

Columbia College Flex Day Spring 2017

Friday, January 6, 2017

Tamarack

8:00am - 3:30pm

On the morning of Friday, January 6, 2017, the faculty of Columbia College assembled in the library (Tamarack Building) for the Flex Day, hereafter known as SLO Day. The day's activities were scheduled flexibly and guided by four key projects for the day, as shown below.

Approach to the day: Go with the flow and adjust the agenda toward meeting the purposes of the day!

Purposes of the day:

1. Learn about mapping
2. Finalize PSLOs by award
3. Map CSLOs to ISLOs and PSLOs
4. Reflect on the *meaning* of fall CSLO data & Submit written summaries!

Members of the SLO Workgroup were in attendance and got each participant logged into the eLumen system. The first task was to map Course SLOs to Institutional SLOs. After a brief explanation and a demonstration of how simple these mappings are inside eLumen, faculty were set to the task. They sat together with departmental colleagues and hashed through the details. The big question was simply, "Which of our College's ISLOs are informed by the results of each of your department's CSLOs?" A checkmark in the table indicated that the results of CSLO assessment ought to be compiled to provide information about the associated ISLO.

Dialog among colleagues was rich and engaging. The room was loud with conversation, laughter, and pointed comments. Participants seemed encouraged by the positive atmosphere and worked diligently. After 45 minutes, the first department was applauded for completing the task, and the remainder completed within the next 30 minutes. As a result, Columbia College established CSLO→ISLO Mapping for every department present. The remainder will be attended to in coming weeks.

After a brief introduction to a visual communication tool intended to convey the components of stackable certificates, faculty members then began the process of writing and mapping Program student learning outcomes for each award from the courses making up that award. This CSLO→PSLO Mapping project proceeded fluidly through the programs whose PSLOs were previously written. In coming weeks, the remaining PSLOs will be written and mapped.

Finally, the presenters shared the expectation of the ACCJC that the results of student learning outcomes assessment should be ruminated upon by faculty. It is incumbent on our institution to not just *collect* course SLO results but to compile and filter and review them collectively to seek their deeper

meaning. We should then use the results of these discussions to inform institutional planning and improvement.

Each department was provided printouts of the CSLO data gathered in the previous semester and tasked with summarizing their collective findings from the data and formulating a paragraph or two to describe what they learned. Below are the results of this analysis.

Counselors:

Two Guidance courses (Guide 1 and Guide 11) were assessed for SLO data during the Fall semester. For Guide 11 data has been collected and will soon be entered. Based on the instructor's self-reflection of the process, the pre and post-test student assessment will be evaluated to better connect specific questions with particular course SLO's.

For Guide 1, 1 of 2 sections data has been submitted. Excluding N/A results for students who were listed but were not participating in the course during the time that the data for the SLO's was collected, SLO #1 and SLO #2 had performance measurements of 92% who either exceeded expectations or met expectations. In SLO #3, 100% of the students measured exceeded the expectations.

For future consideration, the instructors may opt to evaluate different SLO's since the performance measurements are consistently high so that the results provide more constructive feedback for course improvement.

Office Tech:

The class (Medical Terminology) as a whole all met the SLO's Only students who stayed in the class, but did not complete the assignments failed to meet SLOs.

Those students who stayed active in the class (Medical Law and Ethics) achieved an A or B, thus meeting the SLO's.

English:

We need more data as there was only one instructor teaching the course when there are usually two instructors.

For the first SLO, it would appear that a significant percentage of students have difficulty with understanding elements of argument. In addition, students tend to have difficulty with understanding the MLA and the various components of a research essay.

We need more data as there was only one section offered. One hundred percent seems unlikely unless all students received A's or passing grades.

HHP:

All HHP courses met or exceeded CSLO expectations by an average of 80-100%. This indicates that the HHP department and instructors are doing a very good job of actively engaging students at the course level.

Chemistry:

Basic theories and skills are being met for 85% of cohort. Higher level processes (e.g. integration of knowledge) are deficient in majority of students.

Safety and chemical hygiene standards are well met. Analyzing and reporting student generated data standards are also well met.

Biology:

1. Conducting research inquiry. Overall student groups developed, conducted, and analyzed their inquiry projects well. This semester we spent a lab where they peer reviewed one another's methods. The result was more thoughtful and scientifically sound methods that considered sources of error (and ways to mitigate the error). The place where students fell below expectations was in integrating the scientific literature into their papers. Next semester I will distribute a paper from a scientific journal on a topic we are learning about like the life cycle of the pine beetle. In addition to learning about how climate change, drought and forest management is affecting the pine forests, students will also have an example of how to integrate literature into their papers. I have also asked the students who wrote exemplary papers for an electronic copy to share with future classes. One student participated in the research but never turned in her written report.
2. Students were assessed on identifying 4 ways humans interfere with the salmon life cycle and the ramification on the salmon. Most students were successful in this assessment. I recognized the interest students have in these topics and would like to delve into greater details. For example, having students be able to explain HOW temperature changes effect egg development. In future semesters students will be responsible for understanding more examples from a diversity of animals, for example: acidification on various ocean creatures, climate change and bark beetles, phonological changes.

Bio 17- Need Summer White do SLO review for her sections- need to use reflections to be done by Mike for his sections. Identified sections of weakness from last course offering, so emphasized concepts in lab and problem, sets but at expense of other concepts becoming less understood- need to find balance.

Bio 4 - Research project- peer review of methods improved performance- next time add written paper of local issues and incorporating sources within paper. Incorporate local case studies into course. Such as pine beetle, yellow legged frog, invasive species and effects on ecosystems.

Bio 60 – Reflections are in work document

Bio 179 – In progress by Tom Hofstra

Forestry and Natural Resources:

I learned and accomplished quite a bit today:

- I logged into E-Lumen for the first time.
- I mapped course SLOs against college SLOs.
- I assessed course SLOs (BIOL 179 and FNR 2).

- I reflected on the assessment of these SLOs.
- I examined data (tables and charts) based on this data and generated by E-Lumen.
- I sent PSLOs to Joey Partridge to have them entered into E-Lumen

Hospitality Management:

As I evaluate the results of my CSLO outcomes I find some data problems.

These classes had "No Assessments Found". I tried adding them using the button for that but they would not add.

- 142 Sec 2983
- 147 Sec 3166
- 97 Sec 0723

These classes have no results. They were adjunct taught classes. They have not yet entered the assessments.

- 148 Sec 3230
- 133B Sec 0926

The majority of the courses taught this semester only had one of the two or three outcomes available for assessment. It seems to be a glitch in eLumin that Joey Partridge is investigating.