



Demystifying SLOs for Adjunct Faculty: THE TRUTH IS OUT THERE

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Dean, Institutional Effectiveness, Research, and Planning

Session Objectives

- Review Crafton's Assessment Process
- Current progress on outcomes assessment
- Incorporating what you learn from outcomes assessment into your program review
- Review Standard I.B.6, what it means for Crafton, and different options for how to address Standard I.B.6
- Learn how to enter outcomes into the SLO Cloud and actually enter outcomes assessment results into the SLO Cloud

Crafton's Assessment Process

- Crafton has adopted a four-level rubric
- Students are assessed at the course level
- The course outcomes are mapped to the program, General Education (GE), and Institutional Learning Outcome (ILO) levels

Current Progress on Outcomes Assessment

- Browse to www.craftonhills.edu/research
- Click on [SLO Course Assessment Rate](#) (Need to be on district network)

Office of Institutional Effectiveness, Research & Planning Home

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Google™ Custom Search

What's New on the OIERP Website?

- [Spring 2016 Student Satisfaction Survey Results](#)
- [African American and Hispanic DI and Effective Strategies](#)
- [DE Course Success Rates in PSYCH-100 and 111](#)

Quick Links

- [Current Crafton Enrollment](#) (Must be Logged-In to District Network)
- [College Snapshot](#)
- [CHC District Map](#)
- [OIERP Research Calendar](#)
- [Current Grant Applications and Awards](#)

Institutional Effectiveness, Research & Planning

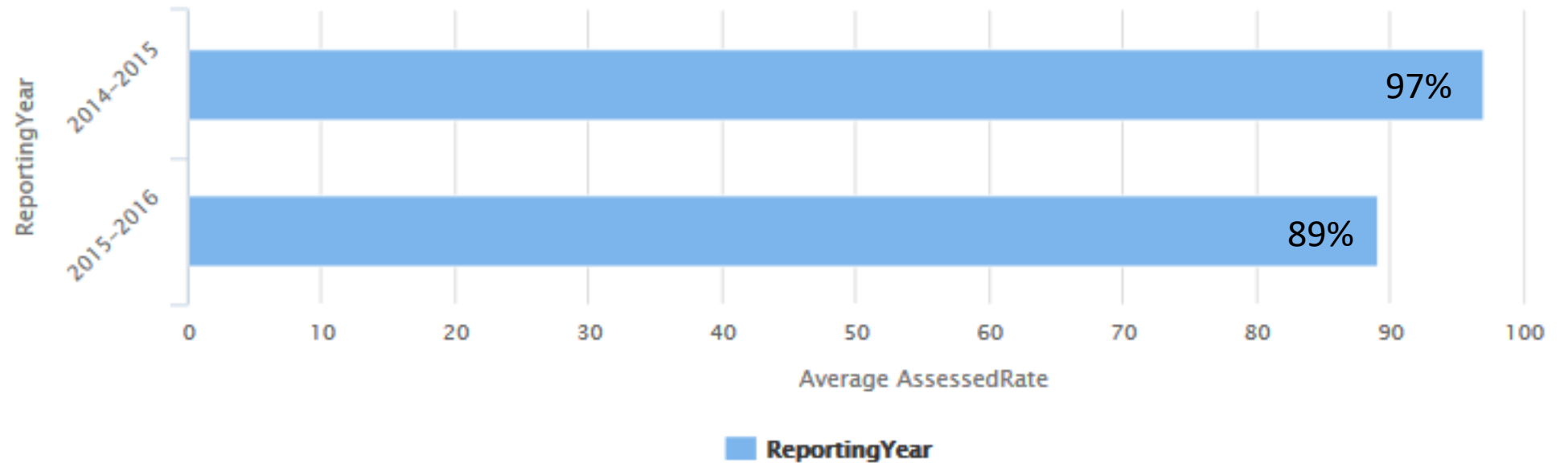
- BORG Data Cubes
- [Access Select BORG Data Cubes Off Campus](#)
- Institutional Effectiveness
- [SLO Course Assessment Rate](#)
- Grants
- Research Briefs and Reports

