

Student Learning Outcomes Committee Annual Report 2021 - 2022

Assessment Workflow

The SLO Coordinator worked 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 (Suzanne Wakim) created a [map of the current integrations](#). Two gaps were identified (shown as flag shapes in the lower-left corner). The SLO Committee worked with the VP of Institutional Research to develop an IEPI Grant application.

The SLO Coordinator was part of the Accreditation Leadership Team and has participated in multiple ACCJC site visits to ensure that their role in the accreditation process as Butte is as effective as possible. SLO Committee members also participated in the Accreditation writing teams. Laurel Hartley was on the Standard One writing team and Dan Barnett provided input during the process.

Course Student Learning Outcomes (cSLOs)

The SLO Committee developed and implemented a new [SLO reflection form](#). This was necessary because the move to Self-Service resulted in the loss of the previous workflow. This new form aims to be more user friendly and provide more actionable information for department discussions. Feedback on this form during the development process was received from: Chairs, the Academic Senate, the VPs of Instruction and Institutional Research, and the faculty body as a whole. This form will be tested in Fall 2022. The cSLOs discussed in these reflections are gathered and inform department-wide discussions during the subsequent semester.

Program Student Learning Outcomes (PLOs)

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.

GELOs and PLOs were discussed during [Institute Day](#) activities. This activity was developed jointly with the Academic Senate Executive Committee and provided an opportunity for faculty in each Community of Interest to collaborate on outcomes. The goal was to help foster programmatic thinking within the Guided Pathways framework.

General Education Student Learning Outcomes (GELOs)

The SLO Committee updated the overarching [GELOs](#) during the Spring semester of 2019. This year we evaluated the [individual area GELOs](#). The committee designed surveys to assess these GELOs. For each GE area, surveys were designed for: faculty in each area, faculty outside of the area, and students. While the surveys were well advertised, there was minimal response. This is a stark difference from the ILO surveys and work that the committee underwent in 2018. The lack of response to the GELo surveys may be due to either community fatigue or lack of interest.

The surveys above as well as the campus-wide discussions during Institute Day and Dialog Days indicated that specific area GELOs were not particularly useful. Additionally, the committee felt that the multiple layers of GELOs decreased the overall effectiveness of assessment. The committee voted to remove the area GELOs. The Academic Senate supported this decision and the individual area GELOs have since been removed.

The overarching GELOs will continue to inform our GE program. The GELOs have been added to our Course Outlines of Record and the individual assessment reflections that all faculty are asked to complete at the end of each semester.

Institutional Learning Outcomes (ILOs)

The SLO Coordinator worked with the Curriculum Committee and the Scheduling Analysts to add ILOs to our Course Outlines of Record. ILOs were also added to the individual assessment reflections that all faculty are asked to complete at the end of each semester. In the next year, the committee will identify strategies for mapping and assessing ILOs.

Professional Development

Dialog Days

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

Fall 2021 Dialog Days focused on cross-disciplinary discussions to continue the work that occurred during Institute Day. The first session focused on discussing common outcomes and challenges across various disciplines. The goal for this session was to use outcomes assessment as a mechanism to build community across disciplines. The second session grouped faculty into GE Areas as part of our GELo work for the year.

Spring 2022 Dialog Days provided an opportunity for faculty to reflect on what they have learned from the transition to remote learning. The first session discussed effective practices that they will be continuing for both DE and f2f classes. The second session discussed benefits and challenges of Adaptable Course Design.

AC ⚡ DC

One of the two projects presented to ACCJC as part of Butte's QFE was [Adaptable Course Design](#), which is a strategy for building courses that are intentionally flexible during large-scale emergencies and which facilitate support for individual students (during individual emergencies, in response to their learning goals, and to meet other needs). This project is an instructional response to the need to serve students in wildly unpredictable times.

The SLO Coordinator formed the [Adaptable Course Design Committee](#) (AC ⚡ DC). This Committee focuses on creating professional development opportunities for faculty in adaptable course design. The committee was formed in the fall semester of 2021 and began by designing and implementing a [survey](#) to identify the training needs of faculty.

The committee used the survey results to develop Flex workshops. Since these workshops present large ideas for course redesign, the committee decided to hold the workshops towards the end of the spring semester to give faculty time over the summer to implement the ideas. The first [AC ⚡ DC Spring Festival](#) was held in April 2022 and was attended by over 30 faculty. We hope to continue offering workshops during this timeframe to present large-scale course redesign ideas.

The SLO Coordinator also developed first drafts of websites for [Adaptable Course Design](#) and [Authentic Assessment](#). The committee will provide input and additional resources on these sites as well as continue to build out the [ACD Canvas Shell](#) as part of the Learning Group that will be convened next year.