

# Assessing SLO Assessment

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Cerritos College

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# Overview

- Who are you and who am I
- Why assess assessment
- What we learned from assessing assessment
- What we did with what we learned
- What we're going to do next

# What is your role?

Research

Faculty

Admin

Other

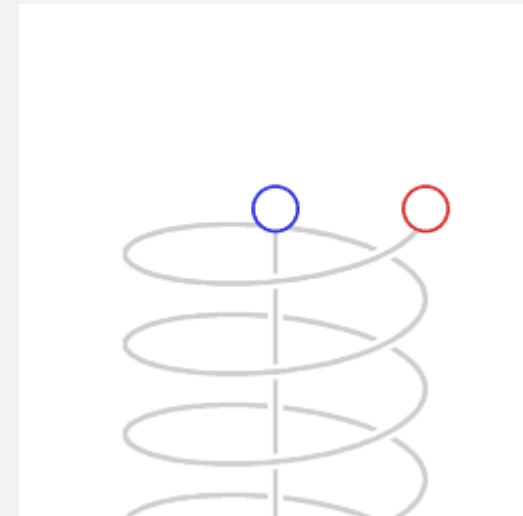
# Cerritos College

- ~30,000 unduplicated headcount
- 53% Female
- Predominantly Hispanic
- ~ 65% under 25 years old

# Why Assess Assessment?

- Accreditation standards

Why Assess Assessment? ACCJC defines cycle as:



# Why Assess Assessment?

- Accreditation standards
- Improve quality of SLO assessment process
- SLO assessment is tied to program review

# How do you feel about your current SLO assessment process?





# Assessing SLO assessment

- Address low assessment numbers
- Wanted a faculty centric process

# Getting started

- Adapted resources from NILOA's website

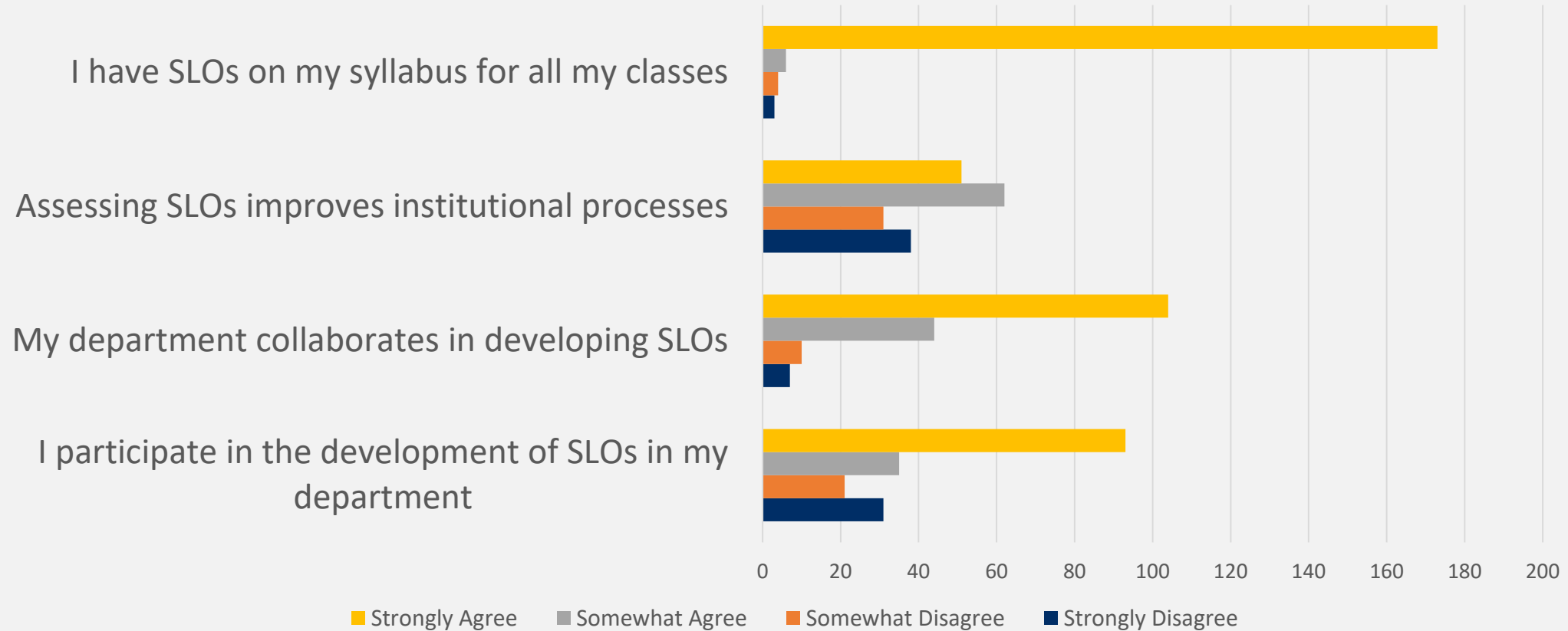
<http://learningoutcomeassessment.org/publications.html>

