

The Spotlight



SLO Student Learning Outcomes

AUO Administrative Unit Objectives

GEO General Education Outcomes

From the Desks of Joan Sholars, SLO Coordinator and Joseph Terreri, GEO Coordinator

Odette Richardson, Editor

Area E GEO: If We Can Do It, Anyone Can

By Stacy Bacigalupi, Psychology, Education Department and
Lisa Ledebor, Consumer Science and Design Technologies Department

General education outcomes (GEOs) are statements that define the knowledge, skills and perspectives acquired by students who satisfy our general education requirements." GEOs are similar to SLOs, but apply to general education areas.

The two of us didn't know a lot about general education outcomes when we were invited by Joe Terreri to join other General Education (GE) Area E faculty last spring to develop a GEO to be used for assessing all Area E courses.

Faculty from Alcohol/Drug Dependency, Biology, Child Development, Counseling, Family and Consumer Sciences, Leadership, Nutrition, Physical Education, and Psychology participated in planning the Area E GEO.

During the Spring 2009 semester, we participated in a series of workshops to collaboratively create an Area E GEO along with assessment criteria and a rubric. At our first meeting, we were not sure what to expect, but kept our minds open. The process of collaborating with faculty in other departments was exciting. We come from very different disciplines in some cases and it was fun to see how we are all connected through Area E. When we left the workshop, we had developed our Area E GEO and had agreed to assess Area E courses in our departments that semester. Here is the GEO that was developed:

AREA E: LIFELONG LEARNING AND SELF-DEVELOPMENT	
Courses:	AD 3, BIOL 13, BIOL 15, BIOL 15H, CHLD 10, CHLD 10H, COUN 5, FCS 41, LEAD 55, NF 10, NF 25, NF 25H, NF 28, PE 34, PSYC 14, PSYC 25, PSYC 26, PSYC 33
Source:	Mt. SAC 2008-09 Catalog.
General Education Outcome:	Students completing an assignment in Area E courses will demonstrate meaningful self-evaluation related to increasing their lifelong personal well-being.
Means of Assessment:	A variety of classroom activities or assignments addressing the GEO including the following rubric. (See rubric on the top of page 2.)
Criteria for Success:	Students will meet expectations by scoring a "1" or more in at least two categories (Collection, Analysis, and Application).

The process ended up being much simpler than we expected. Psychology assessed a project and Family and Consumer Sciences assessed a book report assignment. We did not have to modify any of our existing assignments, but simply filled in the Area E GEO rubric (top of page 2) as we graded our projects. We then created summary sheets (see page 13 of "2008-09 GEO Assessment Summary (revised)" at <http://www.mtsac.edu/instruction/general/communications/>) for each Area E course assessed and submitted them to the Research and Institutional Effectiveness Department at the end of the semester with our results and how we planned to use those results. The most appealing aspect of the process was collaborating with colleagues about similarities among our courses.

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DEFINITIONS

- **SLOs** (student learning outcomes) are statements about what a student will think, know, feel or be able to do as a result of an educational experience.
- **AUOs** (administrative unit objectives) are statements about what a client will experience, receive, or understand as a result of a given service.
- **GEOs** (general education outcomes) are statements that define the knowledge, skills, and perspectives acquired by students who satisfy our general education requirements.

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RUBRIC

	Area E	PERFORMANCE LEVEL		
		0 — Below Expectations	1 — Meets Expectations	2 — Exceeds Expectations
C R I T E R I O N	COLLECTION: Quality of information collection	No collection	Somewhat detailed and complete	Detailed and complete
	ANALYSIS: Analysis of information	No analysis	Summary of information with some analysis	In-depth/thorough analysis
	APPLICATION: Application of concepts to enhance lifelong well-being	No application	Somewhat thoughtful and somewhat specific information	Thoughtful and specific application

SCORING SHEET

STUDENT	COLLECTION (0, 1, 2)	ANALYSIS (0, 1, 2)	APPLICATION (0, 1, 2)	MEETS CRITERIA	DOES NOT MEET CRITERIA	DID NOT COMPLETE

PSYC 14 GEO Assessment in Spring 2009

A project was assessed for PSYC 14, Developmental Psychology. One faculty member completed this assessment. Of the 27 students who completed the project, 26 of them met expectations. In addition, 24 of the 27 students "exceeded" expectations.

