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SLOs - What are they and how to use them

Cerro Coso Community College is committed to the ongoing assessment of student learning in academic programs and student services through a systematic, college-wide assessment plan. The results of assessment provide clear evidence of student learning, and student experiences, and are used to make further improvement to instruction and services.

The College embraces the idea that learning assessment is a natural extension of instruction and student services and that all departments and units have a responsibility to regularly evaluate the knowledge and skills that comprise student learning and student achievement and make adjustments in operations or teaching methodology when outcomes are not met.

Philosophy

Self-assessment is a natural extension of instruction and student services, and all members of the College share in this responsibility. Student populations are becoming more diverse and a rapidly changing employment economy creates challenges to meet all students' needs effectively. Consequently, the teaching methods of today may not work as well for tomorrow's learners. We need to continually assess what is working and what requires improvement. Another trend that makes self-assessment a natural academic activity is the culture of teaching and learning is shifting from independence and autonomy to interdependence and collaboration. Intra-departmental, collaborative assessment is a natural extension of this culture. We want to ensure that students are learning, so we should be interested in verifying this. Finally, we are accountable to external organizations and students, as consumers, for our learning effectiveness. Assessment certifies the quality of the education we offer.

- We value assessment as a process for continuous quality improvement and evolution of programs and services. We believe when done intentionally, and with meaningful analysis, the assessment processes lead to improvement in student achievement and services.
- We value a process that is simple, but not simplistic. Outcome assessment should be simple enough to be manageable and sustainable, but it should thorough enough to assess and improve instructional programs and services.
- We value quality over quantity. Learning Outcomes are intentional, measurable, and succinct. They represent the major skills, knowledge, abilities a student will acquire at the successful completion of a course, or program.
- We value assessment of support programs and services as an effective means to ensure that student learning occurs in an environment that values the student experience.
- We value assessment of courses and programs as a faculty-driven process to ensure that it is constructive and non-punitive. The process supports full faculty participation and the successful completion of an assessment cycle, including the definition of outcomes and assessments, assessment design and collection of data, analysis of the data, and implementation of improvements based on the data.

Student Learning Outcomes (SLOs)

Every course offered by Cerro Coso has a Course Outline of Record (COR) that has been approved by our local Curriculum Council all the way up to the state chancellor's office. In each COR is a list of the SLOs for that course. The SLOs should provide the guide for instruction, and through assessment of SLOs, inform instructors of areas for growth in their instruction. In addition, SLOs are a type of contract with the student: these are the skills that the course promises to teach and that students expect to achieve if they are to successfully complete the class. For that reason, SLO's are a required component of the class syllabus.

As a part of evaluation processes, each instructor needs to submit an SLO statement in which they share how they ensure the SLOs guide instruction, how they assess the SLOs, and how the results of SLO assessment influences changes in instruction.

Definition of Student Learning Outcome Assessment

Student learning outcome assessment is an activity in which institutional and instructional effectiveness is certified by evidence of student learning, or experience with programs and services. Specific measurable learning behaviors are identified and assessed, and the results of the assessment are used to improve programs, courses, and services. Assessment, in this context, is not an evaluation of individual students or faculty.

There are several other concepts implicit to assessment:

- Its primary purpose is to improve student learning and services at Cerro Coso
- It is a process that is on-going and cyclical
- It does not encroach upon academic freedom
- The results are used constructively, not punitively
- Related to academic courses and programs, it is faculty-driven
- It is a collaborative process

It is a process by which individual learning outcomes are defined at the administrative service unit, institutional, program, and course level. For a particular outcome, expected student achievement /experience is compared with actual outcomes, using predetermined benchmarks. If the results are lower than what has been determined to be acceptable, a plan to improve student learning, or services is developed and implemented.

Assessment, in this context, is not related to grades or faculty evaluation. Although students provide evidence of learning, this is not an assessment of individuals, but an assessment of curriculum design and institutional best practices to the end that students are successfully learning.

Outcomes Defined

Outcomes are the end result – changes in the learners' knowledge, skills, attitudes, and habits of mind that develop as a result from being involved in a course of study, program of study, activity, or service.

