1. The SLOAC and its tasks
2. Why SLOS now?
3. Objectives vs. SLOs
4. SLO assessment methods: direct and indirect
5. SJCC SLOs and mapping them: Spanish
6. Other SLO assessment activities at SJCC
7. Resources
Student Learning Outcomes Assessment Committee (SLOAC)

Membership:
- John Branlund III, Applied Science
- Celia Cruz-Johnson, Reading
- Rebecca Gamez, Spanish
- Fabio Gonzalez, EOP&S
- LaRae Helliwell, Mathematics
- Clem Lundie, Computer Information Systems
- Dr. Leandra Martin, ex-officio
- Dorothy Pucay, IPCC
- Khalid White, Ethnic Studies

- Committee formed in May 2010 by SJCC Academic Senate

Tasks:
- Develop and support faculty engagement in course, program, and institutional level SLO assessment.
- Ensure compliance with local, state, and national standards.
Why SLOs now?

- The Accrediting Commission for Community and Junior Colleges expects institutions at the Proficiency level by **Fall 2012**.
Proficiency:

• Student Learning Outcomes and authentic assessment are in place for courses, programs, and degrees.

Results of assessment are being used for improvement and further alignment of institution-wide practices.

• There is widespread institutional dialogue about the results.

Decision-making includes dialogue on the results of the assessment and is purposefully directed toward improving student learning.

• Appropriate resources continue to be allocated and fine-tuned.

• Comprehensive assessment reports exist and are completed on a regular basis.

• Course student learning outcomes are aligned with degree student learning outcomes.

• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

From the Rubric For Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes of the Accrediting Commission of Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges
The Assessment Cycle - The assessment cycle refers to the process called closing the assessment loop.

- From SLO Terminology Glossary: A Resource for Local Senates by The Academic Senate for California Community Colleges
Develop or modify student learning outcomes (SLOs) - Feb. 2012

Develop, modify, or review a curriculum, course, program or service – November 2011- December 2011

Design and measure student learning as a result of the curriculum, course or program – Feb. – May 2011, Feb.- May 2012

Collect, discuss, and analyze data. – June – Aug 2011, June – Aug 2012

Publish results – Sept. 2011
Determine refinements based on outcomes data – October-November 2011

Dates are tentative and suggested by AS President Chris Frazier for going through one loop by 2012.
Objectives vs. SLOs

Objectives: Nuts and Bolts
- Requires basic thinking skills
- Describes small, discreet skills
- Does not necessarily result in a product

SLOs: The Big Picture
- Requires HIGHER LEVEL thinking skills
- Synthesizes many discreet skills
- Results in a product that must be observed, evaluated, or assessed by faculty
- Requires students to APPLY what they’ve learned
A comparison: English 1A

Course Objectives:
- Develop a main idea
- Maintain a clear command of tone
- Show control of standard English grammar

Course SLOs
- Write essays, including research-based writing, demonstrating academic rhetorical strategies and documentation.
Other Sample Learning Outcomes

- **Biology**: Apply concepts of chemistry to physiological systems
- **Speech**: Deliver well-researched speeches to inform and persuade
- **Dental Hygiene**: Demonstrate technique of soft-tissue curettage on clinic patients

Source: Kevin Bontenbal, Cuesta College; Lesley Kawaguchi, Santa Monica College; Virginia May, Sacramento City College at 2010 ASCCC Curriculum Institute Santa Clara Marriott • July 8-10, 2010
SLO Assessment

Direct Assessment Methods

- Performances
- Capstone Courses
- Portfolios
- Common Assignments. Template assignments, secondary readings, and other embedded assignments
- Course Management Programs that capture student responses
- Classroom Assessment/Research e.g. techniques in Classroom Assessment Techniques (CAT) by Cross and Angelo
- Student Self-assessment
- Local Tests
- Commercially available standardized tests
Indirect Methods

- Surveys
- Interviews
- Focus Groups
- Ethnographic Research

Some methods work both direct and indirect

- Classroom Research
- Course Management Programs
- Focus Groups
- Portfolios
- Student Self-assessment

-Source: Barbara D. Wright
Assessment of critical thinking skills using an indirect method

Results from Fall 2010 Division of Math and Science student evaluations given to at least one section taught by faculty, per FA Contract

Question #21: Conducted class in a way that stimulated critical thinking

1. Strongly Agree
2. Agree
3. No Opinion/Not applicable
4. Disagree
5. Strongly Disagree
Results – Division Math & Science Fall 2010

