

SLO Liaison Report for BHAWK division

By Martin Nash

Describe the various ways SLO/PSLO assessment results and analysis were shared within the division and within disciplines. Include examples of how this communication about SLO/PSLO assessment results and analysis impacted programmatic decisions and/or student behavior and achievement.

Evidence of sharing assessment results within programs was found in Program Review Updates. No evidence of sharing specific assessment results within the broader division was found. However, several examples of sharing of assessment results within disciplines were detailed in Program Review Updates written for Fall 2016.

Though sharing of specific assessment results within the broader division did not occur on a deep level, SLO reports to the division did provide specific information on SLO processes and areas for improvement. In September 2016, this report included discussion of how new SLOs submitted to eLumen will be reviewed by the SLO Committee; timelines for submitting SLOs for committee review in order to have them approved and ready for Spring 16 syllabi and data entry; a reminder that Dean oversight of the SLO process does not allow Deans to view the actual data but does allow Deans to see who has completed SLO work; and discussion of whether or not independent study courses need CSLO reporting in eLumen since a unique set of CSLOs is written each time an independent study course is created (source: Sept. 14 SLO Talking Points for Division Meetings). The discussion of independent study courses within divisions resulted in the conclusion that a resolution be drafted and brought to Senate. SLO Committee Co-Chair John Ruys drafted a resolution, which was reviewed and approved by the SLO Committee to be sent to Senate (SLO Committee meeting minutes for 10/24). The purpose of the resolution is to show why independent study courses should not be required to have SLO data entered in eLumen (Note: **The accuracy of this last statement needs checked; we discussed the resolution in the SLO meeting, and there seemed to be more focus on ind. study courses being excluded from the total number of courses offered**).

Additional discussion of SLO processes and areas of improvement occurred in the October division meeting. This discussion included clarifying to faculty which courses have not had data entered in eLumen in the past three years (partly because of the delay in access to eLumen in Spring 16 caused by the upgrade to the new version); announcement of additional eLumen workshops; and the need for Discipline SLO point persons to map, in eLumen, CSLOs to PSLOs, and upon approval of revised ISLOs, PSLOs to ISLOs. (source: Oct. 19 SLO Talking Points for Division Meetings).

Examples of how SLO assessment and results were shared within disciplines (and programs) and impacted Program Review:

-In the course Financial Accounting, a drop in success rate in meeting an SLOC was noted (87% to 69%). The SLO states students will be able to “identify and name different components of a balance sheet and an income statement, and calculate and analyze current ratio, debt ratio, and gross profit ratio.” Fall 2015 success rates are 20% below Fall 14 and Spring 15 though no major changes took place during that time. Instructors are looking for reasons for the drop. Also, a plan to update the SLOs for Financial and Managerial Accounting is in the works as they move to a new edition. Updates will keep in mind CSU’s

suggested outcomes and changes to the CID process. Changes include more emphasis on financial analysis, conceptual understanding of components of financial statement, and quarterly and annual reporting. (Source: Business, Marketing, and Work-Based Learning Program Review Update Fall 16)

- Economics noticed “Mastery” of an Econ 10 SLO was achieved by only 7.7 of students, which was much lower than the number who achieved Mastery on the course’s other SLOs. To help more students achieve Mastery, more class time will be allocated to the SLO and results of this change will be analyzed when they become available. (Source: Economics Program Review Update Fall 16)

- In Health 1, Fall 14 assessment of an SLO involving students’ ability to locate and evaluate sources of relevant health information in a database showed no students achieving Mastery (none scored 3 or 4). As a result, an LPC Library orientation was arranged in several sections of Health 1, and online students were directed to the LPC Health 1 Library Guide. A tutorial or assignment is being planned for online Health 1 students so that they are not at a disadvantage to students in face-to-face classes that have a physical library orientation. (Source: Health and Nutrition Program Review Update Fall 16)

- In Kinesiology 15 (CPR & First Aid), assessment of the CSLO “Demonstrate the ability to perform CPR with an AED and rescue breathing” showed 96.9% competency. Of this 96.9%, 51.6% showed mastery. Because this a skill that saves lives, the department wishes to increase the number of students who show mastery of this SLO. As a result, the instructional videos have been updated to focus more on concepts and applications rather than mimicry of procedures, which is what past videos emphasized. Faculty hope changing the focus will result in greater understanding of the process, not just memorization of skills. (Source: Kinesiology/Athletics Program Review Update Fall 16)

Example of how PSLO assessment and results were shared within disciplines (and programs) and impacted Program Review:

- Business noted performance in PSLO data that was consistent among all Business degrees. They are happy with overall success rate of 70% in Fall 15 data and will be comparing it to Spring 16 data, which is still being entered due to eLumen downtime. They plan to continue mapping CSLOs to PSLOs because not all courses’ SLOs are currently mapped.