- An outcome must be measurable, and meaningful.
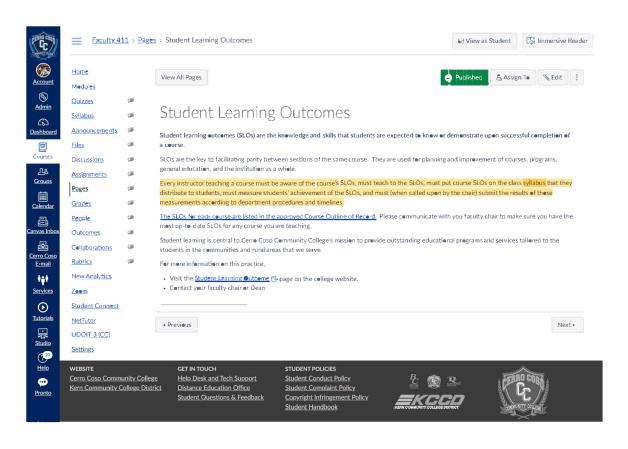
Cerro Coso has the following outcome categories:

- CSLO– Course Student Learning Outcome: Each CSLO identifies a specific learning goal a learner will achieve when successfully completing the course. CSLOs are defined at the individual course level and identify the knowledge, skills, and abilities a student will achieve upon successful completion of the course. Courses generally have 3-6 CSLOs.
  - Course Student Learning Outcomes are different from Course Objectives. Course objectives are incorporated throughout the COR in order to align with C-ID. Objectives nestle under CSLOs.
- PSLO– Program Learning Outcome: Describe what learners will know and be able to do when they complete a program of study. They are closely linked with the CSLOs in the courses that make up the program. Programs map CSLOs to PSLOs. *Programs = certificates and degrees, as well as sequences or groups of courses that allow students to achieve an academic objective, such as the general education pattern, basic skills improvement to the associate level work, and the honors program.
- ISLO– Institution Learning Outcome: ILO's represent competencies learners will achieve while completing a program, and represent broad learning categories. Programs map CSLOs to ISLOs.
- GELO – General Education Learning Outcome: General Education courses are mapped to broad learning outcomes.
- AUO – Administrative Unit Outcome: Represent the key functions and services of student services, learning support, and administrative units.

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Student Learning Outcomes

Student learning outcomes (SLOs) are the knowledge and skills that students are expected to know or demonstrate upon successful completion of a course.

SLOs are the key to facilitating parity between sections of the same course. They are used for planning and improvement of courses, programs, general education, and the institution as a whole.

Every instructor teaching a course must be aware of the course's SLOs, must teach to the SLOs, must put course SLOs on the class syllabus that they distribute to students, must measure students' achievement of the SLOs, and must (when called upon by the chair) submit the results of those measurements according to department procedures and timelines.

The SLOs for each course are listed in the approved Course Outline of Record. Please communicate with you faculty chair to make sure you have the most up-to-date SLOs for any course you are teaching.

Student learning is central to Cerro Coso Community College's mission to provide outstanding educational programs and services tailored to the students in the communities and rural areas that we serve.

For more information on this practice,

- Visit the Student Learning Outcome page on the college website.
- Contact your faculty chair or Dean

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Syllabus Template

The Academic Senate of Cerro Coso Community College created this template to assist full- and part-time instructors in putting together a complete and accurate syllabus. Some standard language is included below as a help. While the syllabus is the acknowledged intellectual property of the faculty member, any discrepancy between the syllabus and college policies and practices as published in the College Catalog and Board Policy will be resolved in favor of the official documents.

A reminder that a syllabus for every section you teach (even if they are two or three sections of the same course) must be turned in to the Office of Instruction each semester as communicated by the educational administrator. Please submit your syllabi by the end of the first week of class. The office keeps these on file for grade disputes, articulation reference with four-year universities, and compliance evidence.