Current Methodology for Percent of Courses Assessed

- The SLO Course Assessment Rate includes the following courses:
 - Courses that have been offered in the last two years and primary cross listed courses.
- The SLO Course Assessment Rate excludes the following types of courses from the denominator:
 - Secondary cross listed courses
 - Honors courses
 - Courses with enrollments of less than 8
 - Courses that are not offered during the reporting year will be removed from the denominator.
- A course was identified as needing to be assessed if hasn't been assessed in the last two complete academic years

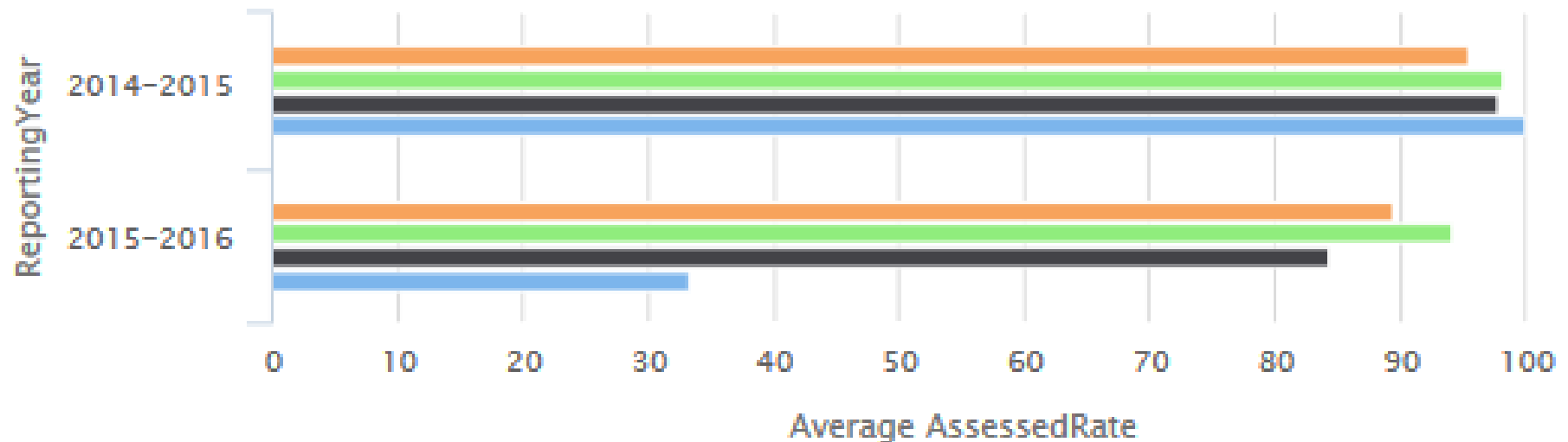
SLO Course Assessment Rate

Course Assessment Rate by Reporting Year



Course Assessment Rate by Reporting Year and Division

Course Assessment Rate by Reporting Year and Division



Student Services & Student Development **Division of Letters and Mathematics**
Division of Career and Human Development
Division of Social, Information, and Natural Sciences

Identifying Courses that Need to be Assessed

Reporting Year List 2015-2016 <input type="text" value="x"/> <input type="text" value="o"/>	Division List Choose a value <input type="text" value="x"/> <input type="text" value="o"/>	Department List Choose a value <input type="text" value="x"/> <input type="text" value="o"/>
Unit List Choose a value <input type="text" value="x"/> <input type="text" value="o"/>	Discipline List Choose a value <input type="text" value="x"/> <input type="text" value="o"/>	Was the Course Assessed? No <input type="text" value="x"/> <input type="text" value="o"/>

List of Courses Assessed (Includes Last Term Assessed)