We were pleased to see that the majority of the students met or exceeded expectations. Therefore, our plan would be to assess other similar courses as well as other Area E PSYC courses to see where they fall. The class that was assessed was an evening section of PSYC 14. We plan to assess other Area E PSYC courses to see if students in these courses also exceed expectations.

FCS 41 GEO Assessment in Spring 2009

The book report assignment was assessed for FCS 41, Life Management. Adjunct faculty were informed of the GEO project and they all volunteered to participate because they saw the value of assessing their students.

Results for FCS 41, Life Management Book Report Assignment:

- 5 sections of FCS 41 were assessed
- Number of students enrolled at time of assessment: 152
- Number of students who completed the assignment: 117
- Number of students who met the expectations: 114
- Percent of students who did NOT complete assignment: 23%

The results raised some concerns for FCS 41 faculty. Why did 23% of the students who were still enrolled in Life Management not complete the book report assignment? Factors to consider include the reading ability/level and writing ability/level of the students enrolled in Life Management classes because there are no advisories or prerequisites for this course.

For Fall 2009, FCS 41 faculty are using the Area E GEO to reassess the book report assignment. We will be looking again to see success rates of our students. We will also be administering a survey to all the students enrolled in the course to determine why they completed or didn't complete the book report assignment.

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One thing we are doing this semester is to assist students as they are selecting their book for the assignment to find one that is best matched to their reading level. FCS faculty have had in-class presentations by Tutorial Services and the Writing Center, and some FCS faculty are also working closely with their students and the Writing Center in creating drafts of their papers before final submission.

For Spring 2010, we plan to partner with the Technology Education Resource Center (TERC) to administer writing assessments in our classrooms. By doing this we will be able to connect students with support services on campus such as Tutorial Services and the Writing Center.

Area E GEO to Assess Non-Area E Classes

The Area E GEO is adaptable to other courses as well. For example, FCS faculty are using the Area E GEO to assess assignments in FCS 80, Financial Planning, and FCS 51, Consumer Skills, Issues and Strategies, which are not Area E courses.

Based on our experience, we believe that if we can do it, anyone can!

Did You Know....

GLOSSARY TERM: Authentic Assessment

Requires students to perform a task (in a real-life context or simulated) rather than take a test. Authentic assessment is designed to actively demonstrate knowledge, skills, and abilities rather than rely on recognition or recall to answer questions. Authentic Assessment examples in the SLO/AUO Guidebook Assessment Tool Box (*see page 36*) include: "Oral Speech," "Debate," and "Product Creation." The "SLO/AUO Guidebook" is located at:

<http://www.mtsac.edu/administration/senates/academic/documents/SLOAUOGUIDEBOOK090808FINAL.pdf>

FAQ: What is the relationship between an SLO, an AUO, and a GEO?

The same process is used to develop and assess SLOs, AUOs, and GEOs and consists of the following five steps:

1. Mission/Goals
2. SLO/AUO/GEO
3. Means of Assessment and Criteria for Success
4. Summary of Data
5. Use of Results

Course-level and program-level SLOs stay within the discipline whereas a GEO, which is another type of SLO, crosses disciplinary boundaries. AUOs are separate from learning outcomes like SLOs and GEOs because they measure service expectations instead of learning expectations. *Another way of looking at the SLO perspective is on page 4.*

Conflict with ePIE Progress Reports Resolved

Early in December a conflict was reported regarding the numbers and percentages between the July 2009 and October 2009 "Courses with More Than One SLO" ePIE Progress Reports. For some departments, their numbers and percentages had gone down between these two reports. For example, it showed one department had over 60% of "courses with more than one SLO" in July, but were down to under 50% of "courses with more than one SLO" in October.