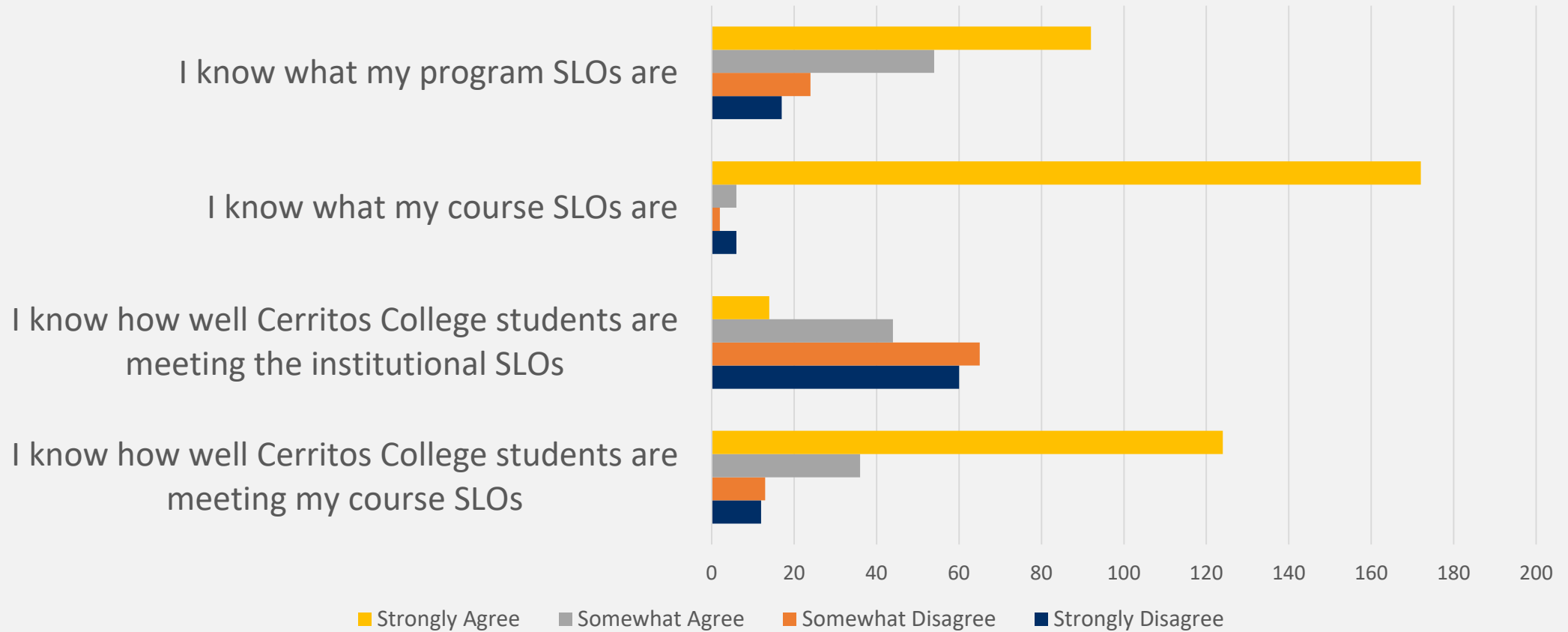
- SLO Committee provide leadership for the process
- Faculty involvement/faculty voice
- Wanted to assess pain points in assessment

