Overall Plot Summary

• **Why:** To explore the SLO experience of different parts of the campus.
• **Plot Revelations: Three Different Stories**
  The three components, Instruction, Student Services and Administration, are in different phases of SLO assessment. Participation depends on one’s role in the college.
• **The Happy Ending: Knowledge and Value**
  Knowledge about Cabrillo’s SLO process is quite high. Over three quarters of respondents (77%) have participated in some way and feel fairly or very informed.

**Fig 1: Knowledge about Cabrillo’s SLO Process**

![Bar Chart showing knowledge levels: 3.3%, 6.2%, 13.3%, 37.4%, 39.8%]

Respondents also feel the process is valuable!
  o 81% agreed that SLO assessment provides a way to look at how well students are mastering course material or learning from a library or Student Service encounter.
  o 87% agreed that SLO assessment provides an opportunity for useful dialog about how to improve teaching and learning

• **Who, When and What:** 211 members of the Cabrillo community shared their experiences with SLOs in December 2011 by answering a survey created by the SLO Assessment Review Committee. Here’s a breakdown of the respondents:
  o 39% were Full time Faculty
Digging Deeper into the Survey Results

Instruction’s Story:
SLO Assessment in Basic Skills, CTE and General Education Programs

- **Main theme:** SLO assessment in Instruction has evolved from the set-up phase to managing an on-going process; Program Chairs are now the primary trainers and record keepers. Significant differences exist between the experience of full time and adjunct faculty.
- **Biggest Discovery:** Full time faculty know about and participate in SLO activities in significantly higher numbers than adjunct faculty.

<table>
<thead>
<tr>
<th>Percentage of Faculty who…</th>
<th>Fulltime Faculty</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are minimally or somewhat informed about SLOs</td>
<td>3%</td>
<td>20%</td>
</tr>
<tr>
<td>Are fairly well informed about SLOs</td>
<td>29%</td>
<td>55%</td>
</tr>
<tr>
<td>Are very well informed about SLOs</td>
<td>68%</td>
<td>25%</td>
</tr>
<tr>
<td>Have written SLOs</td>
<td>96%</td>
<td>63%</td>
</tr>
<tr>
<td>Have assessed SLOs</td>
<td>84%</td>
<td>45%</td>
</tr>
<tr>
<td>Have shared results of SLOs in meetings</td>
<td>81%</td>
<td>41%</td>
</tr>
<tr>
<td>Have placed SLOs on their syllabus</td>
<td>92%</td>
<td>66%</td>
</tr>
</tbody>
</table>

- **Evolving Program Chair role:** In a switch from the set-up phase when the SLO Coordinator provided most faculty training in SLO assessment, program chairs now have that role. 66% of adjunct faculty receive their SLO training from their PC individually or in department meetings; flex workshops provide the highest level of training (86%) for full time faculty.
- **Training Needs:** Adjunct faculty (68%) want more training in what to do; only 20% of full time faculty feel this need while 68% of them indicate that they need no other help.
• **Next steps/Recommendations from ARC**
  o The SLO Coordinator will provide training to help program chairs train others, especially adjunct faculty.
  o The SLO Coordinator will revamp training materials on web site to address adjunct training needs.

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**Student Services’ Story**

**Assessment in Student Support Departments and Courses**

- **Main theme:** Student Services is in the set up phase; SLOs have been written for each department and for some courses; a few of those SLOs have been assessed.
- **Biggest Discovery:** Student Services faculty have participated in SLO assessment activities at a significantly higher rate than Student Services staff.

<table>
<thead>
<tr>
<th></th>
<th>Student Services Faculty</th>
<th>Student Services Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write SLOs</td>
<td>80%</td>
<td>63%</td>
</tr>
<tr>
<td>Assess SLOs</td>
<td>100%</td>
<td>40%</td>
</tr>
<tr>
<td>Share results in meetings</td>
<td>60%</td>
<td>22%</td>
</tr>
</tbody>
</table>

- **Training Needs:** 85% of Student Services staff want training to know what to do and 57% want it to be made clearer that it’s part of their job.
- **Next steps/Recommendations from ARC**
  • The SLO Coordinator will provide training in SLO assessment for all staff that is held at other times besides Flex week.
  • The Vice President of Student Services and the Student Services Council will design an on-going assessment schedule.

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**Administration’s Story**

**SLO Assessment in Non-Instructional Offices and Service Departments**

- **Main theme:** Administration is still defining its role in SLO assessment and is in the early set-up phase. Survey questions for administration focused on program planning as well as SLOs.
- **Biggest Discovery:** A significant difference exists between the participation of classified staff and managers in program planning.
### Training Needs:
80% of the managers responding to the survey seek training in what they are supposed to do; 84% of classified employees want it to be made clearer that it’s part of their job.

### Next Steps/ Recommendations from ARC
- Administrative Offices should move from SLO assessment to Administrative Unit Outcomes (AUO) assessment; link AUO assessment to the program planning process.
- The SLO Coordinator will provide training in how to write and assess AUOs.
- Managers should involve more classified staff in program planning activities.

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### The Sequel: A Work in Progress

- Since the survey was administered, Cabrillo has added to the story:
  - Two flex trainings for Program Chairs have been held, along with the creation of tracking and scheduling tools to help them better organize SLO assessment activities and involve adjuncts in the process. More are to come.
  - SLO training and assessment has intensified in Student Services. In Spring 2012, Student Services staff worked an outside expert to refine their SLO assessment methods. Since then, at least one SLO has been assessed in almost every department and links between SLO assessment and the program review process have been strengthened.
  - Administration has adopted AUOs; most departments have embarked on writing them and, in two cases, assessing them.
  - The 2012-2015 Strategic plan lists the following new goal: “Utilize program planning and SLO assessment to guide program planning at all institutional levels.”

- Stay tuned for:
  - A revamped SLO web site, complete with new training materials.
  - Another survey in Spring 2013 to track Cabrillo’s progress with SLOs.