- 87 sections with an average of 23 students per section (2035 student evaluations) surveyed. The class average scores for the question were rank-ordered from best score to worst score.
- Scale: 1 strongly agree, 2 Agree, 3 No Opinion/Not applicable, 4 Disagree, 5 strongly disagree
  - lowest score (Best) = 1.07 (Between Strongly Agree and Agree)
  - top 25% = 1.48 (Between Strongly Agree and Agree)
  - median = 1.79 (Between Strongly Agree and Agree)
  - top 75% = 2.07 (Between Agree and No Opinion/Not Applicable)
  - highest score (worst) 2.94 (Between Agree and No Opinion/Not Applicable)
- Conclusion: in 74% of courses offered in the division of Math and Science that conducted student evaluations, the majority of students either Agreed or Strongly Agreed that their instructors conducted classes in a way that stimulated critical thinking.
Mapping

- Institutional Student Learning Outcomes
- General Education Outcomes
- Program or Degree/Certificate Outcomes
- Course Student Learning Outcomes
1. Communication
Students will communicate effectively including reading, writing, speaking and listening.

2. Critical and Analytical Thinking
Students will analyze problems using evidence and sound reasoning to make decisions.

3. Global Awareness and Social Justice
Students will demonstrate an awareness of social, economic, ecological, historical, and cultural differences and their implications.

4. Personal Responsibility, Ethics and Civility
Students will demonstrate personal and civic responsibility and professional integrity.

5. Technology
Students will utilize technology effectively for informational, academic, personal, and professional needs.

6. Aesthetics and Creativity
Students will develop an appreciation of the arts and engage in the creative process.
Spanish Program

FL and ASL Program Student Learning Outcomes

Students who complete a series of courses in any of the target languages offered in the program can reasonably expect to:

1. demonstrate increased comprehension or receptive skills in the target language;
2. demonstrate adequate control of appropriate vocabulary and grammar and expressive skills to produce the target language;
3. articulate comparisons between his/her own culture/s and that of the speech communities of the target language (this could include, for example, social and political history, literature, or art of the communities of the target language);
4. acquire the skills necessary to complete an AA or AS degree and/or transfer to a four year institution, which could include the use of innovative technology and exposure to new trends.
Current SPAN 1A SLOs:

**COURSE LEARNING OUTCOMES/OBJECTIVES:** (ENTER 6 - 12 LEARNING OUTCOMES—20 MAXIMUM)

Upon completion of this course, the student will be able to:

1. Express him/herself effectively and accurately in simple Spanish about him/herself, other people, and his/her surroundings.

2. Recognize family structure and describe family members

3. Solve simple mathematical calculations in Spanish using numbers from 1-100

4. Create personal and academic schedules accurately using expressions of time dates in Spanish, including recognizing important dates in the Spanish-speaking world.

5. Construct sentences which narrate events in everyday situations in the present

6. Distinguish between formal and informal registers of address in Spanish and judge which one to use in specific situations.

7. Categorize the weather, seasons, and favorite activities, which are performed in different seasons.

8. Compare and accurately compose phrases expressing likes and dislikes in everyday situations

9. Arrange and express information on daily, habitual activities, and future plans (careers/travel plans)

10. Formulate sentences using verbs of obligation to use with daily chores at home and at work

11. Compose sentences in the past tense to talk about home, family and childhood events

12. Compare and contrast activities and things, demonstrating the ability to use comparatives in Spanish.

13. Identify the main features of Hispanic culture, geography and history
Proposed SLOs for SPAN 1A

At the end of the semester students can reasonably expect to:

- Recognize, retrieve and produce main ideas in simple oral and written Spanish at the novice level (similar to ACTFL guidelines) to describe everyday situations, including but not limited to daily routines at home, work, school and/or vacations.

- Recognize and produce orally and in writing those grammatical structures necessary in the above-named situations, including but not limited to: present tense verbs and time markers; the periphrastic future; noun/adjective agreement; ser/estar differences; question formation; some idiomatic expressions; object pronoun usage; regular verbs in the preterite tense.

- Identify where Spanish is spoken and describe aspects of the culture of Spanish-speaking communities covered in the course, comparing and contrasting them with the student’s own culture. Topics can include facts about geography, art, music, literature, history, social studies.
## Mapping Course SLOs to Program SLOs

<table>
<thead>
<tr>
<th>SPAN 1A SLO</th>
<th>Program SLO 1 Receptive skills</th>
<th>Program SLO 2 Production</th>
<th>Program SLO 3 Global/Critical</th>
<th>Program SLO 4 Tech/Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Vocab/Ideas</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2 Grammar</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3 Crit/Global</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
## Mapping Spanish Courses to Program SLOs

<table>
<thead>
<tr>
<th>Spanish Course</th>
<th>Program SLO 1 Receptive skills</th>
<th>Program SLO 2 Production</th>
<th>Program SLO 3 Global/Critical</th>
<th>Program SLO 4 Tech/Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>I, D *</td>
<td>I, D</td>
<td>I, D</td>
<td>I, D (M)</td>
</tr>
<tr>
<td>1B</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>2A</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>2B</td>
<td>D, M</td>
<td>D, M</td>
<td>D, M</td>
<td>D, M</td>
</tr>
</tbody>
</table>

