Ready to Go?

Here's the Road Map to SLOAC completion!

Table of Contents

1. FAQ about SLOACs
2. The SLOAC Menu: How to begin writing a SLOAC
3. Bloom's Taxonomy with SLOAC verbs
4. Instructions for archiving your SLOs in the CMS website
5. LA 36 Fall-Spring 2009-10 (Workshops on SLO Issues)

Contact for more information:

Katie Townsend-Merino  VP of Instruction   x7209   townsendmerinokatie@foothill.edu
Daniel Peck            College Researcher  x6198   peckdaniel@fhda.edu
Rosemary Arca          SLO Coordinator   x7543   arcarosemary@foothill.edu

See Office of Instruction website for more information (adding useful SLOAC resources every day). http://www.foothill.fhda.edu/staff/irs/
Frequently Asked Questions About SLOACs

1. The Obvious First One: What is a SLOAC?

A SLOAC is a student learning outcome cycle, beginning with defining the outcome, assessing it, reflecting on the data and finally, filing documentation of it when the cycle is completed.

2. What is the recommended rotation of SLOAC work each year?

It makes sense to assess one third of the courses taught in any given quarter. That means that all courses in the college catalog would undergo a complete assessment cycle in any given year. Some departments with a large number of courses may provide an assessment spreadsheet that documents their cycle of SLO assessment in an expanded calendar as necessary. This spreadsheet would be emailed to the SLO Coordinator and the Vice President of Instruction before the end of the academic year it reflects.

3. So what is it we need to do exactly and more importantly what are the deadlines?

Document a completed SLOAC for at least two SLOs in every course in the course catalog each year.

Assess 1/3 of those outcomes each quarter so all courses are assessed in a yearly cycle.

Define TWO student learning outcomes for every NEW course as part of the course approval process.

Due dates each quarter for completed cycles are the DAY grades are due each quarter.

4. How are we supposed to get all this done by then?

The Office of Instruction can meet with instructors and teams/departments during OPEN OFFICE HOURS working with them to develop SLOACs. See the Office of Instruction newsletter and websites for dates and times.

We’re eager to work with you at your convenience to talk you through the process and provide supporting documents, websites, etc to get your SLOACs done.

5. How do I file the SLOAC documents? Who files the SLO form?

While the development, assessment and reflection of SLOs is a collaborative effort among those who teach the course, the actual documentation (input) in the CMS website is done by the “owner” of the course, ie the person who edits the course outline of record. That person should fill in the online form with the information provided from the collaborative discussion.

This is the URL for that site http://www.foothill.fhda.edu/cms/

Stay tuned for more questions and more answers. Keep those questions coming in. Thank you for your hard work.
The SLOAC Menu (nod to Counter Burger)

HOW TO BEGIN TO WRITE A SLOAC

If you’ve ever eaten at a Counter Burger you know that you can build a burger to your own specifications by making a series of choices. Choose the bun, choose the meat, choose the toppings, and choose a sauce. The power of choice indeed.

With the SLOAC design process, you have an equally interesting series of choices. Here’s the SLOAC Menu:

1. Choose 1- several outcome(s) for your course. Think of the most important concepts or skills you’d like one of your students to remember four years from now OR think of a pedagogical challenge you’d like to resolve in that course. Write your outcome around those ideas.

2. Choose a formative or summative assessment to measure the outcome. Do you want to shape student learning within the quarter (the former) or describe student success at the end of the quarter (the latter).

3. Choose assessments efficiently: Whatever your assessment goal, use assessment measures you already have embedded in the course—tests, rubrics, essays, projects, observation checklists, surveys, etc. The Classroom Assessment Techniques (CAT) work of Cross and Angelo provides effective and quick formative assessment ideas. Each division has a copy of that book.

4. Choose when, how and with whom you’ll reflect on the data you’ve gathered in the assessment cycle. Want to meet as a team, a department, or a group of colleagues? It’s your choice! Make the reflection meaningful to your goals then tell us not only what you thought about what you’ve learned but also if you’re prompted to change content, teaching method, assignments, assessments, or even the SLO as a result.