Syllabus Section	What You Must Minimally Include	Comments
Basic Course Information*	Title of Course Course Reference Number (CRN) Semester	Please include the particular class's CRN on the syllabus, even if running two or more sections of the same course.
Contact Information*	Instructor's name Office number (if applicable) Email address Phone number(s) Office Hours (if applicable) Additional Contact Time (for part-time instructors)	Email listed must be the instructor's college-assigned ('cerrocoso.edu') email address. The phone number is optional for adjunct faculty, as is the holding of office hours. All faculty should be wary of providing their personal cell phone as a point of contact.
Course Description*		This may be found in the catalog or on official course outline of record (COR)
Course Requisites*		If applicable. Found in catalog or on official course outline of record (COR)
Required Texts and Materials*		Many instructors list the ISBN as a help for students. You might also list scantrons, notebooks, and other class materials so students see everything they need to be successful. If a fast start is important in your class, a good tip is to use the roster to send an email a couple of weeks before school starts alerting students to the texts they need to have ready.
Student Learning Outcomes*		Found on the most recent COR. Make sure you are staying up with any changes to SLO's over the semesters. Check with your dean or faculty chair!
Course Objectives		If different from SLO's
Participation Policy*	Standard Language has been developed: "Regular active participation is expected of all students enrolled in the college. Students not actively participating in a course may be dropped from the course As noted in the college catalog, the active participation practice for each course is established by the instructor and communicated in the course syllabus. Instructors are responsible for maintaining accurate records of active participation. **Last Day to Withdraw Without a W on the Permanent Record (also known as the "20% date").** A student whose pattern of participation shows him or her to be inactive shall be dropped by the instructor prior to the Last Day to Withdraw without a W on the Permanent Record. **Last Day to Withdraw With a W on the Permanent Record (60% date).** A student also shall be dropped by the instructor anytime up to the 60% date when he or she has not been actively participating in class for a total of two consecutive weeks. A student also shall be dropped by this instructor up to the 60% date for ... [insert your non-consecutive rule here]"	In addition to the standard language to the left, include any specific rules about participation particular to your class that affect drops, particularly if you are planning to drop students who miss two non-consecutive weeks (which you can do, you just have to have the rule explained very clearly on the syllabus). Remember that it is not enough for students merely to attend class. They have to actively and meaningfully participate in the course's designed learning activities: engage in discussions, turn in homework and papers, ask for feedback, etc. What does that look like in your class? How will you know an attending student is not participating? Whatever that is, it ought to be described on the syllabus so both you and students

		are clear and so you can be supported later in a grade dispute.
Rules that Affect Student Grades*		Instructors who have been teaching a class for a long time find this to be the part of the syllabus that grows with age. On here are things like: • End-term grade calculation (percentage or point breakdown) • How regular effective contact is assured (online only) • Late work practice, what will and will not be accepted • Make-up exam rules • Paper formatting requirements • Paper submission guidelines • Rubrics for grading • Classroom expectations, esp. if it affects grades • Instructions how to sign up for Turnitin.com, publisher's website, etc. • Laboratory/safety rules
Academic Integrity	Standard Language has been developed: "According to the Cero Coso Student Conduct Policy: Plagiarism is defined as the act of using the ideas or work of another person or person as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate reference, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, whether in part or in whole. completed by another; failure to give credit for ideas. statements, facts or conclusions which rightfully belong to another; in written work. failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source: or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project. the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations. As allowed by District Policy 4F8G, 'Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of options. which may be as severe as giving a failing grade for the course. Furthermore, the student may face other penalties as stated in the college's Student Conduct Policy. Finally, it must be understood that "a student who knowingly aids in another student's cheating, e.g., permitting the other student to copy a paper or examination question, is as guilty as the other of the offense.""	
Accommodations*	Standard Language has been developed: "Students who have verified learning disabilities and need assistive services or who, due to a sensory or processing disability, require alternative media formats of class materials should contact the Access Office at (760) 384-6250."	Standard language
Important Dates	Last Day to Drop with a Refund Last Day to Drop without a Mark on Permanent Record Last Day to Drop with a "W" Final examination day and time Major holidays/college closure dates	Drop dates and major holidays are listed for each semester on the college website. Final exam date and time can be determined from the final exam schedule.
Approximate Weekly	Approximate Dates of Outside Activities Approximate Examination Schedule	All three of these items are required by the Faculty Contract. Most faculty roll them in together into one 'Tentative Assignment Schedule'. In regards to 'Tentative,' it is a good practice to add language at the bottom that you reserve the right to

| Assignment Plan | *[Syllabus/Examination Schedule] | modify the schedule as necessary in writing.

