

Lean and Agile

Institutionalizing SLOs at a Small College

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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

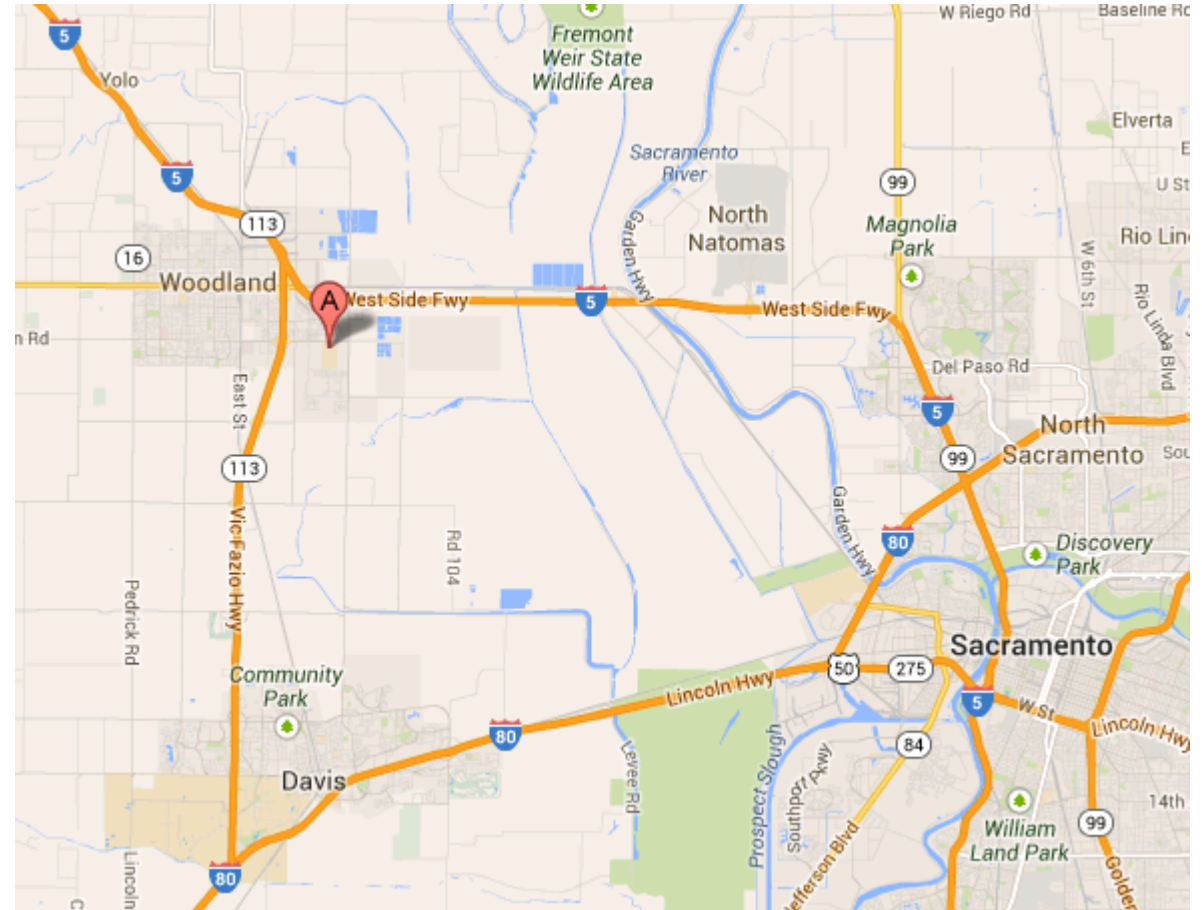
- About Woodland Community College
- Philosophy of SLOs and the “Big Picture”
- Strategies, Schedules and Implementation
- Lessons Learned
- Questions and Answers

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*



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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

	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 Subj	Extensor Name1B	Extensor Email Adr Name1B	Extensor Email Adr Name1B	Extensor Email Adr Name1B	Extensor Email Adr Name1B	Extensor Email Adr Name1B	Extensor Email Adr Name1B	Extensor Email Adr Name1B	Extensor Email Adr Name1B
242	GEOG-1	GEOG-1	11/5/2009	Geog 1- PI	Computati	Critical Thi	Scientific Awareness:		11/5/2009	5754								
243	GEOG-10	GEOG-10	11/5/2009	Geol 10- Ir	Computati	Critical Thi	Scientific Awareness:		11/5/2009	5754								
244	GEOG-10L	GEOG-10L	11/5/2009	Geol 10L-	Computati	Critical Thi	Scientific Awareness:		11/5/2009	5754								
245	GEOG-11L	GEOG-11L	11/5/2009	Geol 11L-	Computati	Critical Thi	Scientific Awareness:		11/5/2009	5754								
246	GEOG-20	GEOG-20	11/5/2009	Geol 20- G	computation	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 10C	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 Aw	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 Aw	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																	

Then and Now

- Now...

The screenshot shows the Tracdat web application interface. At the top left is the Tracdat logo. To the right, a dropdown menu shows 'Selected Unit: WCC - Biology SLOs'. Below this is a navigation bar with tabs for Home, Program, Program SLOs, Course Assessment Plan, Results, Reports, and Documents. The 'Summary' tab is active. Below the navigation bar is a breadcrumb trail: 'WCC - Biology SLOs > Home > Summary'. The main content area is divided into two summary boxes: 'Program SLOs Summary' and 'Results Summary'. Below these is a 'Course Assessment Plan Summary' section with a table of course data.

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	5	6	0	5/16/2013	5/16/2013	
General Biology/BIOL-10L-WCC	5	5	0	5/31/2013	5/31/2013	
Marine Biology/BIOL-12-WCC	2	0	2			
Bioscience/BIOL-15-WCC	5	5	0	5/31/2013	5/31/2013	
General Zoology/BIOL-2-WCC	4	4	0	9/14/2013		
Human Biology/BIOL-24-WCC	3	3	0			
Human Genetics/BIOL-25-WCC	1	1	0	5/25/2012	1/17/2012	
General Botany/BIOL-3-WCC	4	4	0	5/6/2013	5/6/2013	
Human Anatomy/BIOL-4-WCC	2	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 rubirc 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?

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Thank You!

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