

Student Learning Outcomes Committee Annual Report 2019-2020

Institutional Learning Outcomes (ILOs)

We completed the development of Butte's ILOs in Spring 2019. We began the work of assessing the ILOs.

Constituency Group Approval of ILOs

The [ILOs](#) were approved by all constituency groups. These will be added to the catalog and other campus documents in the 19-20 school year.

Assessments

We began with two main assessment strategies. First, we developed survey instruments that were provided to faculty and staff in various venues. These surveys will continue to be available and results are shared on the [SLO website](#). This strategy has been named "Bridging SILOs" because the goal is to share outcomes across all areas of the college. This collaborative approach had been quite effective and we are considering ways to increase participation.

We conducted a crosswalk between the [CCSSE data](#) and our ILOs. We led multiple open forums to discuss the results. These results were disaggregated as part of the discussion. The Institutional Research Team collaborated with the SLO Committee to help with the data analysis. The Committee also began discussions with the Office of Institutional Research on the development of a series of data analysis workshops. Additionally, we are investigating strategies to collaborate with the Student Equity and Achievement to assess the outcomes for groups across campus.

General Education Student Learning Outcomes (GELOs)

The new [GELOs](#) were approved by the Academic Senate on April 14, 2020. We are currently working on revising the learning outcomes for each GE area.

GELOs are currently assessed as part of the Department Discussions. The results are coaledited and [tracked](#). The SLO Committee is investigating strategies for more directed assessment of GELOs.

Program Student Learning Outcomes (PLOs)

Departments assess PLOs as part of the [departmental dialog](#) every semester.

All department dialogs are organized on a [single location for each department](#). The SLO coordinator will use the [department dialog forms](#) to keep track of which PLOs the department has assessed. This will be tracked on a [spreadsheet](#) that help departments visually see which PLOs they are assessing most and which may need more assessments.

The department discussions from previous years were housed in a variety of locations. These were all scanned and uploaded to the website for archiving. This work of consolidating all the information for departments in a single place, and the previous work of streamlining the paperwork has resulted in a consistently high completion rate (90%) even during times of crisis.

The SLO Committee is investigating a streamlining of the current process. We have decided not to mirror the Student Services and Instruction workflows. These areas have differences that require different processes. The SLO Coordinators for these two areas continue to meet to discuss ways to learn from each other's workflow.

Course Student Learning Outcomes (SLOs)

All faculty are required to submit an SLO reflection prior to submitting grades. These "brief reflections" are then consolidated and sent to the department chairs to be used during the department discussions.

Faculty have opportunities to discuss their SLO assessments with faculty in their department. We would like to provide the opportunity for faculty to discuss assessments more broadly. To that end, the committee has developed a full-day Flex activity called "Dialog Days". This occurs on the last Friday of Flex week. Attendance continues to increase each semester.

The SLO Committee has also developed Flex Workshops to help train faculty in the nuances of assessment vs. grading practices. These workshops are tied to best practices for Equitable Grading Practices, and Universal Design for Learning (UDL). These sessions are quite well attended, and the concepts presented are becoming mainstream across campus.

Additionally, the SLO Committee has developed workshop around the concepts of building flexible courses and flexible assessments. These workshops are based on the concepts of Backwards Design and UDL. These concepts have presented at workshops in the past but have increased in relevance due to the additional stresses of the many crises our campus has faced. Future work will focus on presenting these concepts on our website, or other asynchronous strategies, in addition to the live Flex Workshops.

Assessment Workflow

Last year was focused on connecting Learning Outcomes work from across campus.

We connected the Learning Outcomes work in Student Services with that of the Office of Instruction. This collaboration began as an outcrop of the ILO assessments. It will be continuing with Student Services being more thoroughly represented in the SLO Committee. The SLO Coordinator for Student Services and the SLO Coordinator for Instruction have ongoing meetings to maintain this collaboration.

We also connected the SLO work happening in the Office of Instruction with that happening in the Office of Institutional Research. We began this collaboration by meeting with both Vice Presidents to discuss the campus-wide assessment process. We are looking for strategies to more deeply tie assessments to larger processes. One change made was to integrate ILOs more directly in the Unit planning process.