A good practice on this schedule in addition to assignments and assessments is to list topics and course SLO's taught and evaluated for each learning unit. |
|---|---|---|

* Required by the Faculty Contract, Board Policy, or Accrediting Commission

For more information,

- Contact your faculty chair or educational administrator

From:	Corey Marvin
To:	CC_FACULTY_FULL; cc_adjunct
Subject:	Summer 2024 Semester Info, 1 of 5: Resources, Contractual Obligations, and Contacts
Date:	Thursday, June 6, 2024 9:59:00 AM
Attachments:	image001.png

Greetings, Cerro Coso Instructors, Summer 2024:

As we verge on the start of the semester, many of you are finalizing your syllabuses and Canvas information, so this is a good time to remind you of a handful of important resources, policies, procedures, and practices you need to know. This email is the first of those communications.

If you are a new faculty member with us at Cerro Coso Community College, first off, welcome aboard! Please read the following information carefully. If you are a more experienced faculty member, you know this information is mostly the same from semester to semester. Still, it is a good idea to skim it occasionally to be sure you're on the right track. **Any policy, practice, or information new to this semester is in RED.**

A reminder, too, that all the information below—and more—is available on the Faculty 411 Resource Site. If you have not visited Faculty 411, you are encouraged to do so. You can access it by clicking on the InsideCC link on the college homepage (www.cerrocoso.edu, upper right corner), completing single-sign on if off-campus, clicking on the Tools menu in the upper left, and selecting "Canvas" on the drop-down list. One of your options on the Dashboard that comes up is "Faculty 411."

At the Faculty 411 site, you can find information about employment, important contacts, preparing for our first class, things to know for the first day, classroom management, online best practices, grading guidelines, and others. Because some of the information is based on how things were set up in the old portal, some steps may be slightly different from those listed. If you have any questions, please do not hesitate to contact me, your dean, or your faculty chair.

For the upcoming semester, the first thing you need to know is that if you are teaching online the first day of class for the typical 8-week summer-session classes is **Monday, June 10**. As always, though, online class sections open before the weekend in order to give students several days to sign in. That day this semester is Thursday, June 6. But the first actual day of class for online classes—and the day when you perform your first-day drops—is Monday, June 10.

Secondly, as you many of you know, you have several resources available to you as a faculty member at Cerro Coso:

- **Library/Learning Resource Center**. The library offers a host of print and electronic sources, including hundreds of eBooks covering all areas of study; we also subscribe to a dozen or so electronic databases, which are a wonderful resource for research, and we offer a variety of student contacts from online research help to the Ask a Librarian feature. If you think because we're a small school with multiple campuses that we cannot provide our students with a rich research environment, think again. For more information, visit the Library homepage or

contact the faculty chair of the Learning Resource Center department, Julie Cornett.

- **Tutoring**. Tutoring services are available again at the IWV, Bishop, Mammoth, and Tehachapi Learning Assistance Centers. To connect your students to in-person or virtual tutors or to recommend tutors for your class and possibly other classes (always a need!), please visit the LAC page for more information or contact LAC coordinator, Tyson Huffman.
- **Proctoring**. Proctoring services have also resumed at the campus LAC's. This service is available to any instructor of any online course and now includes completely online proctoring. Check out the options and more information at the LAC page or contact Tyson.
- **CC Cares**. The CC Cares website is a one-stop virtual center for supporting students' basic needs, from childcare resources to food, mental health, finances, job listing, and computer & technology support. Visit the site today to see all the ways the college is providing referrals and resources to students so they can be successful in your classes. Feel free to point students to this site or highlight it in your Canvas shell. Meeting basic needs has a foundational impact on academic performance.

