



SLO HISTORY AND DEVELOPMENT

2003-2004

Beginning in 2003 our college staff began formal dialogue to build awareness of the four new Accreditation Standards. This restructuring of the standards included the requirement to develop and implement Student Learning Outcomes (SLO) college-wide. A campus-wide SLO committee comprised of faculty, classified, and administrators from both instruction and student services areas met regularly to review information available and dialogue on SLOs. During this early period there was little information available to guide this process.

2004-2005

Coordinators for SWC Academic and Student Service SLOs were identified at the end of the fall semester 2004. Their duties included research of SLO limited information available, attendance at trainings, and dissemination of information to our campus community via our committee structures. SLOs were introduced in:

- Academic Senate
- Student Services Committee
- Academic Program Review
- Curriculum Committee
- Dean's Council

Members of the campus-wide SLO Committee met regularly with their work resulting in:

1. Definition for SLOs for Academic and Student Affairs
2. Comprehensive Institutional Student Learning Outcomes (Formerly known as Core Competencies) were identified for students completing courses, certificates, programs, or degrees. These Institutional Student Learning Outcomes were developed by our entire campus and focused on the development of these by students during their time here. The Institutional Student Learning Outcomes represent those critical knowledge and skill areas in which we want our students develop proficiency. They included those skills valued by our college and would be used as the foundation for development of all our SLOs.
3. SLO Assessment Philosophy was developed and identified why assessment is critical and how it is used to improve student outcomes at our institution.
4. SLO implementation plan and timeline developed

During Spring 2005 trainings for faculty and staff were offered; however, attendance was very limited.

At this time our Academic Program Review process was revised. SLOs were formally integrated into our review process into Component V. Here in Criterion 1 structure was given to the collaboration of the writing of SLOs by fulltime and part-time faculty. The process for development of SLOs, assessment, and use of assessment results for program improvement was added. Guided narrative questions provided additional opportunities to review the program's SLO process. The new Academic Program Review process was delayed over two years due to the lack of a research office. Upon the hiring of a new Director of Research the process was again delayed by another year



by the director's resignation during the first year on the job. This delayed both data for program review and the support needed to develop a process to quantify SLO assessment for student and public review. This situation deteriorated to our critical program review data being contracted out with no support for SLOs through fall 2009.

2005-2006

Despite the lack of any research support, the SLO committee continued to provide opportunities for voluntary faculty and staff in-service via "fifth Thursday" events during college hour and staff development workshops. Again these were not well attended.

During the Fall 2005 semester the Academic and Student Service SLO Coordinators brought the SLO Philosophy and Institutional SLO documents to the Academic Senate, Department Chairs, School Meetings, Student Services Committee, and Dean's Council for several readings, input, and adoption.

SLO Training for Dept. Chairs was provided by the SLO Coordinators on the concept and requirement for Accreditation.

On March 2 and 3 training entitled, "Learning about how students learn" presented by Norena Norton Badway was attended by our SLO Coordinators.

Throughout this school year our campus-wide SLO Committee met regularly. Numerous workshops were offered for basic training on SLOs between spring 2004-spring 2006. They provided orientations to what SLOs are, how to write them, and their use in Academic and Student Services Program Review.

2007-2008

During fall 2007 a new Academic SLO Coordinator was identified and a new Academic SLO faculty committee was formed. This SLO Coordinator did not receive release time due to the negative administrative climate toward faculty release time or stipends by the Governing Board and President. The Academic and Student Services SLO Coordinators worked intensely to move our college from an awareness level of SLOs and the Accreditation requirement into the development phase. Despite the lack of support for this accreditation activity, the following was accomplished toward the institutionalization of Academic and Student Services SLOs:

The SLO Committee undertook a comprehensive review of SLO information on SLO websites, via survey questions on the state-wide Curriculum Listserv, and networked directly with faculty coordinators from Mira Mar, Bakersfield, and Cabrillo College on development of SLOs.

An Academic SLO template was created in the fall that would be housed in CurricUNET as an addendum to each Course Outline as a part of the curriculum process. The Curriculum and SLO Committee would ensure that SLOs were written for every course.

During the fall the SLO Philosophy and Institutional were updated based on both research and faculty input. Narrative SLO documents for history and guidelines for



writing SLOS were written, presented in Academic Senate, Dept. Chairs, Deans Council, and Student Services Committee.

A review of SLO assessment results would be institutionalized as a part of Academic Program Review as part of our cycle for curriculum and program review. SLO annual review was added to the Summary Work Plan to help faculty monitor SLO results during the annual Academic Program Review update process.

During spring 2008 our SLO Committee reviewed several assessment software programs. These programs were created to store SLO assessment results and could also make these results available to the public.

The SLO Committee developed an outline for an SWC website based on the review of numerous college websites.

