

**Special points of interest:**

- A new iSLOs assessment survey was piloted in Summer 2017
- The use of the new assessment survey will be administered during various stages of the Completion by Design phases.
- There are some highlights and areas for future investigation identified from the pilot
- The new iSLO assessment tool allows for disaggregation as it relates to the achievement of these identified iSLOs.

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## Update on our New iSLO Assessment Survey Tool

During the past year the SLO Committee (working with our WCC Office of Planning, Research, and Institutional Effectiveness) has updated and streamlined assessment of our college’s Institutional Student Learning Outcomes (iSLOs). Prior to us piloting this new assessment tool, the college would sample every semester while rotating through the eight core competencies to collect student perception on their attainment of these outcomes. Although we were gathering data and discussing the results, this process was not sustainable with our current resources and our college-wide interest with Completion by Design (CbD). Therefore, we developed one survey instrument that would collect an assessment for all eight iSLOs in one survey. Our pilot of this tool was administered in the summer of 2017. The survey was piloted with students who had petitioned and successfully graduated from WCC in the spring of 2017 (EXIT phase of CbD). Prior to the survey being implemented, the SLO Committee reviewed the instrument. The committee provided suggestions on the wording of questions and overall instrument length. This was beneficial in ensuring the questions captured the eight institutional student learning outcomes. Open ended comment sections were added to all questions, and students provided their student ID so that information could be disaggregated for further discussion and analysis. Results from these assessments will eventually be stored on an updated webpage for our Office of Planning, Research, & Institutional Effectiveness along with other college data.

**Highlights from the newly developed iSLO survey**

- ⇒ Students identified an increased sensitivity to diverse cultures and various populations
- ⇒ Students identified increased awareness of issues affecting different areas of the world, and
- ⇒ Students identified an increased ability to apply basic scientific principles

**Possible areas for additional attention and/or follow-up assessment**

- ⇒ Technology use and technology skill development, and
- ⇒ Ability to make data driven decision-making

**Next Steps** : In the upcoming 2018-2019 academic school year institutional student learning outcomes will be measured for each incoming student at entry, once during progress, and upon graduation.

## SLO Committee to Become a PIE Taskforce

The Fall 2017 issue of *The SLO Lane* outlined WCC’s planning committee redesign and the creation of our new Planning and Institutional Effectiveness (PIE) Committee. Several planning committees (including our own SLO Committee) will now be a taskforce to support the oversight conducted by PIE. Work of the SLO Taskforce will be directed based on integrated planning needs as it arises from program reviews and other planning implications. This next year (as we fully implement this new committee structure) we may experience some hiccups, but institutional change is not always clean or easy and at times can be very messy. The road we travel is not always a direct path and we may hit some “pot holes” along the way. Although we will be transitioning and still figuring out how everything works in this redesign, SLO support will continue, but now through our SLO taskforce. The SLO taskforce will also work with WCC’s Office of Planning, Research, and Institutional Effectiveness as appropriate.

## Something from Stephanie

By: Stephanie Touchman (Part-Time Representative)

As instructors, part of our job is to measure Student Learning Outcomes (SLOs). For the purpose of our accreditation and to improve learning, it is important that we do this for all sections of a course (face-to-face, online, and all locations). Therefore, collaboration between part-time and full-time faculty is not only necessary, but also important to foster ongoing dialogue to help students succeed in our courses and programs. These assessments are useful in our program reviews where we articulate needs for funding/resources, and curriculum development. Part-Time faculty are a very important part of this process to ensure we are capturing appropriate data for these important discussions.



**WCC SLO Coordinator:  
Christopher J. Howerton**

**E-mail: [chowerton@yccd.edu](mailto:chowerton@yccd.edu)  
Phone: (530) 661-5771**

You may notice that my personal message in this issue is a bit longer than in the past several publications. I'm taking a little personal privilege here as this will be my last message to you as WCC's SLO Coordinator.

As many of you know, I will be stepping into some big shoes as I become WCC's next Academic Senate President this summer. I have been preparing for this transition for a while and I have been working with other groups to ensure that our ongoing SLO work will not suffer. My work with YCCD and WCC's SLO efforts initiated in Fall 2007 when I was hired by the district. It is hard to believe it has been over a decade that I have been in this role for the college. However, when I first started as WCC's SLO Coordinator, I told administration that my primary goal was to make this position obsolete. I wanted to see WCC's SLO work clearly and fully integrated in all our college planning and curriculum processes so we no longer needed one individual to lead the effort. I once stated (during one of my many

## A FINAL word from your SLO Coordinator...

SLO presentations to the campus community) that "SLO's are not 'my puppy', but it's 'our puppy' to care for, to nurture, and in turn it will grow to be 'our best friend' like any well-loved and loyal dog."

