

2012-2013 SLO Reports

- **English - Maya Staylor**

August 2012

We met from 10-12. The adjunct coordinators presented a basic history of SLO's on the Mt SAC Campus, how the department developed our own SLO's, and how the SLO's are to be used by the college/state as a whole. The English Department has a chart of expected entry and exit skills for English 67, 68, and 1A. That chart was used to develop the SLO's. We presented this chart to the adjunct faculty, so they would better understand the particular skills that generated the broader SLO goals. After the adjunct coordinators presented the information, we had a very productive question and answer period.

For the second portion of the meeting, faculty broke into groups based on which course they usually taught or were teaching in the fall. In the groups, faculty discussed / brainstormed what sorts of assignments, learning experiences, etc they were doing in their classes and how those assignments and experiences were aligned with the departmental SLO's.

At the end of the session, each group debriefed the other groups about the assignments and etc. they were using.

I have received very positive feedback from the adjunct faculty as to the usefulness of the meeting. Naturally, we would love more opportunities to include adjuncts in these sorts of meetings. They enjoy being part of the discussion, and we were all very grateful that they were compensated for their time!

Maya Staylor
English

- **Library & Learning Resources Division Retreat - Meghan Chen**

Feb. 8, 2013,

Funding Request for Adjunct Involvement in Departmental SLO Activities

The funding support allowed us to include adjunct faculty in this division-level activity. Feedback from the group including the adjunct faculty who attended was overwhelmingly positive. We gave faculty and staff concrete examples of SLOs and AUOs at least through a complete assessment cycle, and groups were organized by discipline or function to develop an assessment plan. Members of the Research and Institutional Effectiveness department and Outcomes Committee faculty coordinator attended as expert consultants. Some sampling of comments reflects the participants' appreciation:

- *It was great to see the examples of completed SLOs.*
- *I have a better understanding of how to do the whole SLO process, what to do each step of the way, and how to think about the SLO process.*
- *I found that the Outcomes experts helped me understand the process better.*
- *[Having] members of the research department ... allowed us to ask important questions right away and receive the guidance needed to make practical steps toward progress.*
- *Time with colleagues creating an assessment plan for our discipline was very helpful.*

The purpose of the Library & Learning Resources Division retreat held on Feb. 8, 2013, was to examine what we have learned from the results of our assessment on the process and the implications for improvement. Additionally, we wanted to develop assessment plans for specific Student Learning Outcomes (SLO) and Administrative Unit Objectives (AUO) so that everyone is involved in the process and that there is division-wide coordination of assessment activities.

- 1) How have the results been used for service/process improvements?
- 2) Have the results been connected to resource requests and allocation?
- 3) What improvements can we make *without* additional resources?

This year's agenda (attached) focuses on the assessment process, planning, and quality of robustness in our outcomes. Our division has been making progress toward more authentic and robust assessments as recommended by the accreditation evaluation team. Based on feedback from the last two retreats, questions about what constituted "robust" and "authentic" remain, as do uses of results for improvement of the assessment process/method and of instruction and services. Further, more work needs to be done to see/do assessment in the college context of planning.

We always invite adjunct faculty to participate, and it is greatly appreciated if some compensation for their time is available. The retreat evaluation results indicate that adjunct faculty feel more connected to the division's planning and assessment work and see the work they do in context of the division's and the college's goals.

Report submitted by Meghan Chen, Dean, Library & Learning Resources, 4/16/13.

• **Psychology/ Education Department** - Stacy Bacigalupi

April 5, 2013 9-12pm

Report to Outcomes Committee regarding meeting about SLOs and Best Teaching Practices Day

We had 7 adjunct and 3 full time faculty in attendance.

The purpose of our meeting was to:

1. Continue to involve adjunct faculty in our discussion of SLOs, including creation of, assessment of, and discussion about results of SLOs.
2. Discuss Psyc 1A and Psyc 1AH SLOs assessed from last semester
3. Discuss more broadly how best teaching practices are linked to SLOs

We began with best teaching practices and we were able to share ideas regarding classroom activities to policies to ways to engage students more. In the psychology/education department, we realize that measuring students' learning is not just about us lecturing and them taking notes. We realize that it's important to engage students, to encourage students, and to care about them. Although these are not direct measures of SLOs, they are 100% tied to the concept, so we spent time discussing these things. We also explained what SLOs are, the purpose of them, our department's philosophy on them, how we assess them, and the process for discussing them. This was primarily done to remind faculty and to educate newly hired adjunct on the process.

