SLOAC Presentation to the Chabot College Council
11/7/08

I. Establishment of College-wide Student Learning Outcomes
II. Establishment of Program Level Student Learning Outcomes
III. Establishment of Course Level Student Learning Outcomes
IV. SLOs for Student Services and Administrative Services
V. Assessment and Completing the SLO Cycle
VI. Linking Curriculum and Program Review to SLO
I. Establishment of College-wide Student Learning Outcomes

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College-wide Learning Goals

- Communication
- Civic Responsibility
- Critical Thinking
- Development of the Whole Person
- Global and Cultural Involvement
Spring 2008 Faculty/Staff Survey:

“I am familiar with the college-wide learning goals.”

55% Agree or Strongly Agree
I. Establishment of College-wide Student Learning Outcomes
II. Establishment of Program Level Student Learning Outcomes
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Action Plan: Implement awareness campaign of the College-wide Learning Goals
I. Establishment of Collec wide Student Learning Outcomes

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College-wide Learning Goals

Communication

Civic Responsibility

Critical Thinking

Global and Cultural Involvement

Development of the Whole Person

Certificate of Proficiency

Certificate of Achievement

Programs

AA

AS

Certificate
# College-Wide Student Learning Outcomes

## I. Establishment of College-Wide Student Learning Outcomes

## II. Establishment of Program Level Student Learning Outcomes

## III. Establishment of Course Level Student Learning Outcomes

## IV. SLOs for Student Services and Administrative Services

## V. Assessment and Completing the SLO Cycle

## VI. Linking Curriculum and Program Review to SLO

### COLLEGE-WIDE LEARNING GOALS (INSTITUTIONAL OUTCOMES)

<table>
<thead>
<tr>
<th>Critical thinking</th>
<th>Communication</th>
<th>Development of the whole person</th>
<th>Civic responsibility</th>
<th>Global and cultural involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Analysis of multiple paradigms and methodologies</em></td>
<td><em>Information technology</em></td>
<td><em>Creativity and innovation</em></td>
<td><em>Informed citizen in a democracy</em></td>
<td><em>Aesthetic Responsiveness</em></td>
</tr>
<tr>
<td><em>Information literacy</em></td>
<td><em>Language and linguistics</em></td>
<td><em>Integration of mind, body, and spirit</em></td>
<td><em>Economic</em></td>
<td><em>Environmental</em></td>
</tr>
<tr>
<td><em>Logic and rhetoric</em></td>
<td><em>Reading</em></td>
<td><em>Lifelong learning for increasing employability and continuing education</em></td>
<td><em>Historical</em></td>
<td><em>Familiarity with multiple paradigms and methodologies</em></td>
</tr>
<tr>
<td><em>Problem solving</em></td>
<td><em>Respectful and ethical communication</em></td>
<td><em>Personal, professional, and self development</em></td>
<td><em>Political</em></td>
<td><em>Human context</em></td>
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<tr>
<td><em>Quantitative and qualitative reasoning</em></td>
<td><em>Speaking</em></td>
<td><em>Timeliness and punctuality</em></td>
<td></td>
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</tr>
</tbody>
</table>

### PROGRAM-LEVEL LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>AA Degree &amp; AS Degree</th>
<th>Certificate, Certificate of Proficiency &amp; Certificate of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical thinking</strong></td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>Access and evaluate information; draw conclusions based on evidence; compare and contrast paradigms; demonstrate multiple problem solving strategies.</td>
<td>Develop skills in reading with understanding, and presenting information in written, verbal, and graphical forms; use technology, where appropriate, to access and transmit information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Development of the whole person</strong></th>
<th><strong>Civic responsibility</strong></th>
<th><strong>Global and cultural involvement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assume higher levels of accountability for personal, educational and career development; practice healthy behaviors; behave responsibly; participate in creative activities.</td>
<td>Evaluate and practice ethical behavior; practice informed participation in citizenship.</td>
<td>Utilize knowledge to make rational and ethical decisions concerning global issues; consider how the biological and physical world and culture influence the human experience, as well as, the consequences of human activity on the natural world; acquire attitudes of respect for diversity and interact successfully with individuals from multiple cultures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Linking Curriculum and Program Review to SLO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow the ethical standards of the trade/vocation.</td>
</tr>
</tbody>
</table>
### Action Plan: form interdisciplinary group of faculty to develop Program Level Outcomes

