

Checklist/timeline...

Before the semester starts:

1. Confirm you have the correct SLOs on your syllabi.
You can view COR on Curricunet. See Faculty Tab on myHancock for instructions or ask your department secretary.
2. Select the assignment for your assessment.
Check with full-time faculty in your discipline to confirm which SLO is being assessed and whether a common assessment is already in place. If no full-time faculty, consult with your department chair or SLO liaison to choose an assignment you already have in place to assess your SLO.

During semester/towards end:

1. Administer assessment in your course sections.
2. Record data.

When you enter grades:

1. Enter your SLO assessment data into eLumen.
eLumen training is offered every semester or make an appointment with Jennie Robertson x3880. You may use this as part of your paid professional development hours!
2. Complete section improvement plan (SIP) in eLumen.
3. Reflect on results: share results with other faculty in your program or at the department level.

SLO Support Team...

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Each department has a SLO Liaison which can be found on the Hancock website, Learning Outcomes page:

http://www.hancockcollege.edu/institutional_effectiveness/learning_outcomes/support.php

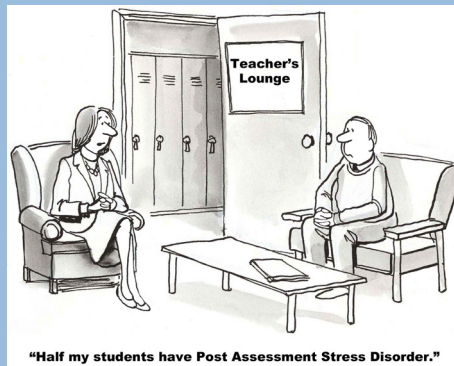
Acronyms & Definitions...

Assessment Acronyms

- LOAC = Learning Outcomes and Assessment Committee
- SLOs = student learning outcomes
- PSLOs = program student learning outcomes
- ILOs = institutional learning outcomes
- IAP = institutional assessment plan
- CNET = Curricunet is the software that holds all the course and catalog information
- COR = course outline of record
- ACCJC = accrediting commission for community and junior colleges
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eLumen Terminology

- Assessment = assignment you use to assess one or more SLOs.
- SIP = section improvement plan - narrative response you provide to the data collected for one or more courses each term you assess.
- CIP = course improvement plan - narrative response that is captured by the course coordinator or faculty in charge of course with input from all faculty teaching the course. This information then is reflected in program review and tied to resource allocation.
- Rubric = a set of criteria and a scoring scale that can be used to standardize and analyze student's work.



Nondiscrimination Statement

The Allan Hancock Joint Community College District is committed to the active promotion of diversity and equal access and opportunities to all staff, students, and applicants, including qualified members of underrepresented/protected groups. The college assures that no person shall be discriminated against because of race, color, ancestry, religion, gender, national origin, age, physical/mental disability, medical condition, status as a Vietnam-era veteran, marital status, or sexual orientation.

Allan Hancock College will provide, upon request, alternate translation of its general information documents in large print, Braille, e-text, etc. Please call (805) 922-6966 ext. 3788.

Using SLOs to Improve Student Learning

A faculty guide for participation and engagement with student learning outcomes (SLOs) and assessment.



Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

Just the Basics...

What are student learning outcomes (SLOs)?

- *Knowledge, skills, abilities, and attitudes* that a student is expected to achieve by the end (or as a result) of his/her engagement in a given educational experience.

Why are SLOs important?

- SLOs are defined for all levels of the college. All course, program, student service, and administrative units have defined learning outcomes and are responsible to assess them.
- SLOs are a way to demonstrate that a tool or resource you use or need can improve student learning.



What is suggested and how often?

- To spread the workload of assessment over the six-year cycle while adhering to the ACCJC standard of *continuous quality improvement*, faculty are encouraged to assess at least one course SLO each time you teach a course. The frequency of assessment will ultimately depend on the number of course SLOs and frequency with which the course is offered.
- All SLOs for a course need to be assessed at least once within a six-year cycle.

How do SLOs benefit students and the college?

- They tell us whether our students are learning what we want them to learn.
- They are a formalized way of looking across a set of courses to see what is working well or may need improvement.
- They guide department planning and resource allocation.
- Accreditation requires it!

Outcomes vs. Objectives...

Learning outcomes tend to represent the “big picture” as opposed to the specific details and discrete aspects or chunks of performance.

Learning Outcomes:

- describe broad aspects of behavior which incorporate a wide range of knowledge and skill
- increased use in the 1990’s when workplace requirements involve broader skillsets which are transferable to a wide range of work settings
- accomplished over time in several learning experiences
- refer to demonstrations of performance

Learning Objectives:

- tend to describe specific, discrete units of knowledge and skill
- were useful during the 1970’s and 1980’s when attempts were made to describe workplace activities as specific tasks to be completed
- can be accomplished within a short time frame - still may be relevant for a class period
- tend to be statements of intent; do not necessarily suggest that the behavior has been demonstrated

eLumen & Training...

eLumen is a software AHC uses to house student learning outcomes and assessment data. Specific roles in eLumen limit access and sharing. Only faculty teaching a specific course will see their own data. All other views will show aggregate data.

Training for eLumen is available year round *by appointment*. During the beginning and end of each term, drop-in sessions are scheduled for faculty wanting to input their data or who might need additional assistance.

Updates on training dates and to locate “how to” documents that might be useful, visit **myHancock/Faculty Tab/Assessment & IRP Channel/SLOs and Assessment** or on the public website:

http://www.hancockcollege.edu/institutional_effectiveness/learning_outcomes/training.php

Grading vs. Assessments...

Assessment and grading are not the same.

The goal of *grading* is to evaluate individual students’ learning and performance and usually incorporate attendance, participation, and effort, that are not direct measures of learning.

The goal of *assessment* is to improve student learning. Assessment goes beyond grading by systematically examining patterns of student learning across courses and programs and using this information to improve educational practices.

Adapted from Carnegie Mellon website
<https://www.cmu.edu/teaching/assessment/basics/grading-assessment.html>

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Institutional Effectiveness
www.hancockcollege.edu/institutional_effectiveness/index.php