

# Student Learning Outcomes Committee Annual Report 2020 - 2021

## Institutional Learning Outcomes (ILOs)

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The SLO Committee began the year with a discussion about how our assessment work can be used to further inclusion, diversity, equity, and anti-racism (IDEA). We decided to focus on using our ILO work to help advance these priorities. We selected “Communicate Competently” as our ILO of the year. Advancing IDEA work will require difficult conversations, and a focus on communication will help the college community with these efforts.

This work began during the [Senate Assembly](#) in Fall 2020. The faculty discussed examples of [difficult conversations](#) that they may need to have on campus and focused on how the elements of this ILO relate to these situations. They were then asked to discuss how this ILO can be assessed and used to inform strategies for managing difficult conversations. This activity received very positive feedback from faculty

## General Education Student Learning Outcomes (GELOs)

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GELOs are currently assessed as part of the Department Discussions. The results are coalited and [tracked](#). The SLO Committee is investigating strategies for coordinating GELO assessments across disciplines as a mechanism for collaboration and consistency in outcomes.

We revised our overall GELOs last year and intended to revise individual area GELOs this year. Due to the complexity of this academic year, we were not able to begin the revision of individual area GELOs. However, this work is already scheduled for the Fall 2021 semester. We have scheduled GELO discussions as part of the Academic Senate Forum; Dialog Days will focus on GELOs, and the SLO Coordinator has developed [surveys to help inform our GELO work](#).

## Program Student Learning Outcomes (PLOs)

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Departments assess PLOs as part of the [departmental dialog](#) every semester. The SLO coordinator uses the [department dialog forms](#) to keep track of which PLOs the department has assessed. This is tracked on a [spreadsheet](#) that helps departments visually see which PLOs they are assessing most and which may need more assessments.

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 (cSLOs)

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Departments were encouraged to focus SLO discussions around the transition to online that occurred last semester. As mentioned in our Institutional Self Evaluation Report (ISER), Butte has faced ongoing emergencies and these will likely continue. Therefore, an important aspect of assessment work for departments is to address which outcomes transition well to online modalities and which do not. This will help inform the options available for transition to online in the case of future emergencies.

Results from a survey of faculty last semester indicated that the most common concerns were related to academic honesty (although this was a discipline-specific concern). As a response to this, the SLO Committee is working on training faculty in the importance of authentic assessment and critical thinking skills. The results of this survey are helping to inform the Quality Focused Essay (QFE) for Butte's ISER.

## Assessment Workflow

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The SLO committee continues to work on building cross-campus collaborations. Last year, we focused on connecting Instruction and Student Services SLO work. This is ongoing and a representative of Student Services is a regular member of the SLO Committee. This year we focused on connections to equity - including connections to the Student Equity Plan and the Diversity Committee. As a first step, we have decided to use our ILO work to focus on IDEA.

The SLO Coordinator is working with the VPs of Instruction and Institutional Research to identify strategies for more fully integrating SLO work into larger college decision-making. To inform this work, the SLO Coordinator created a [map of the current integrations](#). Two gaps were identified (shown as flag shapes in the lower-left corner). As a first step, the SLO Coordinator created a [summary of department discussions](#) from the previous year as a starting point for decision-making. However, this strategy results in an excessive time gap. Alternative strategies will be investigated. These will be addressed in the next academic year.

## Dialog Days

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Dialog days are a regular part of the flex calendar, occurring on the last Friday of flex week from 9 AM - 11 AM.

Fall 2020 Dialog Days focused on the transition to remote that occurred the previous semester. We discussed [Flexible Assessments](#) and [Flexible Course Design](#).

Spring 2021 Dialog Days focused on identifying the [assessment barriers](#) imposed on students by different assessment strategies. We then discussed strategies for mitigating these challenges to develop more accurate and equitable assessments.

These flexible course design and authentic assessment trainings were used to inform the QFE being developed for Butte's ISER. As a first step, the SLO Coordinator developed an [Authentic Assessment](#) Webpage. The SLO Committee was one of the first committees to inform the QFE workplan and continues to be directly involved in the efforts.