<table>
<thead>
<tr>
<th>College-Wide Learning Goals (Institutional Outcomes)</th>
<th>Program-Level Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical thinking</strong></td>
<td><strong>Access and evaluate information; draw conclusions based on evidence; compare and contrast paradigms; demonstrate multiple problem solving strategies.</strong></td>
</tr>
<tr>
<td>- Analysis of multiple paradigms and methodologies</td>
<td></td>
</tr>
<tr>
<td>- Information literacy</td>
<td></td>
</tr>
<tr>
<td>- Cognitive parallel thinking</td>
<td></td>
</tr>
<tr>
<td>- Systematic reasoning</td>
<td></td>
</tr>
<tr>
<td>- Quantitative analysis</td>
<td></td>
</tr>
<tr>
<td>- Logical and critical thinking</td>
<td></td>
</tr>
<tr>
<td>- Creative problem solving</td>
<td></td>
</tr>
<tr>
<td>- Creative thinking</td>
<td></td>
</tr>
</tbody>
</table>

| **Civic responsibility** | **Evaluate and practice ethical behavior; practice informed participation in citizenship.** |
| - Informed citizenship in a democracy | | |
| - Cultural | | |
| - Economic | | |
| - Historical | | |
| - Political | | |
| - Promoting the development of values, integrity, and ethical behavior | | |

| **Global and cultural involvement** | **Utilize knowledge to make rational and ethical decisions concerning global issues; consider how the biological and physical world and culture influence the human experience, as well as, the consequences of human activity on the natural world; acquire attitudes of respect for diversity and interact successfully with individuals from multiple cultures.** |
| - Aesthetic Responsiveness | | |
| - Environmental | | |
| - Familiarity with multiple paradigms and methodologies | | |
| - Human context | | |

### I. Establishment of Collegewide Student Learning Outcomes

### II. Establishment of Program Level Student Learning Outcomes

### III. Establishment of Course Level Student Learning Outcomes

### IV SLOs for Student Services and Administrative Services

### V. Assessment and Completing the SLO Cycle

### VI. Linking Curriculum and Program Review to SLO
I. Establishment of Collegewide Student Learning Outcomes

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FLEX DAY OCTOBER 7, 2008

Conversations and Collaboration
FLEX DAY OCTOBER 7, 2008
Conversations and Collaboration

A. Faculty Survey Results

1. The purpose of writing and assessing SLOs is clear to me.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tr>
<td>N=104</td>
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</table>
II. Establishment of Program Level Student Learning Outcomes

III. Establishment of Course Level Student Learning Outcomes

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VI. Linking Curriculum and Program Review to SLO

A. Faculty Survey Results

2. I believe the process of writing and assessing SLOs is valuable.
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Conversations and Collaboration

A. Faculty Survey Results

3. The process of writing and assessing SLOs will improve student learning.

![Bar chart showing survey results with N=104]
I. Establishment of Collegewide Student Learning Outcomes
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Conversations and Collaboration
A. Faculty Survey Results

4. I support the writing of student learning outcomes.

![Bar chart showing survey results](chart.png)
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Conversations and Collaboration

A. Faculty Survey Results

**Action Plan:** continue to provide information on SLOs; update website; repeat survey in Spring.
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Conversations and Collaboration

A. Faculty Survey Results

**Action Plan**: continue to provide information on SLOs; update website; repeat survey in Spring.

B. SLOs Written

- SLOs have been written for 63% of the courses offered Fall 08.
- The majority of these have been entered into eLumen.
### Evaluation Scorecard