The second half of the meeting was a discussion of Psyc 1A and 1AH SLOs assessed last semester. Our discussion focused mainly on three of the four SLOs for that course. One of the SLOs assessed seem to be met by the majority of the students in all courses assessed, so we decided to focus on the others. One of the topics of discussion with the others was whether the SLO was really what we wanted our students to know. We had a lengthy discussion about what we really meant by the SLO, and have decided to rephrase it so as to be more clear and applicable to all faculty teaching the course. Another SLO we spent some time with was also the GEO. We discussed how the GEO is broad (for obvious reasons), but yet hard to assess because of that. We discussed involving the students more. One of the things we are supposed to be doing is raising student awareness of SLOs, GEOs, etc., so we discussed the idea of presenting the SLO or GEO to the class and having a class discussion about what it means, how to assess it, etc. This accomplishes multiple goals in one.

Overall, the faculty in attendance felt that they benefitted from participating in the meeting, said they learned something from their colleagues, and felt they had an increased understanding of SLOs, how they worked, what we were doing with them, and how they could increase student interest, attendance, and engagement in their courses.

We plan to hold more meetings like this in the future to continue these discussions.

- **Sociology/Philosophy** – David Medina
SLO/GEO Retreat was held on April 26th, 2013.

We began the meeting approximately 9:00 a.m. with refreshments and informal introductions. The meeting was scheduled and attended by the adjunct faculty within the Sociology/Philosophy Department.

The meeting was attended by thirteen adjunct and one full-time faculty member from the Sociology and Philosophy Departments.

The purpose of meeting was to discuss our department SLOs/GEOs and to involve the Adjunct Faculty in those departments. We began the meeting with introductions around the room. This is extremely beneficial for the adjuncts to meet others from their department and to get a sense of classes taught.

The full-time members of the departments have discussed results of SLO/GEO topics in our official department meetings, and this was a great opportunity for the adjuncts to get involved in the process.

After introductions, iClickers were used for discussions regarding current GEO topics and various course-level expectations. The importance and mandate for all faculty to include SLOs and GEOs on their syllabi was discussed. Several ideas were discussed including student success, course expectations, and best practices.

The adjunct faculty were extremely thankful for the opportunity to meet with each other and to discuss future goals both individually and within the department. There were many comments made about the chance to meet as a group and the prospect of gathering more in the future.

The meeting was wrapped up about noon with a renewed excitement in working together towards student success.

Education for Older Adults (EOA) – Mary Lange
Highlights of May 17, 2013 Health Curriculum SLO Meeting:

The meeting was scheduled for two hours 12:30 p.m. – 2:30 p.m. and attended by 10 adjunct faculty members which included the Program Lead Faculty (PLF). Also in attendance was the EOA coordinator to assist with meeting facilitation. The purpose of the meeting was to discuss and analyze the collected SLO data and procedure including the next cycle and to review the curriculum. (Courses included OAD MOX 01,

OAD MOX02, OAD MOX04, OAD MOX06, OAD MOX11, OAD ELL04 and DSPS ELL01.)

Introduction: Following brief introductions and an icebreaker, EOA program coordinator presented the SLO progress report also known as TracDat. Faculty were each provided with a copy of the meeting agenda, TracDat report and corresponding curriculum. The coordinator also facilitated discussion on the SLO big picture including the 3 year cycle.

Faculty Work: Faculty were divided into groups based on curriculum. Each group reviewed and analyzed the SLO process, collected data, and curriculum. Several ideas were discussed. At the end of the session each group reported their findings to the entire group as a whole. In addition to curriculum and SLO, faculty shared best practices.

Wrap Up and Final Thoughts: Faculty provided positive feedback on the opportunity to attend a paid SLO meeting (since all EOA faculty are adjunct). They expressed appreciation for the chance to gain a better understanding of the SLO process and its cycle and particularly found the sharing of best practices most useful. PLF described the method for the collection and storing of data during the next SLO cycle and the electronic communications that will be used to facilitate and exchange dialogues.