

SPECIAL POINTS OF INTEREST:

- **Going SLO at SDCE**
- **ABCs of SLOs**
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- **Discipline Highlights**
- **Resources**

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Going SLO at SDCE

A Little History —On October 27, 2008, permission was obtained from the WASC Schools Division to replace Expected Student Learning Results (ESLRs) with Student Learning Outcomes (SLOs). The rationale for transitioning from ESLRs to SLOs was based on the need for curricular consistency within the District and SDCE’s desire to develop SLOs at the program and course levels. A task force of the Academic Senate was convened in the fall of 2008 and worked to modify the existing ESLRs and convert these statements into institutional level SLOs which were approved and adopted by the Academic Senate on January 20, 2009. The adoption of SLOs represented a significant change for Continuing Education and continues to serve as the foundation for the development of new assessment practices and the

continuous improvement of the instructional program. **Today** — All departments have program



Students and their Learning Outcomes are at the center of what we do!

and course level SLOs, and faculty continue to assess student’s knowledge to inform and improve teaching and learning in their classes. **But, are we really doing SLOs in our classes?** Yes, we are! Student learning outcomes are inherent in what we do at San Diego Continuing Education (SDCE). The competency-

based nature of SDCE classes, i.e. formative and summative assessments (pre and posttests, performance demonstrations, checklists, portfolios, externships..) and certificates of completion aligned to state and national standards, provide evidence that the end products of our courses (SLOs) have been identified and students’ progress toward these SLOs is being measured. **What’s Next?** SLO software!

While classroom assessment practices, the curricular and programmatic responses to assessment, and the improvements to teaching and learning resulting from assessment are captured in the annual program review process, this SLO data needs to be documented in a software system that allows promising practices to flow freely between programs and departments for greater support and impact to SDCE. SLO software is coming because we care!

ABCs of SLOs

What are they?

Student learning outcomes (SLOs) in themselves are familiar to us. They are the verb-begun statements, often based on Bloom’s taxonomy, that define the specific knowledge, skills, and abilities that we expect our students to master in our classes.¹

External forces:

WASC and the State Academic Senate are committed to moving institutions to a learner-centered model that includes SLOs at the insti-

tutional, program, and course levels. Equally important, the model should move the cycle of assessment so that data is meaningful to campus stakeholders and reviewed, talked about, and acted upon at all levels of the institution.

Internal Needs:

Institutions are acknowledging the great body of research that supports the notion that continual feedback supports continuous improvement, and that faculty inquiry into what works in the classroom is fundamental to student success.

¹.Foothill College (2014, December). “Student Learning Outcomes and Assessment” Retrieved from <https://foothill.edu/staff/irs/LOA/index.php>¹.Foothill College (2014, December). “Student Learning Outcomes and Assessment” Retrieved from <https://foothill.edu/staff/irs/LOA/index.php>

The SLO Way



Sally Moreno, was one of many students featured in SDCE "I am a Student Learning Outcome" Campaign

"After scoring multiple student writing samples at each level with the rubric, we identified anchor papers for each level"

While, course SLOs are different for different courses, the process for developing and reviewing them should be the same. Within programs, course level SLOs are developed by the instructional faculty teaching the course. Yet, it is important that each course has a single set of SLOs that is common to all sections of the course for consistency, no matter who teaches the class section. Course SLOs should be limited in number to reflect only the major end products of the course (SLOs), as opposed to listing

the activities performed in class (the objectives). Next, faculty use multiple measures to assess student achievement and instruction. Finally, and for continuous improvement, faculty should have an opportunity to discuss and analyze student achievement data in program meetings to determine the areas of success and need. When this information is used to make improvements to the class or program its called, "Closing the Loop."

SDCE's ESL Department: A model of success in SLOs!

In order to document learning outcomes in ESL, multiple measures are needed because students place at different levels and make varying progress in listening, speaking, reading and writing. Since writing is one of the most important skills in transitioning to workplace training, jobs, or

postsecondary education, we developed SLOs for each of our 7 levels first in the area of writing. We then developed a rubric for each student learning outcome assessment in writing. After scoring multiple student writing samples at each level with the rubric, we identified anchor papers for

each level – one passing, one failing, and one borderline. Using the rubric and anchor papers, instructors have met collectively to score their writing assessments to determine level completion. The results from early years are as follows from the sample of classes that participated.²

Semester	Number of classes participating	Number of students assessed	Percent of students who passed assessments at 70% or better (required for level completion)
Spring, 2010	13	293	70%
Fall, 2010-11	20	406	63%
Spring, 2011	20	340	71%
Spring, 2012	13	341	79%

2. Excerpt: Fall 2012 SLO Taskforce Report, Gretchen Bitterlin

ESL Continued...

In the Spring of 2012, we finalized student learning outcomes in listening and speaking and developed rubrics for oral presentations for beginning, intermediate and advanced ESL classes. The SLOs in listening and speaking are measured through EL Civics oral performance tasks or oral presentations. We also developed student learning outcomes for ESL/Citizenship in the fall of 2012. Also, worth noting is the significant increase in the number of completion certificates the last few years seen below. The increase primarily resulted from mandating the course and program completion process in the spring 2014.

Program/Course Completion Certificates*	2011/12	2012/13	2013/14	2014/15
Beginning	284	308	603	1002
Intermediate	205	271	445	622
Advanced	172	70	292	318
Total	661	649	1340	1942

Additional factors contributing to the increase in certificates include:

- Mandate that all instructors in core classes give course/program completion awards (began spring of 2014)
- Emphasis on more academic instruction with college and career readiness
- Increase in emphasis placed on writing instruction with leveled Student Learning Outcomes for writing
- Writing Tutoring Program through SSSP funding provides individualized tutoring for students 3

Outcomes in Emeritus

During Cycle 2 Program Review, programs were asked to discuss SLOs. The following are reflections from the Emeritus program.