We are now at the time where my long-term vision can be realized. It would not be possible if it was not for the great support from the entire college community with our SLO development and assessment planning.

In the last issue of *The SLO Lane* I shared with you the creation of our new planning oversight committee, PIE (Planning and Institutional Effectiveness). Also, earlier in this newsletter I discuss in more detail the transitional plan that will alter our SLO standing committee to a new PIE taskforce. As the incoming WCC Academic Senate President, I will be serving on PIE and will still be available to help with SLO efforts (if needed) in a smaller capacity.

As I reflect on the work of the SLO Committee over my tenure as our college's SLO Coordinator we have a lot for which to be proud. We have defined and are assessing SLOs at all levels (i.e. institutional, program, and course SLOs); we have established and revised AUO (administrative Unit Outcomes); SAO (Service Area Outcomes); integrated SLOs into program review and curriculum development; established campus resources; and found opportunities for dialogue about results. I can not even list all the reports, presentations, and accreditation work that we have completed. It has been a lot of work, but I wanted all our efforts to be sustainable and predictable with established processes. Working with administration and Senate, we have achieved this and much more. It's a true example of synergy that will

sustain beyond having me in this formal role.

During transitions like this, I am reminded of a quotation from JFK. He said, "Change is the law of life and those who look only to the past or present are certain to miss the future." Those of you who know me well, know I am a planner by nature, and very sensitive to system theory and effective organizational change. I look to my new leadership chapter with this lens, and hope to serve all faculty well in my new role, as I hope I have as your SLO Coordinator.

You may be wondering about my photo to the left. It is a "selfie" I took when my husband and I were driving around Sacramento one weekend and found MY STREET. For me it's not often I see my last name on a street sign. So how does this relate?

WCC is searching for its own road! There are a lot of changes facing WCC. I'm both excited and nervous as we embark on some difficult conversations as we re-conceptualize ourselves to strengthen student success. All the conversations around acceleration, guided pathways, and the WCC Promise can be overwhelming. As a college, we need to find our own path with these efforts.

I'm full of various emotions. Yet, I am encouraged that we are now having campus-wide conversations about how best to serve our students and get students on their own clearly identified road for academic success. Guided Pathways is that. Our newly formed Guided Pathways workgroup is leading our self-assessment while initiating the eradication of older taken-for-granted paradigms about how we serve our students. This work is not easy, and it will require us, as a college, to potentially implement system wide changes.

## SLO Tips and Reminders

- **All course syllabi should be submitted to your dean's office 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 assessment results by **May 31, 2018**. The same day all grades are due from instructors.
- The [WCC SLO website](#) has many useful resources to help with your own SLO efforts.

Accreditation is still an ongoing priority for us., especially as we finalize our self-evaluation draft. Over the past two years I have served on a couple of accreditation teams. This semester I was asked to be part of a smaller follow-up team from a previous team visit I conducted. This visit was focused on how the institution made systemic changes to strengthen their ability to serve students and positively impact student success. It was great seeing how recommendations and observations we provided 18 months ago fueled some major changes. I hope that our own visit in the fall will provide feedback to help us strengthen our mission. In February, I attended the ASCCC's Accreditation Institute (along with other WCC members). I presented during a breakout session at this institute. Recently on April 6th, we hosted ACCJC Vice-President, Gohar Momjian. She provided some updated information from ACCJC and will be accompanying our visiting team in October.

As the academic year nears its conclusion, I am also about to finish the ASCCC's Leadership Academy. This academy is part of the ASCCC's professional development college. This was a year-long activity and I just submitted to my mentor a summative report of my work. I look forward to my official conclusion to this training during the ASCCC Leadership Institute this summer, and apply what I've learned in my new role.

In closing, I would like to thank everyone for the years of support and trust as we institutionalized SLO efforts for our college. I am honored to have been your SLO Coordinator and will always think fondly of this chapter in my life. See you down the road!

**THANK YOU!**