part of a college team) a regional IEPI workshop. Collaborating with DIG (Data Inquiry Group), the Senate, and College Council we will be exploring the potential of adopting a guided pathways approach for WCC. We are now just starting the exploration and will need college-wide discussion to figure out what this might look like for WCC.

In preparation for this cycle of program review submissions, Nili Kirschner provided updated trainings for our campus sites. I would like to thank her for an excellent job reinforcing the role of SLO data in these reports, and supporting additional rigorous considerations to strengthen the meaningfulness of these documents.

In October I joined another accreditation site team for ACCJC. Again I found the process to be hard work, but very rewarding. ACCJC provided updated trainings for team chairs and visitation teams. The main focus from the commissioners was to reinforce the idea of "peers" in the peer-review process. I returned to WCC energized and full of ideas after this recent accreditation experience.

Finally, I have become more active at the state-level. This past summer I attended the ASCCC leadership institute and subsequently was appointed to the ASCCC State Ed. Policy Committee as well as selected to be in this year's cohort of their Professional Development College Leadership Academy. I am excited for what these new opportunities may bring for our college.