* I= Introduced; D = Developed and Practiced with Feedback; M = Demonstrated at the Mastery level appropriate for Graduation (borrowed from Mary Allen, CSU Bakersfield)
## Mapping Program SLOs to Institutional SLOs

<table>
<thead>
<tr>
<th>Program SLO</th>
<th>ISLO 1 Commcatn</th>
<th>ISLO 2 Crit Think</th>
<th>ISLO 3 Global/just</th>
<th>ISLO 4 Personal</th>
<th>ISLO 5 Tech</th>
<th>ISLO 6 Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Recptve</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2 Prdctn</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3 Global</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4 Tech</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
ISLO #4: Personal Responsibility, Ethics and Civility
Students will demonstrate personal and civic responsibility and professional integrity.

1445 students responded

1. My overall experience at SJCC has encouraged me to participate more actively in civic responsibilities; for example, voting, volunteering, or becoming a member of a community or student organization.

2. My overall experience at SJCC has encouraged me to maintain personal responsibility; for example, turning in assignments on time, practicing academic honesty, or respecting other people’s views.

3. My overall experience at SJCC has encouraged me to develop professional integrity; for example, taking responsibility for my own learning, taking responsibility for following the college rules of conduct, or meeting college-mandated deadlines.
My overall experience at SJCC has encouraged me to participate more actively in civic responsibilities, for example, voting, volunteering, or becoming a member of a community or student organization.
My overall experience at SJCC has encouraged me to maintain personal responsibility, for example, turning in assignments on time, practicing academic honesty, or respecting other people’s views.
My overall experience at SJCC has encouraged me to maintain personal responsibility, for example, turning in assignments on time, practicing academic honesty, or respecting other people’s views.

These were multiple-choice tests to be given to all sections in the above courses during the last week in the semester.

The Math 11A and 11S test contained 12 questions covering 12 out of 16 SLOs.

The Math 13 and 13S test contained 14 questions covering 10 out of 13 SLOs (There are now just 5 SLOs for Math 13 and 13S, so the test will need to be updated.)

The Math 25 test contained 10 questions covering 10 out of 17 SLOs.
Each semester the results of the SLO tests are discussed among the math faculty. We have looked at the SLOs that caused the most problems and tried to determine how to improve instruction in those areas.

After 3 semesters, in Spring 2010, we identified the 5 questions that gave the students the most trouble, to concentrate on. We found this to be too many to tackle at once.

Last semester, we reduced this number to just 2 or 3 SLOs per course.

For Math 13, we identified 3 SLOs to emphasize. These corresponded to questions 2, 4, and 9.

Here are the specific results. . .
What now!

• “Emphasizing key trouble spots” may require more than just emphasis”.
• We need to determine specific in ways to improve in troublesome areas.

This will be the start of the Math Department’s focus in the coming months.
Tasks Completed by Reading Department in Fall 2010

Identified one SLO per level

Reading 350: Identify the main idea of a reading selection at this course level (4th-6th grade level).

Reading 301: Summarize a reading selection at this course level (7th-10th grade level).

Reading 101: Identify at least 2 different patterns of organization in a reading selection at this course level (7th-10th grade level).

Created assessment rubrics.
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>4 Accomplished (PASS)</th>
<th>3 Competent (PASS)</th>
<th>2 Developing (NO PASS)</th>
<th>1 Beginning (NO PASS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Student applies literal and inferential comprehension skill and identifies the</em></td>
<td>Accurately identified main idea</td>
<td>Partially identified main idea</td>
<td>Limited understanding of main idea.</td>
<td>Unable to identify main idea</td>
</tr>
<tr>
<td><em>main idea of a reading selection at a 4&lt;sup&gt;th&lt;/sup&gt;-6&lt;sup&gt;th&lt;/sup&gt; grade level.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading: Assessed SLOs

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>R350</td>
<td>100</td>
</tr>
<tr>
<td>R301</td>
<td>146</td>
</tr>
<tr>
<td>R101</td>
<td>156</td>
</tr>
</tbody>
</table>

Tasks Still Pending by Reading Department for Spring 2011

• Data needs to be analyzed.
• Area(s) for improvement need to be identified.
• Planning for improvement.
Survey was given to students using the Tutorial Center during Fall 2010.

138 students responded to the survey.

The purpose of the survey was two-fold:

- Evaluate SLOs
- Collect information to better meet the student needs
LRC Open Computer Lab SLO Assessment:

Students who use the LRC Open Computer Lab will:

1. Use programs such as Word, Excel and PowerPoint in the LRC to complete coursework.

2. Use the internet for academic purposes including research for class assignments or class related web sites such as Moodle and on-line homework systems.