Thirdly, here are a few contractual obligations and operating procedures everyone should get familiar (and refamiliar) with every semester:

- Use your college email address or your Canvas messaging system for all official college correspondence. Sorry, but we have to insist on this. It is not only Kern Community College District operating procedure; it protects students and the institution, and it protects you. If you have not reset your password in recent semesters—or ever—it is very important that you do so on a regular basis. You can change your password by logging into InsideCC, selecting the MyBanWeb drop down menu, and choosing "Change Password."
- Use a student's preferred name and pronoun if it differs from their Banner information. This process is new for Cerro Coso. Students now have the option to enter an affirmed name in Banner as well as preferred pronouns. Eventually, this information will automatically propagate over into Canvas, student email, Student ID card, etc. But for this fall semester, it is still a manual process. If you have a student who has updated their name or pronouns officially in Banner, you will receive an email from Jessica Kawelmacher, Director of Admission and Records. If you receive this email communication, please be aware it is a legitimate communication of the student's name and/or pronoun change.
- Turn in a copy of your syllabus. Go to the Submit Syllabus and Office Hours page, fill our your class and CRN (your name should prepopulate from single sign-on), and then upload. Voila! Please do one submission for each CRN, even if you are teaching multiple sections of the same class and your syllabi are identical.
- There is no requirement for faculty to hold office hours during the summer.
- If you are one of the very few individuals teaching in-person this summer, take attendance every day. Some drop requirements are triggered by attendance, so it forms a documented backup for you. But much more importantly, in the case of an emergency evacuation (or drill), it's a record for officials and responders.

If you are teaching an online class, your instruction must meet the requirements for regular and substantive interaction and for student authentication. All instructors teaching online are expected to adhere to the guidelines for regular interaction with students (you must be a shaping presence in the class weekly), for delivery of instruction (lectures cannot be left entirely to textbooks or publisher's websites), for initiating checks of understanding (you cannot *only* wait for students to ask questions), for the giving of effective feedback (your presence in class must manifestly shape students' understanding of the material), and for doing due diligence to verify that the student receiving credit for the class is the same one doing the work (student authentication).

- Please note that your online class must also to provide regular and effective contact <u>among</u> students. It is no longer sufficient for regular and substantive interaction to be between instructor and student. For more information on this change, see my third email in this beginning-of-the-semester series. Also, you might visit the "Teaching Online" section of Faculty 411, or call the CC Online office at 888-537-6932.

- A reminder that online classes cannot be set up in part or in whole in a do-at-your-own-pace format. They must be designed like any other class with regular activities organized in terms of periodic assignments due in a sequential order and with assessments regularly scheduled over the course of the semester.

- If you are teaching onsite, never leave a classroom or instructional space unattended except in case of an emergency. An appropriately qualified KCCD academic employee must always be responsible and present. If you know on a particular day that you will be absent due to illness or personal necessity, contact your educational administrator right away so that we may put a notice up to alert students. If you are suddenly ill and cannot make class at the last minute, notify us as soon as possible.

- Aside from being sick, if you are planning to combine, cancel, or change meeting times or places of classes or activities, you must have the prior approval of your educational administrator in the office of Instruction. Contact us at the numbers below. If you are sick, let us know as soon as possible that you will be missing class.

- Make sure to secure written permission to print copyrighted material in your semester handouts and syllabi. To assist in this effort, the college has developed and published a Copyright for Instructors document that is available on the Library's Faculty Services page. and as a link in your Canvas shells under the Services icon. Thanks to Julie Cornett, Sharlene Paxton, and Rebecca Pang for creating this resource as a help to all. Please note that by contract faculty are responsible for securing the appropriate copyright permissions for their course materials. (NOTE: The KCCD's General Counsel homepage also has a link to Basic Copyright Law for Educators.)

- There is no set-aside separate final exam week during the summer semester.

- Parking permits are again required at the Ridgecrest/IWV Campus. See the CC Parking Permits page for securing a permit.