**Select Term:** Fall 2007

**Select a Section:** ECD50 Sec 001

**Select Assessment:** Observe in toddler room

#### ECD50 Early Childhood Education/Care

<table>
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<th>Student</th>
<th>Score</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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<td>4</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>n/a</td>
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<tr>
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<td>3</td>
<td>4</td>
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<tr>
<td>C</td>
<td>Brittany 103</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>n/a</td>
</tr>
</tbody>
</table>

[Display as PDF]
Action Plan: Fall 08, Faculty volunteers will participate in pilot study to identify the “bugs” in eLumen

Spring 09, full implementation of eLumen
FLEX DAY OCTOBER 7, 2008

Conversations and Collaboration

A. Faculty Survey Results

**Action Plan**: continue to provide information on SLOs; update website; repeat survey in Spring.

B. SLOs Written

- SLOs have been written for **63%** of the courses offered Fall 08.
- The majority of these have been entered into eLumen.
- We encountered several obstacles which we are currently addressing.
Issue encountered

1. Courses that are no longer taught continue to be listed in the College Catalog and on the Chabot web site
Issue encountered

1. Courses that are no longer taught continue to be listed in the College Catalog and on the Chabot web site

**Action Plan:** Deans have been asked to identify courses that are no longer being taught.
Issue encountered

2. Curriculum is in transition
Issue encountered

2. Curriculum is in transition

Action Plan: None, SLOs must now be submitted during curriculum review -- issue will resolve itself with time.
Issue encountered

3. Some programs are taught entirely by adjunct faculty
Issue encountered

3. Some programs are taught entirely by adjunct faculty

**Action Plan:** for these programs, adjunct faculty will be given an opportunity for training in SLO writing and assessment. Adjuncts will be compensated for their time.
4. Physical education has an enormous course offering.
Issue encountered

4. Physical education has an enormous course offering.

Action Plan: PE faculty will be provided assistance in developing common SLOs and rubrics.
“Work in Progress”

Update presented by Melinda Matsuda describing progress on Student Services SLOs.
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Fall Flex Day 2008

Identify Outcome (SLO)

Implement Change

Gather Evidence

Interpret Evidence

Spring Flex Day 2009
I. Establishment of Collegewide Student Learning Outcomes

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III. Establishment of Course Level Student Learning Outcomes

IV. SLOs for Student and Services

V. Assessment and Completing the SLO Cycle

VI. Linking Curriculum and Program Review to SLO

**Action Plan:** The morning of Spring Flex-day will be devoted to SLO assessment; SLOAC has started the planning process for this day.
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Program Review

Unit Plans

Planning and Budget
I. Establishment of Collegewide Student Learning Outcomes

II. Establishment of Program Level Student Learning Outcomes

III. Establishment of Course Level Student Learning Outcomes

IV. SLOs for Student and Program Services

V. Implementing and Completing the SLO Cycle

VI. Linking Curriculum and Program Review to SLO

Program Review
Planning and Budget

Curriculum

Identify SLO

Implement Change

Interpret Evidence

Gather Evidence

Unit Plans

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V. Assessment and Completing the SLO Cycle
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Program Review
Planning and Budget

Curriculum

Identify SLO
Gather Evidence
Interpret Evidence
Implement Change

Unit Plans
I. Establishment of Collegewide Student Learning Outcomes

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VI. Linking Curriculum and Program Review to SLO

Program Review
Planning and Budget
Curriculum
Identify SLO
Implement Change
Gather Evidence
Interpret Evidence
Unit Plans
I. Establishment of Collegewide Student Learning Outcomes

II. Establishment of Program Level Student Learning Outcomes

III. Establishment of Course Level Student Learning Outcomes

IV. SLOs for Student and Program Review

V. Assessment and Improvement of the SLO Cycle

VI. Linking Curriculum and Program Review to SLO
The Center for Teaching and Learning

Student Learning Outcome and Assessment Cycle

Program Review

Unit Plans

Curriculum

I. Establishment of Collegewide Student Learning Outcomes
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THE END