

# SOLANO COLLEGE ASSESSMENT NEWS



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## UPDATE ON GELO AND ILO REVISIONS

- On Monday, March 20, 2017 Academic Senate voted to approve the revised GELOs and ILOs. The revisions were made 1) based on analysis of our GELO and ILO assessments, 2) to better align with the new accreditation standards, and 3) to more comprehensively connect with the general education pattern and our institutional goals. The revised outcomes will now go to the Governing Board. We will keep you updated on their progress.

### SCHOOL COORDINATORS:

CTE & Bus: Cynthia Jourgensen

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Health Sciences: Terri Pearson-Bloom

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### ASSESSMENT COORDINATOR

Amy Obegi

## CONSIDERATIONS FOR SLO REVISIONS

While we know we need to assess our SLOs twice within a six year program review cycle, how do we know if the SLOs themselves need to be rewritten or revised? These decisions are to be made collectively by departments after coming to consensus that there is a different or better way to measure the learning outcome. Here are a few key considerations when deciding whether to revise (see page two of this newsletter for a more lengthy explanation):

- Do the SLOs for the course measure the various types of skills we want students to learn?
- Are the SLOs meaningful to faculty and students?
- Are they measurable and clearly worded?
- Have faculty sequenced the learning in SLOs, so that more advanced courses have more rigorous outcomes than in introductory courses?
- Have faculty mapped SLOs to broader goals? For example: Do some SLOs measure the learning that we expect students to achieve in the program's PLOs?
- If the course is a general education course, have faculty ensured that at least some of the SLOs measure the corresponding GELO?
- Do the SLOs connect with the college's learning outcomes (ILOs)?

While revising SLOs can take some time, it is our hope that if faculty are satisfied with the outcomes and find them to be meaningfully connected to their classroom goals for students, it won't feel like such a chore to assess them. Ultimately, well-conceived SLOs help us identify student's strengths and weakness and develop planned actions for improved student success.

### CHECK OUT THESE WELL-WRITTEN SLOS

BIO012: Develop strategies for conservation and sustainable utilization of natural resources

WELD126: Design and assemble an ornamental iron project

# DO WE NEED TO REVISE OUR STUDENT LEARNING OUTCOMES?

## Considerations and Guidance for SLO Revisions

Periodically, faculty should review their student learning outcomes to ensure they are **meaningful**, and **support the goal of improved teaching and learning**. Solano College seeks to take **an inquiry based approach to assessment**, where faculty dialogue about learning goals and classroom practices that best support these goals. **We hope to more seamlessly integrate our student learning goals with our program, general education, and institutional learning outcomes.** *We also hope students have a clear understanding of what our learning goals are for them and how to achieve them.* Below are some considerations when revising student learning outcomes. The college suggests having 2-4 learning outcomes for each course.

- 1) Do the SLOs for the course measure the varied knowledge and skills that are fundamental to the specific course? For example, if all the SLOs focus on knowledge obtainment, then you might not be measuring the critical thinking/analysis skills you want students to achieve, or the writing skills that are fundamental to success in the course.
- 2) Are the SLOs meaningful to faculty and students? Are you curious about how students are achieving these knowledge and skills? Does your understanding of how they are doing on these measures help guide classroom practices that promote student success and your overall learning goals for them?
- 3) Are the SLOs written clearly and are they easy to measure? There should not be multiple outcomes embedded in one SLO.
- 4) Have faculty considered how the SLOs fit into the larger picture? For example, when looking at the program learning outcomes for the degree, do the SLOs measure how those “final” outcomes are being developed? In other words, could you map the SLO to the knowledge/skills you want them to have as they walk across the graduation stage? We don't want to have a PLO that was never fostered in an SLO.
- 5) In looking at this larger picture, have faculty talked about how or if SLOs should be scaffolded in courses that are sequenced in a major? For example, are you asking students to demonstrate the same types of knowledge/skills in all the course for the major, or are you asking them to go in more depth in advanced courses?
- 6) If the course is general education, are the SLOs mapping to the general education learning outcomes? For example, if a student is asked to take the general education course because it fulfills the CSU Option C requirement for scientific inquiry and quantitative analysis, have you asked students in an SLO to demonstrate the ability to analyze scientific data or phenomenon?
- 7) Are the SLO measuring our institutional goals (ILOs) in some capacity?

*The overarching goal isn't to scribe an SLO for compliance, but rather to create learning outcomes that are indicative of the skills we want students to obtain, and are crafted with an understanding of how they are nested in the student's total education journey at Solano Community College.*