Opening Day, Jan. 11, 2008, breakout sessions for dialogue and writing of SLOs with completion during the spring 2008 term. We adopted the timeline for SLO writing in spring 2008 with implementation fall 2008. Additional Academic and Student Services SLO writing workshops were offered in both spring 2008 and fall 2008.

2008-2009

All Student Service SLOs were written; however, assessments were performed without a means of qualitative or quantitative measurement and statistical analysis. It was decided to move forward with implementation of Student Service SLOs with formal review of assessment results occurring when we have a Research Office in place.

During fall 2008 an administrative lead was identified for Administrative Unit Outcomes (AUOs). Each non-instructional administrative unit wrote outcomes for implementation.

During Fall 2008 came the development of SLOs by program. A review of websites for examples of program SLOs by two and four year colleges and universities yielded little useful information. Again, using the Curriculum Listserv the committee worked to gather information on how colleges were organizing the development of program SLOs. This review resulted in the adoption of a Program SLO process similar to that developed by Cabrillo College.

Program SLOs

Philosophically we had recognized and determined that all our SLO process would be fluid and ongoing. As a result we decided to begin with a broad definition of Program SLOs that were not content based by discipline areas. Thus we identified and organized our Program SLOs by:

- 1) Degrees
- 2) Transfer plans
- 3) Certificates
- 4) Life-long learning: which included the goal captured by our students who are pursuing coursework, but no clear degree, certificate or transfer plan



Rationale: We know that students who have a clearly identified and goal formally written in a Student Education Plan (SEP) with a college counselor have a higher probability of completing their goal in a organized and timely manner. The development of an SEP and the annual update of the plan with a counselor also increase the likelihood of goal completion by a student that is faster and more economically efficient. The college effort would include all students, faculty, and staff in career development, SEP development, and support for program completion in a timely manner.

Historically our faculty have wanted research data that identified completion of goals by degrees, certificates, and transfer rates as a part of our Academic Program Review process. We have never been able to get that information as a result of our lack of access to a research office. During consultation with our Academic Senate, Department Chairs, Dean's Council, and Student Services Committee we decided to move forward despite the fact that we still had no Office of Research and identify data collection for program completion as our Program SLOs.

In this way all discipline-based content SLOs would be integrated outcomes in each program's course SLOs only for now. Later as the quality of our SLOs and their assessment develops and as our faculty have more time to dedicate to SLO development we plan to continue to refine our course and program SLOs processes.

During the fall SLOs were strongly recommended on course syllabi so students and faculty work together on the SLOs all semester. Some program integrated their course SLOs via Blackboard on-line, some on course syllabi, and others into their very textbooks.

SLOs were implemented by faculty and assessed. Several assessment options were identified for course SLOs in CurricUNET, which allowed faculty academic freedom for instruction, and assessment, yet focused instruction on the same SLOs by course each semester. Faculty worked to implement different assessment measures to refine this part of the SLO cycle.

SLO Assessment: eLumen Adopted

During fall 2008 our SLO Committee continued to review SLO assessment software programs. eLumen was adopted in November 2009. This software is web-based and provides a user-friendly option for tracking SLO assessment results.

eLumen uses a rubric format in which program fulltime and part-time faculty work together to identify criteria that shows the student exactly what they need to do to successfully meet the course SLOs. The rubrics can be used for assignments, test, projects, oral presentations, etc. In this way students can see in advance what they must do in order to achieve each SLO.

A timeline for implementation of eLumen was set for February 2009 with our Computer Support Services consultant. To support faculty transition into its use for mapping SLO assessment outcomes six initial trainings are offered in spring 2009. Due to delays in the implementation of upgrades to our college computing systems the beta testing by



faculty volunteers was delayed indefinitely. However, the workshops were offered and faculty are ready to beta test eLumen when it is ready. Once beta testing is complete a new round of our workshops directed at the writing of rubrics and the use of eLumen will again be offered.

SLO Website

During fall 2008 our SLO Committee worked with our web team to identify web site categories for the design and programming of SLO web site information. Our web team created a test site for Academic and Student Services SLOs. Our Academic SLO website was planned to go live spring 2009; however, during a reorganization by the college all web site design and programming was put on hold.

2009-2010

SLO Implementation and Assessment

During fall 2009 and spring 2010 Academic and Student Service SLOs were implemented and assessed. Two different pilot groups were formed to use eLumen; however, use of eLumen could not be implemented, so college-wide data collection did not occur.

Spring 2011

eLumen Implemented and Workload Study Initiated

Faculty and Staff continue to implement and assess Academic and Student Service SLOs with results now used in eLumen. The assessment results are analyzed and used for planning improvements at the end of 2011. Results are made available to the community on our Website.

In order to quantify the use of college resources, a Workload Study for SLO was developed and implemented. Results will be analyzed and used for planning at the end of spring 2011.