Describe success stories about the impacts of SLO practices on student learning, student achievement, and institutional effectiveness. If possible, describe how SLO/PSLO assessment results and analysis impacted program review, institutional planning resource allocation, and/or institutional effectiveness. Be as specific as possible about the practices that led to the success.

- Kinesiology updated certificates offered to include Personal Training. Personal trainers use spin bikes for training purposes. One of the CSLOs involves monitoring target heart rate level measurements at intervals of spinning (KIN 6--Personal Trainer: CSLO states, “Successful completion of this course should enable the student to calculate the ‘Target Heart Rate Formula’”). The program requested funds for 25 spin bikes to be used for this specific purpose (other bikes are currently used for cardio and circuit training). (Source: Instructional Equipment Request in Fall 2015 “Kaiser Spin Bikes”). This request was approved by the Resource Allocation Committee and then by Dr. Russell on 12/7/15 (source: “Fall 2015 Instructional Equipment Requests

Recommendation” <http://grapevine.laspositascollege.edu/pbc/archive.php>).

-To help students meet outcomes, Kinesiology requested funds for two recumbent cycles. Some Kinesiology CSLOs address diversity in training and conditioning (e.g., Kin 6—Personal Trainer: CSLO says, “Students will be able to construct valid and reliable measurements of a theoretical clients' fitness level and select appropriate tests for individual clients utilizing normative data”). A lack of diversity in training and conditioning methods can result in repetitive motion injuries to those training, so these SLOs are important. The purchase of the recumbent bikes helps students meet these CSLOs. (Source: Instructional Equipment Request in Fall 2015 “Recumbant Cycles”). This request was approved by the Resource Allocation Committee and then by Dr. Russell on 12/7/15 (source: “Fall 2015 Instructional Equipment Requests Recommendation” <http://grapevine.laspositascollege.edu/abc/archive.php>).

-To help students meet outcomes, Kinesiology requested funds for two portable basket systems in order to provide more baskets so students can practice skills. One of the Kinesiology 31A—Preseason Intercollegiate Mens Basketball CSLOs says, “Students will be able to demonstrate proper shooting technique and be able to execute a series of jumpshots from different spots beyond the 3 point line. This will be done with proper technique and accuracy.” Similarly, one of the SLOs for Kinesiology 41C—Intercollegiate Women’s Basketball states, “Upon successful completion of KIN 41C Intercollegiate Basketball, the student will demonstrate an understanding of advanced skills in basketball; dribbling through traffic on the court, passing under defensive pressure, shooting three point shots, rebounding, offensive screening and offensive moves to the basket.” More baskets allow more students to practice skills. (Source: Instructional Equipment Request in Fall 2015 “Portable Basketball System”). This request was approved by the Resource Allocation Committee and then by Dr. Russell on 12/7/15 (source: “Fall 2015 Instructional Equipment Requests Recommendation” <http://grapevine.laspositascollege.edu/abc/archive.php>).

-Kinesiology requested funds for a water polo timing system with nets and lane lines in order to help students meet several SLOs in various Water Polo classes. For example, a CSLO for Water Polo 1 states students will be able to “demonstrate basic water polo skills: dribbling, passing, shooting.” The acquisition of nets and lanes lines allows students to meet this outcome. Similarly, a CSLO for Water Polo 3 says students will be able to “evaluate various competitive situations and integrate possible solutions.” Without the timing system, nets, and lanes lines, students would not be able to meet this outcome as successfully. The acquisition of these items allows for students to meet several other CSLOs in various Water Polo classes. (Source: Instructional Equipment Request in Fall 2015 “Water Polo Timing Systems/Nets/Lines”). This request was approved by the Resource Allocation Committee and then by Dr. Russell on 12/7/15 (source: “Fall 2015 Instructional Equipment Requests Recommendation” <http://grapevine.laspositascollege.edu/abc/archive.php>).