# What we did

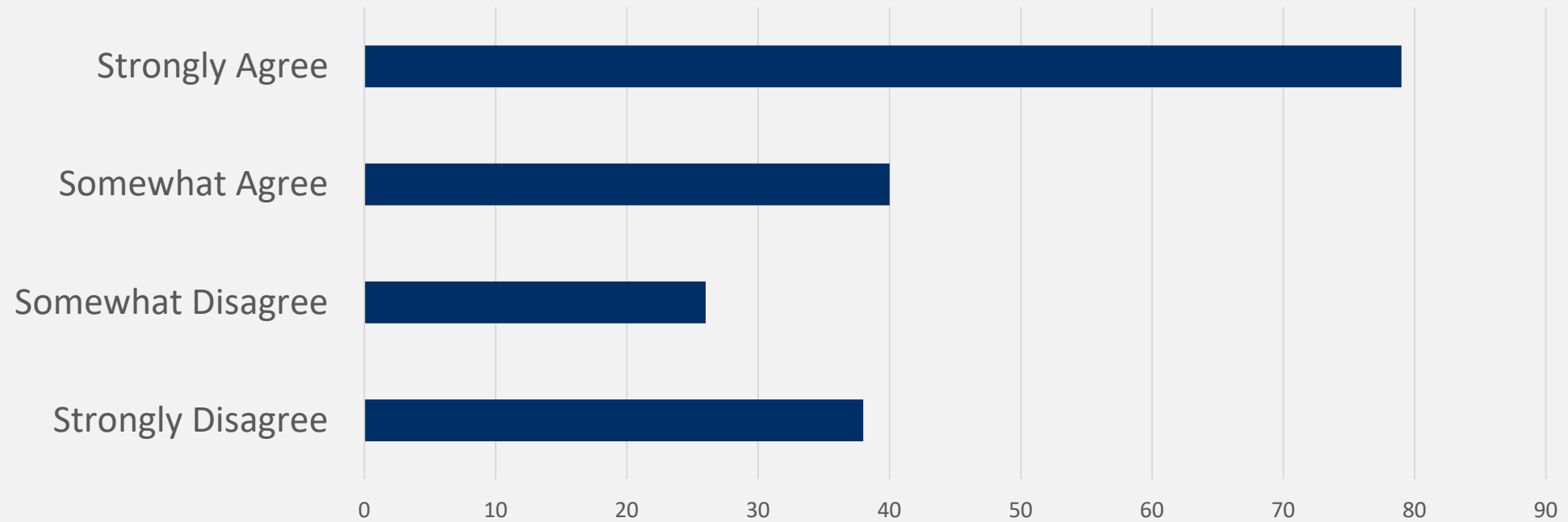
- Survey of part-time and full-time faculty
- Inquired about perceptions of SLO assessment
- Asked about challenges experienced