After doing some sleuthing, Kate Scott, IT, discovered the following:

1. The affected units originally entered an SLO "placeholder" course statement such as "Develop SLOs for XXX."
2. In July, the "Course with More Than One SLO" ePIE report was executed and the system picked up the "placeholder" as an SLO since it looks for typing in the field and can't determine "actual" SLOs from "placeholders."
3. The affected units removed the "placeholder" SLOs sometime between July and October.
4. In October, the "Course with More Than One SLO" ePIE report was executed and now these courses had only one (1) SLO so the system/report did not pick them up.

LESSON LEARNED: If you don't have valid information to enter into the field/cell, please leave it blank.

SLO Coordinator's Corner — Joan Sholars

Wow! Can you believe that the semester is almost over? It seems like it just started. We have been doing lots of work on learning outcomes -- course-level SLOs, program-level SLOs, and college-level GEOs. Remember, the goal adopted by the Academic Senate in Spring 2008 was that 100% of all active courses will have developed at least two (2) SLOs with Means of Assessment and Criteria for Success by December 2009. We are well on our way to make our goal, but we are not quite there.

In the past month, I have visited some departments and have answered questions about SLOs and ePIE (TracDat). If your department needs help, please contact me at jsholars@mtsac.edu so that I can make time to visit. I can come to a department meeting or I can work one-on-one with any faculty member.

The featured article in this month's *Spotlight* (page 1) is on a GEO assessment by Stacy Bacigalupi and Lisa Ledebor. Remember, if your course is in the general education (GE) pattern and you still need an SLO for that course, you can use the GEO for the area that the course is in for your course-level SLO. It saves you work and makes this process easier for you. Even if your course is not in the GE pattern but you think that a GEO might work for your course, you can use it for an SLO for a course.

We should also be working on assessing the course-level SLOs that we have written. We need to start closing the loop. What does closing the loop mean? The ultimate goal of assessment is to use assessment results to improve curriculum pedagogy. The following table was adapted from the "SLO/AUO Guidebook" (pages 13-14) located at:

<http://www.mtsac.edu/administration/senates/academic/documents/SLOAUOGUIDEBOOK090808FINAL.pdf>

THE EIGHT-STEP PROCESS FOR DEVELOPING SLOs

STEP		DESCRIPTION	ePIE Processing
1.	Preliminary Discussion	Schedule a faculty/staff meeting to brainstorm ideas for outcomes.	Intended Outcomes
2.	SLO Statements	Develop a list of measurable SLO statements.	
3.	Assessment Plan	Develop an assessment plan timeline for each SLO.	Means of Assessment/ Criteria for Success
4.	Data Collection	Assess student learning outcomes.	Summary of Data
5.	Data Analysis and Summary	Aggregate and analyze the data. Out of this analysis and discussion come suggestions for improvement -- to the SLO, to the curriculum, to the delivery mode, etc.	
6.	Closing the Loop	Determine ways to use the data to develop, modify, or revise curriculum, pedagogy, courses, departmental processes, programs or services. Another possible revision is to the outcome statement or assessment tool itself.	Use of Results
7.	Documentation	Incorporate your SLO/AUO process into your electronic Planning for Institutional Effectiveness (ePIE).	
8.	Continuous Cycle	Repeat the process continuously focusing on various SLOs as relevant.	

In addition, the following three (3) new white papers have been developed to assist faculty with SLOs and are located on the SLO website at <http://www.mtsac.edu/instruction/outcomes/newsletter/>:

- How to Enter Program-Level SLOs into ePIE
- Grades versus SLOs
- How to Write an SLO for a Degree or Certificate

Finally, I want to thank Odette Richardson for all her work on all the white papers and newsletters.

GEO Coordinator's Corner — Joseph Terreri

Deadlines and details are two key features of all good planning efforts. In conversation with colleagues about GEOs, it is plain to see that we need more clarity on some deadlines and details related to this project. That is part of this message.

Deadlines and details, though necessary, can be a bit dry. In the interest of holding your interest, I will first relate to you a telling tale from the fieldwork I have done in facilitating GEOs assessment at Mt. SAC.

Most of my fieldwork in this endeavor involves interaction with key personnel who will be directly involved with implementing GEOs assessment. Aside from the details of the project, a main point I try to make is just how easy the GEOs assessment model is to use. I also mention to department chairpersons who teach courses in our general education pattern that they can possibly lead by example: they can assess a GEO in a course they teach this semester. These two spiel threads came together nicely in my contact with Charles Newman, the Department Chairperson of Chemistry.