Drag columns here to group

Groups: PPRDepartment15_16

Options: T

ReportingYear	PPRDivision15_16	PPRDepartment15_16	PPRUnit15_16	course	LastTermAssessed	Assessed
<input type="checkbox"/>		PPRDepartment15_16: Additional Support Programs & Services (2 items)				
<input type="checkbox"/>		PPRDepartment15_16: Allied Health Services (1 item)				
<input type="checkbox"/>		PPRDepartment15_16: Business & Information Technology (1 item)				
<input type="checkbox"/>		PPRDepartment15_16: DSPS (2 items)				
<input type="checkbox"/>		PPRDepartment15_16: English & Reading (4 items)				
<input type="checkbox"/>		PPRDepartment15_16: Fine Arts (6 items)				
<input type="checkbox"/>		PPRDepartment15_16: Health and Kinesiology (2 items)				
<input type="checkbox"/>		PPRDepartment15_16: Human Development (5 items)				
<input type="checkbox"/>		PPRDepartment15_16: Math (1 item)				
<input type="checkbox"/>		PPRDepartment15_16: Physical and Biological Sciences (9 items)				
<input type="checkbox"/>		PPRDepartment15_16: Social Science (10 items)				

Incorporating what you have learned from outcomes assessment into program review

- Login to the SLO Cloud (Enter your District login username and password)



The screenshot displays the top navigation bar of the Crafton Hills College website. The navigation bar is orange and contains links for "Find People", "Departments", "Mission", "Give to Crafton", and "Logins". The "Logins" link is highlighted with a dashed box. A dropdown menu is open from the "Logins" link, listing various services: "Blackboard", "WebAdvisor", "Student Email", "Faculty/Staff Email", "Program Review", "SLO Cloud", "CurricUNET", and "Forgot Password". A red arrow points to the "SLO Cloud" option. Below the navigation bar is the Crafton Hills College logo, which features a stylized mountain range in green and orange. Below the logo are navigation links for "Prospective Students", "Current Students", "Online Students", and "Faculty". At the bottom of the page, there is a blue banner for the "Office of Institutional Effectiveness, Research & Planning" and a breadcrumb trail: "Home » About CHC » Institutional Effectiveness, Research & Planning".

Find People Departments Mission Give to Crafton Logins

Blackboard
WebAdvisor
Student Email
Faculty/Staff Email
Program Review
SLO Cloud
CurricUNET
Forgot Password

Prospective Students Current Students Online Students Faculty

Office of Institutional Effectiveness, Research & Planning

Home » About CHC » Institutional Effectiveness, Research & Planning

Incorporating what you have learned from outcomes assessment into program review

- Click on Course Summary

SLO CLOUD Crafton Hills College

Submission Form Reports Exports Logout

SLO Subm

Instructions

- Course Summary
- Program Summary
- ILOGEOSummary
- Outstanding Submissions

Fill out each section
Completeness is key to creating actionable reporting. Fill out all the fields and be as verbose as necessary.

Discuss your ideas
Every single proposed action is considered, so use this time to get your best ideas on the plate.

Keep doing what you're doing
Faculty are the backbone to any educational institution. Without you, we'd be nothing!

Incorporating what you have learned from outcomes assessment into program review

- Select Year, Period, Division, Dept, and Course

Course Summary Report

Year

2015 - 2016

Period

Last 3 Years

Division

Communication & Language

Dept

ASL

Course

ASL-101

Course SLOs

#	SLO Statement	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Expressive Communication: Students will demonstrate language proficiency by signing American Sign Language at a beginning to intermediate level.	23	26	70	61	131	72.78%
2	Receptive Communication: Students will interpret visual/signed ASL at a beginning to intermediate level.	35	27	68	49	117	65.36%
3	Deaf Culture and History: Students will demonstrate appropriate knowledge of the Deaf community regarding social interactions, beliefs, values, arts, literature, entertainment, and diversity.	15	26	71	71	142	77.60%
4	Cultural Diversity and Appreciation: Students will define the concept of culture, appreciate other cultures and interact with members of those cultures in relation to their own.	34	1	60	50	110	75.86%

Incorporating what you have learned from outcomes assessment into program review

- One of the reflections from the outcomes assessment identified the creation of an ASL Lab to help advance student skills and spend more time being exposed to the language.