# What we learned

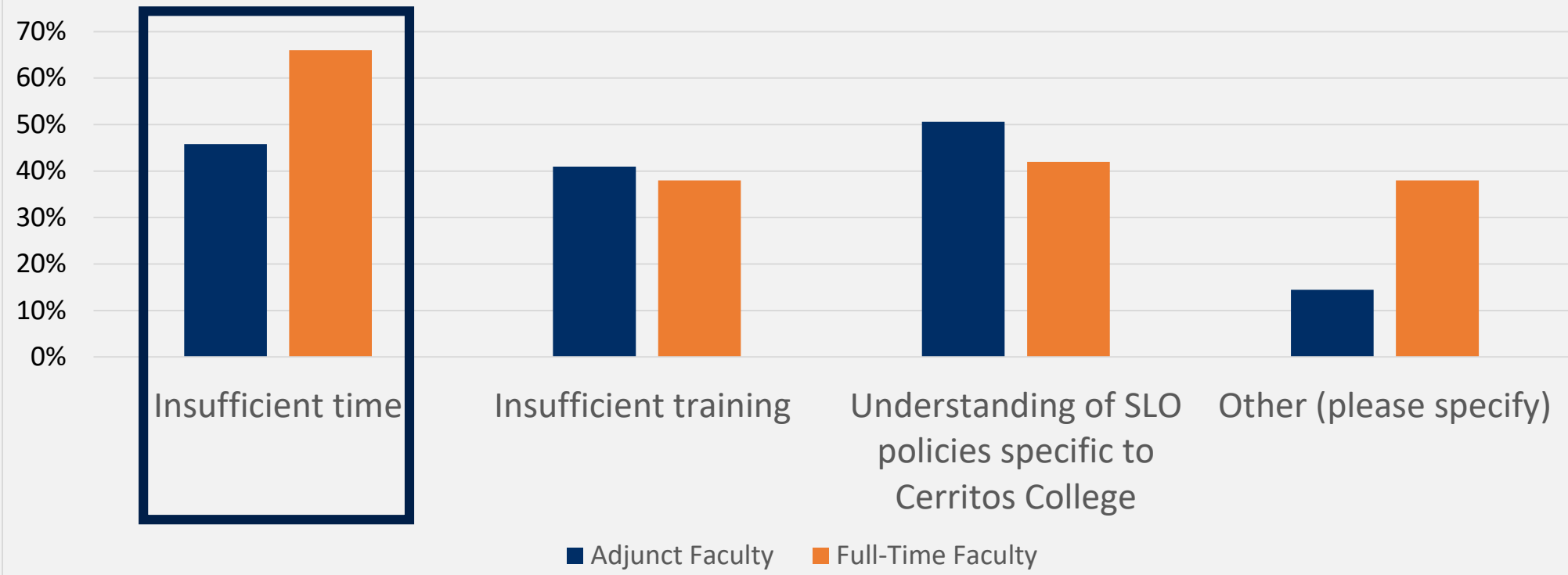




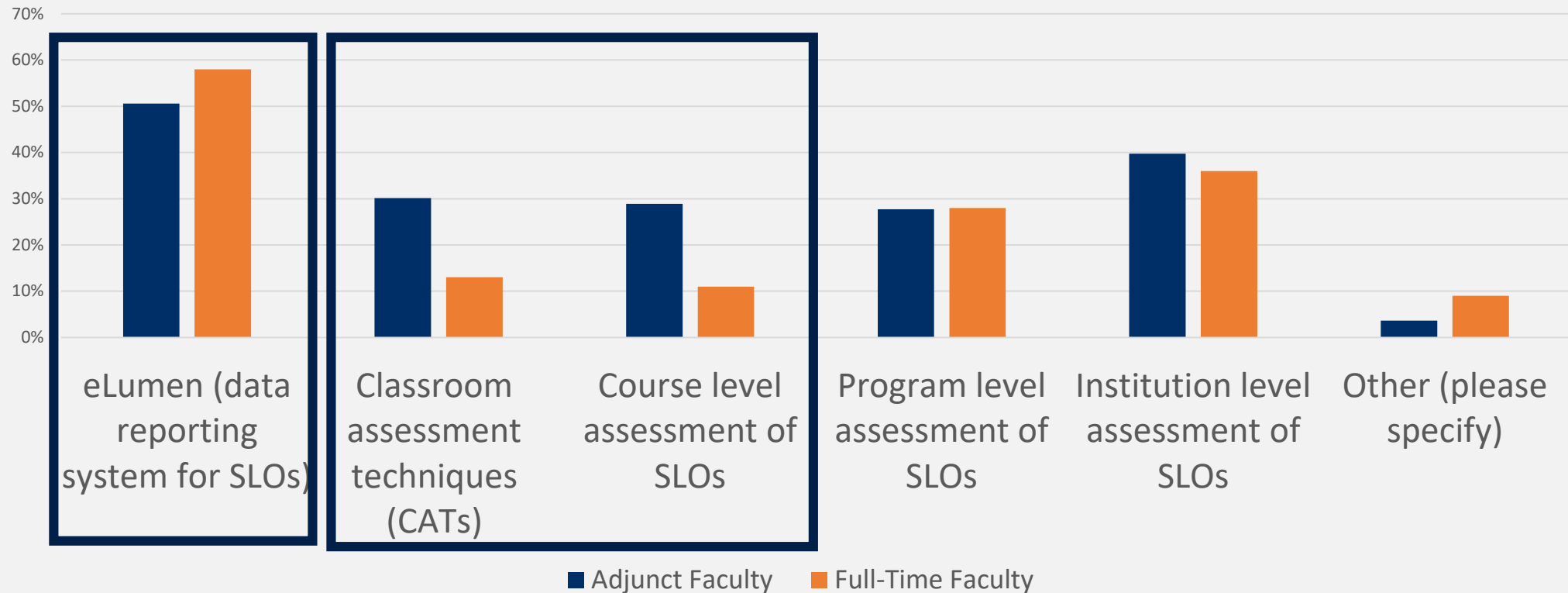
I understand how to report my course/service area SLOs on eLumen