And that’s an SLO! Once written, then it’s filed with the Office of Instruction and scheduled for the AC part of SLOAC, the assessment cycle that occurs on a rotating basis — think one-third of the courses in the catalog every quarter.
Bloom’s Taxonomy

Bloom’s Taxonomy was developed as a hierarchical list of cognitive processes building to the higher order skills of analysis, synthesis, and evaluation. Those higher order skills are the ones that college level work requires.

It’s good practice to write SLOs using on of the Key Words below as this word focuses the outcome on the cognitive activity taking place. In other words, a robust SLO might be:

*The student will critique the analyses of fall of Rome given by the authors of the text.*

Here are the skills in ascending order along with example and key words you can use when building SLOs.

**Knowledge:** Recall data or information.

Examples: Recite a policy. Quote prices from memory to a customer. Knows the safety rules.

Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.

**Comprehension:** Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.

Examples: Rewrites the principles of test writing. Explain in one’s own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.

Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives Examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.

**Application:** Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.

Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.

Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

**Analysis:** Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.

Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.

Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
**Synthesis:** Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.

Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

**Evaluation:** Make judgments about the value of ideas or materials.

Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.

Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.
Instructions for the C3MS System: SLOAC input

THE LINK to the SLO Documentation Site: http://www.foothill.edu/cms/

Using this feature you can develop, assess, reflect upon, and document the complete SLOA cycle by answering a series of familiar questions!

Note that we have tested this process, but acknowledge that your creativity and diligence will probably uncover some bugs or issues we haven’t yet thought of. We are relying on you to let us know your questions, concerns or “punch lists” for this site so we can make it work for you. The site itself is a learning outcome cycle, dependent on your assessment, reflection, and comments for its continual improvement.

Send your comments to Rosemary Arca at arcarosemary@foothill.edu so that she may compile them for the web designer.

Here’s how it works:
1. Go to the C3MS link located on the Staff Resources page of the Foothill website.
2. Click on C3MS or on this link http://www.foothill.edu/cms/
3. Click on Course Outline Editor
4. Use the login ID and password assigned to you as editor of this course outline.
   At this time, you may ONLY post SLOs for the courses assigned to you as a course outline editor. If you need verify your login ID or change your editor assignment, contact Cori at nunezcori@foothill.edu or x7439
5. Scroll down the page and find Accreditation: Student Learning Outcomes Worksheets
6. You will see listed all of the courses you may edit. You can also click on Help Me! to read about SLO design and development.
Here’s what the page will look like. Note that the Accreditation/SLO section is mid-page.

Here’s something to think about not only as you begin input, but also when you return to write your reflection. You will most likely have two parallel processes going on with any given course:

1. First time writing of the SLOs
2. And revision, reflection or addition of SLOs to existing records

Your process will work a little differently depending if your working on the new process or the revision/reflection/addition process. Keep that in mind.

7. To continue---Click View on the course you are working on for the SLO process. Or if you see a list, click on the button of the course you’d like to work on.

8. You can click on Edit or Update to add an assessment strategy or reflection. You can also click on the View Status button to remind yourself of what you still need to do to complete the process.
Note that the first time you open that course, you will follow the directions there. However, as you revisit the entry (record) of this course, you will receive an ALERT message that a duplicate record exists and you will click on **Review Current**.

This ALERT merely reminds you that you have an SLOAC in process, needing perhaps the addition of the Reflection section or a re-envisioning of the SLO itself. Remember that the SLOA cycle is a recursive process of reflection based on assessment data.

9. Once you click on Review Current, you will see not only the catalog description of the course, but also four buttons.

10. Click on the button for the step in the SLOA process you are working on. Let's take the buttons one at a time.

11. **Click on the Edit Outcomes** button. Here's what you'll see.

![C3 Management System](image)
12. In this section, you will post your SLOs. Type your SLO in the box provided. You will need to write a minimum of two SLOs per course. You may include more. You can click **Add SLO** to get another box.

13. When you’ve written the SLOs, click on **Check In**. This will “publish” your SLOs. The published list of SLOs is the only section open to the public.