Please be aware that since the college runs pretty much year-round, there will be times when maintenance is required on college operating systems such as email and online course platforms. Mostly these interruptions are scheduled. For additional information about scheduled downtimes and for a full list of downtimes through the end of the academic year, click on the Scheduled Downtime page.

- July 14, 2024
- August 4, 2024

People to notify about absences, class cancellations, or change in meeting places are listed below:

Ridgecrest and Online

- For faculty teaching in the **Letters and Sciences** division. Dean: Michael Chiang. Assistant: Kelly Potten. Phone: **760-384-6201**. These include classes in
  - English and Foreign Languages (classes in ASL, ENGL, ENSL, FILM, FREN, LATN, SPAN, SPCH). Chair: Gary Enns
  - Library (classes in LIBR). Chair: Julie Cornett (until July 31), Sharlene Paxton (starting Aug 1)
  - Math (classes in MATH). Chair: Steve Rogers
  - Kinesiology and Health Science (classes in KINS, HSCI). Chair: Kimberlee Kelly
  - Science (classes in BIOL, CHEM, GEOG, GEOL, PHSC, PHYS). Chair: Scott Cameron (until July 31), Alex Gilewski (starting Aug 1)
  - Social Science (classes in ANTH, ECON, ETHN, HIST, PHIL, POLS, PSYC, SOCI, SOSC). Chair: Matt Jones
  - Visual and Performing Arts (classes in ART, MUSC). Chair: Tanner McGuire (until July 31), Gaysha Smith (starting Aug 1)
- For faculty teaching in the **Career Technical Education** division. Dean: Nicole Griffin. Assistant Amanda Atencio. Phone: **760-384-6258**. These include classes in
  - Allied Health Careers (classes in ADST, EMTC, HCRS, SWHS). Chair: Matthew Wanta
  - Business (classes in BSAD, BSOT, PARA). Chair: Dawn Ward
  - Child Development (classes in CHDV). Chair: Vivian Baker
  - Industrial Arts (classes in CTD, DRFT, INDE, MCTL, PTEC, WELD). Chair: David Villicana
  - Information Technology (classes in CSCI, DMA, IT). Chair: Suzie Ama
  - Public Services (classes in ACAD, ADMJ, FFT). Chair: Peter Fulks
- For faculty teaching in the **Counseling** division. Director: Christine Small. Assistant: Tanner Barnett. Phone: 760-384-6249. These include classes in
  - Counseling (classes in COLL). Chair: Rene Mora (until July 31), Karee Hamilton (starting Aug 1)

As always, if you have questions feel free to contact us here in the office of instruction: Corey Marvin, Nicole Griffin, or Michael Chiang.

Corey Marvin
Vice President of Instruction

3000 College Heights Blvd.
Ridgecrest, CA 93555

760-384-6201
cmarvin@cerrocoso.edu

SUBMIT SYLLABUS AND OFFICE HOURS

Submitting Your Syllabus

Each semester faculty are asked to upload the class syllabus from every class they teach. We do this for a couple of reasons. Accreditation standards require that in every class section students receive a course syllabus that includes student learning outcomes from the institution's officially approved course outline of record. This provides evidence to show that we are meeting the standard.

And as a practical matter, we get request from students—sometime years later—seeking a syllabus as part of a course equivalency at another institution. This allows us to provide that information without needing to contact the instructor or even if the instructor has retired.

Please upload a syllabus for each separate CRN, even if teaching multiple sections of the same course.

SUBMIT COURSE SYLLABUS

Submitting Office Hours

Office Hours are not required for the summer session or from part-time

The number of office hours scheduled for the convenience of students
instructional load. A maximum of five (5) office hours per week shall be scheduled and posted for

QUESTIONS? ASK WILEY

instructional faculty or preparation time for student services faculty. These hours may be held in the faculty member's office, online, and/or at appropriate District locations. These hours shall reflect the range of delivery modes of the faculty assignment.

If you are unsure of the number of office hours to hold or the number that must be held on campus, please consult your faculty chair or your educational administrator.

SUBMIT OFFICE HOURS

GET STARTED TODAY.

APPLY NOW   REGISTER   FINANCIAL AID