7 Reflection(s)

- This class really struggled with their receptive skills. I do not assign homework but instead give it daily as an option for students to do for extra practice. In situations such as this, I may need to start requiring it. In regards to their expressive skills, I am surprised it is not higher since this was a "tablet pilot" class where they were required to sign each night and share it with their peers the following class. I will work to make this a more effective process and hold students accountable for providing good feedback.
(ASL-101-15 for 2014FA)
- This class was amazing! I loved their energy and motivation. I don't see a need for further action in regard to the performance of this class.
(ASL-101-40 for 2014FA)
- Provide more variety or teaching techniques, dialogue practice, and role play. Sometime students show a lack of motivation.
(ASL-101-35 for 2014FA)
- Receptive skills need to be improved. More hands on videos and in-class reflections will be added to the course next semester. **An ASL lab (in the future) would be a great tool for students to further advance their skills and spend more time being exposed to the language.**
(ASL-101-25 for 2015FA)
- Provide more learning opportunities and practice activities throughout the semester that will be similar to the format of the final.
(ASL-101-55 for 2016SP)

Incorporating what you have learned from outcomes assessment into program review

- **1 - Goal - Promote student success**
 - **1.1 - Objective - Increase student services to support classroom learning.**

Resource Requests

- **Purchase resources for language lab**
- Provide standardized material (DVDs) and webcams for students to practice both receptive and productive ASL skills.
- Expenditure Category: Supplies (4000)
- First Year Cost/Savings: \$850.00/\$0.00

Actions/Activities:

- **1.1.a3 - Establish a language lab** - Provide students with the ability to practice their receptive and productive language skills in monitored setting with standardized material.
- Waiting to hear from management if this is a possibility with the new buildings coming online in the next couple of years.

Standard I.B.6

- The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Standard I.B.6

- Possible Options
 - Record outcomes assessment results by student
 - Administer campus wide ILO assessments, collect SID with assessments, and disaggregate results by subpopulation

Current Method for Entering Outcomes Data is by Outcome

Term
2016FA

Division
Communication & Language

Dept
ASL

Course
ASL-101

Section
ASL-101-15 (Submitted: Never)

Class SLOs

Use the button on the left to indicate any statements you did not assess.

#	SLO Statement	# of Students Meeting SLO Rubric				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
1	Expressive Communication: Students will demonstrate language proficiency by	0	5	10	20	35	85.7	Yes
		Program-Level			General Ed		Institutional	
		Demonstrate Ia			GEO#6: Oral T		ILO#2: Written	

Possible SLO Method for Addressing Standard I.B.6

- Example: Record outcomes assessment results by student

Term
2016FA

Division
Communication & Language

Dept
ASL

Course
ASL-101

SLO Statement
Expressive Communication: Students will demonstrate language proficiency by signing American Sign Language at a beginning to intermediate level.

Program Level
Demonstrate language proficiency by signing ASL at a beginning to intermediate level.

Outcomes Mapping GE
GE#6: Oral Traditions

Institutional
ILO#2: Written and Oral Communication

Section
ASL-101-15 (Submitted: Never)

	# of Students Meeting SLO Rubric				Total	Written & Oral Communication
	1	2	3	4		
Student 1	<input type="text" value="1"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Student 2	<input type="text" value="1"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Results	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="10"/>	<input type="text" value="20"/>	35	85.7 Students are able to express ideas clearly in a variety of formats and contexts; read, list

Recording Outcomes Assessment Results

- Choose Term that the assessment was conducted
- Choose Division
- Choose Department
- Choose Course
- Choose Section

Term

2016FA

Division

Mathematics

Dept

MATH

Course

MATH-102

Section

MATH-102-05 (Submitted: Never)

Recording Outcomes Assessment Results

- Enter the aggregated number of students who scored a 1, 2, 3, or 4 on the rubric for the outcome that was assessed

Rubric Value	Broad Rubric Description
1	No demonstrated achievement
2	Minimal evidence of achievement – below expectations
3	Adequate evidence of achievement – met stated outcome or expectations
4	Significant evidence of achievement – surpassed stated outcome, mastery or near mastery of learning expectations
	Total

- If an outcome was assessed that isn't listed click on the green + and manually enter the outcome

Recording Outcomes Assessment Results

- Enter the Proposed Actions
- Entering the proposed actions is the most important aspect of the assessment process. What actions can you take to improve students knowledge, skills, or abilities?

Enter outcomes assessment results into the
SLO Cloud

The background of the slide is a faded, high-angle photograph of a large, open field, possibly a farm or a park. Two people are walking away from the camera towards the horizon, leaving long shadows on the ground. The overall tone is light and airy, with a soft focus.

Questions / Comments