3. Use the computers successfully to access SJCC and SJECCD websites including college and district policies and procedures, course registration and MyWeb.
Results:

5. How do you use the computers in the Open Computer Lab (mark as many as apply)?
   (355 responses from 138 Survey Participants)

- Class assignments using Word, Excel or PowerPoint: 32% (113)
- Moodle, or other class related software or internet sites: 20% (71)
- Internet access needed for courses or assignments: 28% (100)
- Access course schedule, register for classes or use MyWeb: 19% (68)
- None of the above: 1% (3)
Other Results:

6. Please mark additional ways you use the computers in the Open Computer Lab (mark as many that apply):
   (278 responses from 138 Survey Participants)

- FaceBook or other social networking sites: 20% (55)
- E-mail: 39% (108)
- Twitter, Buzz or other messaging sites: 4% (12)
- Internet access: 37% (103)
Additional Results:

- **Question #1:** On average, how often do you use the LRC Open Computer Lab? (136 Participants)
  - More than once per week: 72%
  - Once per week: 15%
  - Less than once per week: 13%

- **Question #2:** On average, how long do you generally stay on a computer when you use computers in the LRC Open Computer Lab? 138 Participants
  - Less than 30 minutes: 14%
  - Between 30 minutes and 1 hour: 42%
  - Between 1 hour – 2 hours: 29%
  - More than 2 hours: 15%

- **Question #3:** When you want to use a computer in the open computer lab, is one available? 137 Participants
  - Always: 86%
  - Sometimes: 12%
  - Never - have to wait for a computer to become available: 2%
Survey was given to students using the Tutorial Center during Fall 2010.

131 students responded to the survey.

The purpose of the survey was two-fold:

- Evaluate SLOs
- Collect information to better meet the student needs
Tutoring Center SLO Assessment:

Students who use the tutoring center will:

1. Demonstrate improved understanding of their course subject matter.

Survey Question #3: Have the tutoring sessions improved your understanding of material covered during the session? (125 responses)

- Yes  90%
- No significant change  11%

2. Feel more confident in their mastery of the course material.

Survey Question #4: After using the Tutoring Center, I feel: (125 responses)

- More confident in my mastery of the course material – 86%
- No significant change – 13%
- Less confident in my mastery of the course material - 2%
RWC Research Workshop Assessment:
Survey of 36 students who attended the RWC Research Workshops Taught by Teresa McKimmey, English and RWC Instructor

SLO:
At the end of a workshop, student will be competent in one new skill.

Survey Questions and results:
By attending today, did you learn a new skill?
31 – YES 4 – SOMEWHAT
1 – NO RESPONSE

Would you recommend these workshops to a friend?
36 – YES
**Written comments from students**

- “It is a helpful class.”
- “The instructor was very friendly and answered all questions.”
- “Good. I will enroll in the next class.”
- “Great instructor.”

Conclusions to draw from survey results

1) Keep offering research workshops
2) Do more publicity is needed so that more disciplines beyond Language Arts know about these helpful workshops . . .
SJCC SLO Website resources

Go to school website http://www.sjcc.edu/.
Click on Faculty and Staff link on left hand column.
Find Student Learning Outcomes and Assessment link.
SLOAC Contact Persons

- John Branlund III, Applied Science, John.BranlundIII@sjcc.edu
- Celia Cruz-Johnson, Reading, Celia.Cruz@sjcc.edu
- Rebecca Gamez, Spanish, Rebecca.Gamez@sjcc.edu
- Fabio Gonzalez, EOP&S, Fabio.Gonzalez@sjcc.edu
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- Dorothy Pucay, IPCC, Dorothy.Pucay@sjcc.edu
- Khalid White, Ethnic Studies, Khalid.White@sjcc.edu
Objectives vs. Outcomes

- Kevin Bontenbal, Cuesta College, Lesley Kawaguchi, Santa Monica College, Virginia May, Sacramento City College presentation at the 2010 ASCCC Curriculum Institute, Santa Clara Marriott on July 8-10, 2010.

  • Academic Senate for California Community Colleges (ASCCC)
    • See ASCCC paper, Working with the 2002 Accreditation Standards: The Faculty Role (2005), p. 12
    • See Glossary
  • Accrediting Commission for Community and Junior Colleges
    • See March 2009 ACCJC Newsletter at http://www.accjc.org/pdf/March%202009%20newsletter.pdf

Direct Assessment Methods and Indirect Assessment Methods - A Close-up Look by Barbara D. Wright, 2003, Assessment Coordinator, Eastern Connecticut State University

Guiding Principles for SLO Assessment, draft, Fall 2010 by Academic Senate for California Community Colleges

SLO Terminology Glossary: A Resource for Local Senates by Academic Senate for California Community Colleges, 2009

Academic Senate for California Community Colleges on SLOs http://www.asccc.org/search/node/slo