Describe an example of how your program/department used course SLO data from past year (2016/17) to impact student learning or achievement.

Course: Health/Emeritus – Online Brain Fitness

Course SLO: #3. Critical Thinking

The Emeritus Health Education student will critically process information, make decisions, and solve problems independently or cooperatively.

Describe the quantitative or qualitative results: Problem solving skills continue to improve throughout the online courses, but cooperative learning is important for the development and maintenance of decision making and problem solving skills. Opportunities to work cooperatively are sometimes lacking in online instruction, and students often express a desire for additional peer interaction and one-on-one support.

Discuss any actions taken so far (and results, if known):

1. A pilot program was developed and implemented to provide a satellite format for cooperative learning at a community venue, with live video broadcasting of instruction, and an on-site volunteer to help facilitate the process and assist students with online technical support. **Results:** The pilot was well-attended and participating students appreciated the experience. The Emeritus Program is currently looking for ways to develop and identify available venues for additional satellite classes.

2. Weekly live Zoom sessions are offered for online students to review and discuss lessons with the instructor and peers. Students are encouraged to attend, especially when lessons are more difficult or of special interest to them. A few students were reluctant to attempt live online participation. Weekly emails are sent out to remind students of the sessions and links are direct links to the Zoom app are included in the email. **Results:** More students are attending the Zoom sessions and those attending enjoy the experience of live student/instructor interaction and peer sharing.⁴

“Weekly live Zoom sessions are offered for online students to review and discuss lessons with the instructor and peers.”

Child Development: A History of Using SLO's for Articulation Agreements

In 2009, Student Learning Outcomes for both the College Child Development Classes and the CE Child Development Childcare Provider Training (CPT) Class were compared in preparation for the articulation discussion. Child Development faculty discovered that many of their SLO's to be similar and the cognitive outcomes to be related to the

Colleges'. Once these outcomes were defined and agreed upon, signature assignments were developed by CE faculty and approved by the College faculty. Plans were developed to assess the assignments by instructors in a portfolio. Rubrics were developed in order to grade students articulating to the college class. The SLO's helped to define the goal for success in the Childcare Provider Training Class.

It also helped our programs agree on the requirements for college articulation.



We love our SLOs!

Students who earn an "A" or a "B" in the class may now earn 3 units of college credit.

Today, Child Development continues to build on success with SLOs. The department is currently dedicated to rewriting many of its course outlines. And while many years later, SLOs remain the center of redesigning curriculum, and the driving force for student success within the program. The department is focused on revisiting and rewriting curriculum for each course to develop clear, comprehensive and efficient pathways to academic and vocational success.

As an example, during Cycle 2 Program Review (December 2017) **faculty were asked:** How are clear SLOs (overarching learner goals/competencies) developed and measured for each course so that success can be measured and students who are struggling can be identified and helped?

Response: Child Development SLOs are developed initially as a team effort during program meetings with follow-up and further refinement continuing in subsequent meetings of instructors teaching like/similar courses. Instructors bring forth best practices used in their classes to collaborate and to ultimately agree on desired outcomes for each course. These desired outcomes are used to create rubrics for each SLO developed. Student performance on key signature assignments is determined by the rubrics used to help instructors notice a pattern of performance. Instructors re-evaluate instruction and methods for checking understanding each semester individually. The most recent SLOs were written by faculty and corresponding rubrics were developed in 2016. Program leadership is supporting a faculty retreat through AEBG funds that will include a segment on measuring student success, which of course includes analyzing SLO data.

The SLO Taskforce Needs YOU R Voice!

The SLO Taskforce typically meets at ECC on the second Tuesday of the month at 1:15 PM; this is right before the program chair meeting. The taskforce, chaired by the SLO Coordinator, helps to inform and review the SLO process so that it consistently supports faculty and fosters student success. SLOs are the purview of faculty. Therefore, it is important that programs be represented on the taskforce and have input on the upcoming institutional effectiveness efforts regarding SLOs:

1. Implementation of SLO software system
 - Reviewing SDCE methods for assessing and documenting student achievement data
 - Determining processes, outcomes and reports to be captured within the SLO software system
 - Evaluating different SLO software systems and making recommendations
2. Reviewing SDCE SLO website and making recommendations for improvements/overhaul
3. SLO assessment trainings and supports



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The Speedy SLO is the official Student Learning Outcomes newsletter of San Diego Continuing Education (SDCE). Published biannually by the San Diego Continuing Education SLO Task Force, the Speedy SLO provides SDCE faculty and professional staff with the most up to date information relating to student learning outcomes at the institution. Checkout hot topics and SLO websites by clicking on links below:

- Culture Shifting session at the 2017 SLO Symposium
<file:///C:/Users/Instructor/Downloads/Outcomes%20Assessment%20Practices%20Summation.pdf>
- Attend the 2018 SLO Symposium February 9th:
<https://asccc.org/events/2018-02-09-163000-2018-02-09-230000/2018-student-learning-outcomes-slo-symposium>
- Writing SLOs for Course Syllabi (covers SLOs, syllabi and assessment)
<http://uwf.edu/offices/cutla/supporting-pages/writing-slos-for-course-syllabi/#form>
- The National Institute for Learning Outcomes Assessment (NILOA) conducted its third nationwide survey on the status of student learning outcomes assessment in the U.S., Assessment That Matters: Trending Toward Practices That Document Authentic Student Learning. (See executive summary on pgs. 3 & 4 of the NILOA report below. Notice that Higher Ed. faces same SLO challenges as Continuing Ed.)
<http://www.learningoutcomesassessment.org/document/s/NILOA2018SurveyReport.pdf>