On a Tuesday afternoon, at around 4:15 p.m., Charles and colleague-from-chem Karelyn Hoover met with me to discuss assessing the Area B GEO in chemistry courses. This included a demonstration of the way I assessed this GEO in a Calculus II course I teach this semester. Charles totally stepped up to the plate. By 3 p.m. the next day, Charles had not only assessed the Area B GEO in his CHEM 40 course, but also tabulated the results and began the process of distributing his knowledge among his department members. Mr. Charles Newman — I salute you! You are a fine example of Mt. SAC Gold.

On to deadlines. GEOs are assessed at both the college and course level. Entry of select data into ePIE will make it count as assessment of a course-level SLO; filling out and turning in a GEOs Reporting Form (*page 13 of "2008-09 GEO Assessment Summary" found on the GEO website*) with the same data is a step in the process by which it will also be counted as college-level assessment. Through my GEOs fieldwork, it is apparent we need more clarity on when GEOs Reporting Forms are due. Thus, the table below. This table includes information from the Academic Senate-approved GEO Plan (http://www.mtsac.edu/instruction/generaled/docs/2009-12_plan.pdf) and timeline for GEOs assessment for Fall 2009 through Fall 2010, as well as a statement of deadlines for when GEOs Reporting Forms are due.

ACTIVITY	DUE DATES						
	December 2009	February 26, 2010	March 2010	June 2010	August 27, 2010	September 2010	December 2010
Completion of GEOs Assessment	Area A, English and Communication Area D, History & Political Science Area E			Area B Area D, Social, Political, & Economic Institutions			Area C, Arts & Humanities
GEOs Reporting Forms Due		All assessments completed in Fall 2009, Winter 2010.			All assessments completed in Spring 2010, Summer 2010.		
Collaborative Workshop on Use of Results			Area A, English & Communication Area D, History & Political Science Area E			Area B Area D, Social, Political, & Economic Institutions	

(Column continued on Page 7.)

ePIE Progress Reports: Summary of Data and Use of Results

By Odette Richardson

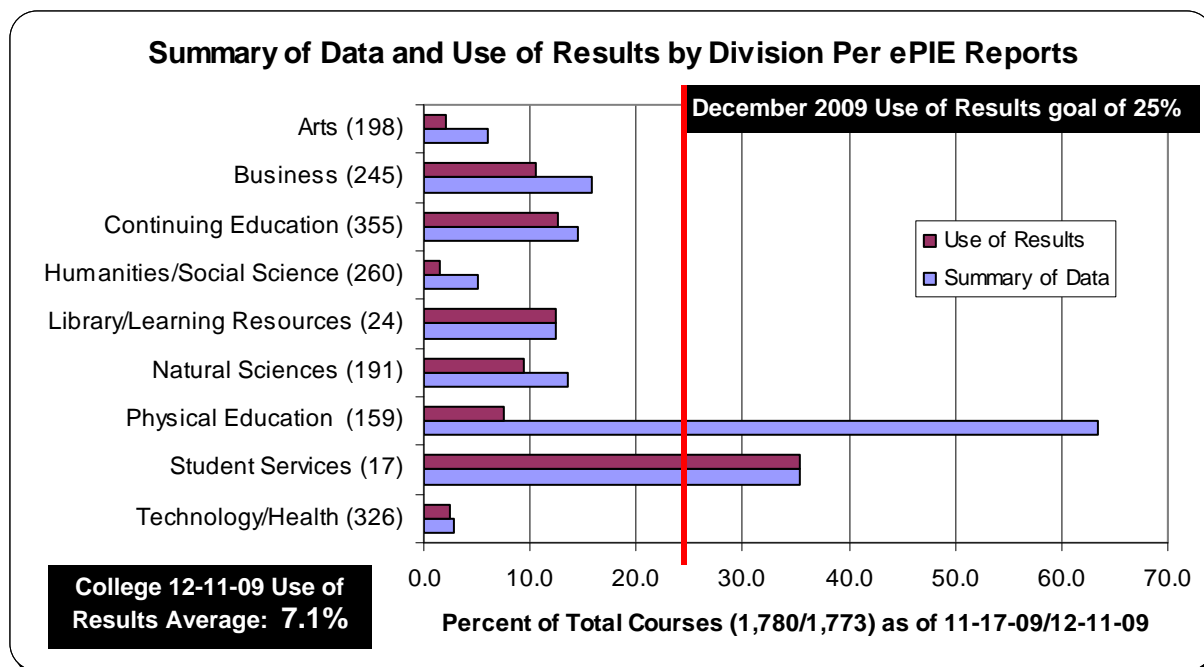
One of the benchmark goals set by the Academic Senate for December 2009 was to have “25% of active courses with at least one (1) course-level SLO that will have completed one (1) evaluation cycle through Use of Results/Action Plan.” In ePIE (TracDat), getting to this level is a two step process: first entering the Summary of Data in one field and then inputting the Use of Results in another field. Two (2) new ePIE reports from IT — Summary of Data and Use of Results — now provide the college with the data to track its progress toward this and future benchmark goals. With these reports come the ability for departments to show how they are “closing the loop” on their SLOs.

