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

Presentation for the Strengthening Student Success Conference October, 2013
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
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

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<th>Definitions of Components:</th>
<th>Highest Level</th>
<th>Mid-Level</th>
<th>Minimum Level</th>
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<td>Supporting Evidence/Data/SLOs</td>
<td>Need is substantiated thoroughly using specific and current evidence, data and/or SLOs.</td>
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Then and Now

- Then...(2009)
Then and Now

- Now...

**Course Assessment Plan Summary**

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<tr>
<th>Course Name/Course ID</th>
<th>Total SLOs</th>
<th>Total Assessment Methods</th>
<th>SLOs Without Assessment Methods</th>
<th>Last Result</th>
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Then and Now

- Then... (2009)

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<tr>
<th>COURSE</th>
<th>Link to Program SLO</th>
<th># of course SLOs</th>
<th>Fall 10</th>
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<th>Fall 11</th>
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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%**

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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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