Now you can continue on to enter your assessment strategies for each SLO or you can, as Scarlett said, “think about that tomorrow.”

14. **Click on the Edit Strategies** button. This is what this section looks like.

These are assessment strategies. You can, as always, click on **Help Me!** for more information.

Here you can update or revise your assessment strategies as you wish. For each SLO you’ve written, you’ll see an assessment strategy field to type in.
Note that you do not have to upload any assessment data or instruments. However, we do invite you to upload a rubric you’ve developed (using the Edit Rubrics button) so that we may use them to assess our institutional outcomes.

15. When you’ve posted the assessment strategies, you may move on to the reflection section by clicking the Continue button and posting reflections on each SLO there.

OR

You can review your work to date by clicking on View Status.

16. Click on the Edit Reflections button. Here’s what you see.
Remember that you will most likely have those parallel processes of new SLO and some “in play” so when you’re presented with options (or stages in the SLOA cycle) which button you’re clicking will depend on if you’re beginning or editing a process.

17. To begin the Reflection cycle, click on the **Create Reflection** button for each SLO.

*Note also that you will be offered a range of questions to reflect on. You may answer any or all of these questions and even though when you click on **View Status** of the Reflection section, you’ll see red arrows, you can still complete the process with just one green one.*

**Now here’s the important thing:** Once you have written two SLOs for each course, matched them to assessments, reflected on the data you’ve collected, and written a reflection, you’re done!

We wanted to have you click a **TA DA** button and have celebratory music playing, but we were told there was “not enough bandwidth.”

SO…you’ll note at the bottom of the Reflection page there’s a paragraph or two acknowledging all your hard work, but no **TA DA** button. Just imagine one and note that you can click **View Status** or **Return to Options** to write a new SLO or exit the window and return to Foothill World!

One final note about the **Edit Rubrics** button – the option you use for uploading your rubric. This is just an option and we appreciate your willingness to share.

**END NOTES:**

As always, note that the SLOA process is just that, a cycle of review and change, and the website reflects those options you have to revise, update, or enhance your SLOs.

These lengthy instructions are also a work in process. Please let Rosemary know at [arcarosemary@foothill.edu](mailto:arcarosemary@foothill.edu) where they seemed incongruous or flat out incorrect. We rely on your experiences to help us revise, update, and enhance the website!

Also let us know what **Help Me!** buttons you would like to see added. You can also watch for our workshops and trainings in SLO design, assessment, reflection, and teaching via the Office of Instruction website.

Thank you very much.
Course Description: This course includes instruction in, development of and reflection on student learning outcomes.

SLO: Participants will apply principles of effective practice to student learning outcome design for their own courses through one complete cycle of assessment, reflection and change.

Expected Outcomes: Participants will
- Refine the components of an effective SLO
- Determine the most effective assessment measures for a specific outcome
- Evaluate assessments used in the past SLOA cycle and use one NEW assessment measure in the next cycle.
- Develop a workable timeline for the SLO assessment cycle chosen
- Write a critical reflection on the data collected from the assessment
- Research and plan best practices to enhance learning in the course.
- File the completed SLOAC document.

Texts:
- Convocation and Workshop handouts
- Office of Instruction website
- Assigned Resources

Class Schedule:
- PIE Wednesdays every Wednesday Room 1929
- Convocations Fall, Winter, Spring
- Workshop on Change Strategies TBA
- CLASS Paper/Critical Reflection due TBA via email

*All TBA venues will be announced via email to all registered participants.

Methods of Evaluation:
- Active Participation in a total of three (3) SLO events (Convocations and/or Workshops)
- Critical Reflection Memo of two pages

Registration Information:
1. Email Rosemary Arca using the subject header: Register LA36.01. No need to fill in the message space, but you must respond before the 2nd week of the term to enroll.
2. If necessary apply to the college using the online application.
3. You will be notified that your registration is complete.
4. Then attend the required meetings and complete the assignments as indicated. Your grade will appear on your transcript at the end of the term.