The ePIE reports were created separately. Therefore, data reported for the Summary of Data is as of November 17, 2009 (14.6% college average) and data reported for the Use of Results is as of December 11, 2009 (7.1% college average). Although the college did not meet its Use of Results goal, there is a logical reason. According to Joan Sholars, SLO Coordinator, SLO assessment is being done in many courses this fall semester, but the input into ePIE will not be completed until the results of the assessment are tabulated and then discussed within each department. She expects to see that the college will have met this December benchmark once data entry into ePIE has occurred in early 2010. These new reports will be rerun in February.

Here are the units that presently have met 25% Summary of Data (SoD) or Use of Results (UoR) entered into ePIE:

Unit	SoD Percent	UoR Percent	Unit	SoD Percent	UoR Percent
Adult Basic Education	40%	38%	ESL	81%	47%
Chemistry	33%	25%	Fashion Merchandising & Design	31%	
CIS	40%	33%	Nutrition & Food	40%	40%
Consumer Sciences	25%	25%	Older Adult Programs	43%	43%
Dance	28%	28%	Parent Education	100%	100%
DSP&S	60%	60%	PE	72%	
Earth Sciences & Astronomy	47%		Physics & Engineering	28%	

For department details, please visit <http://www.mtsac.edu/instruction/outcomes/newsletter/> and access the November-December 2009 SLO Progress Report.



GEO Coordinator's Corner *(continued)*

(Continued from Page 5.)

On to details. Courses that comprise the Areas and Sub-areas of the Mt. SAC general education pattern charged with assessing particular GEOs are based on the 2008–09 college catalog. A list of these courses, as well as the GEOs that apply, can be found in the “GEOs Mapped Across the General Education Curriculum” white paper found on the GEO webpage at <http://www.mtsac.edu/instruction/generaled/communications/>.

SLOs are on the Web!

www.mtsac.edu/instruction/outcomes

GEOs are on the Web!

www.mtsac.edu/instruction/generaled

SLO/GEO/AUO Contacts

Joan Sholars, SLO Coordinator, x4610, jsholars@mtsac.edu
(for information regarding SLOs and AUOs).

Joseph Terreri, GEO Coordinator, x4642, jterreri@mtsac.edu
(for information regarding GEOs).

Vacant, Educational Research Assessment Analyst (for information about SLOs, AUOs and assessment). *

Vacant, Educational Research Assessment Analyst (for information about basic skills-funded SLOs, AUOs and SAs). *

* **NOTE:** For general questions about and resources for SLOs, AUOs, assessment, and basic skills-funded SLOs, AUOs, & SAs, please contact Barbara McNeice-Stallard at Extension 4109.



Special thanks to the following individuals for their valued contributions to the newest SLO ePIE Progress Reports:

- Kate Scott, IT
- Jeff Holden, IT



**Celebrating
“The Year of Improving
Student Success Through
the Use of Data” or
“Y I Use Data?”
Mt. San Antonio College
2009-2010**