### What challenges do you face in the SLO process?

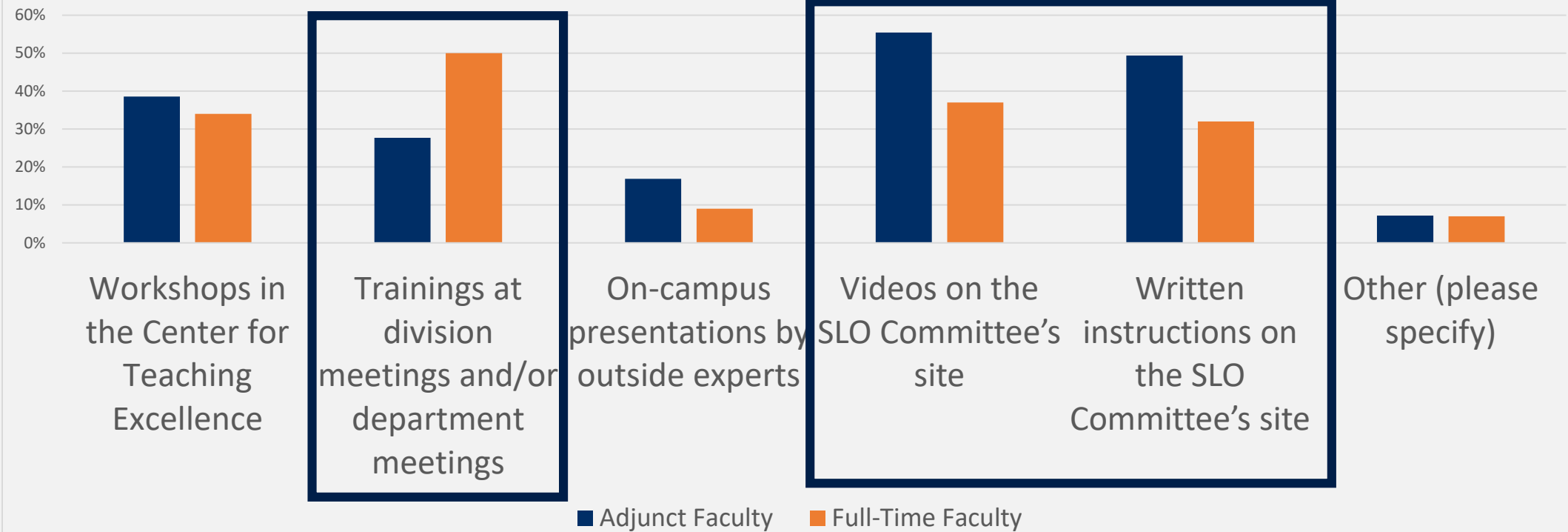


### In what aspects, if any, of the SLO process do you need additional training?



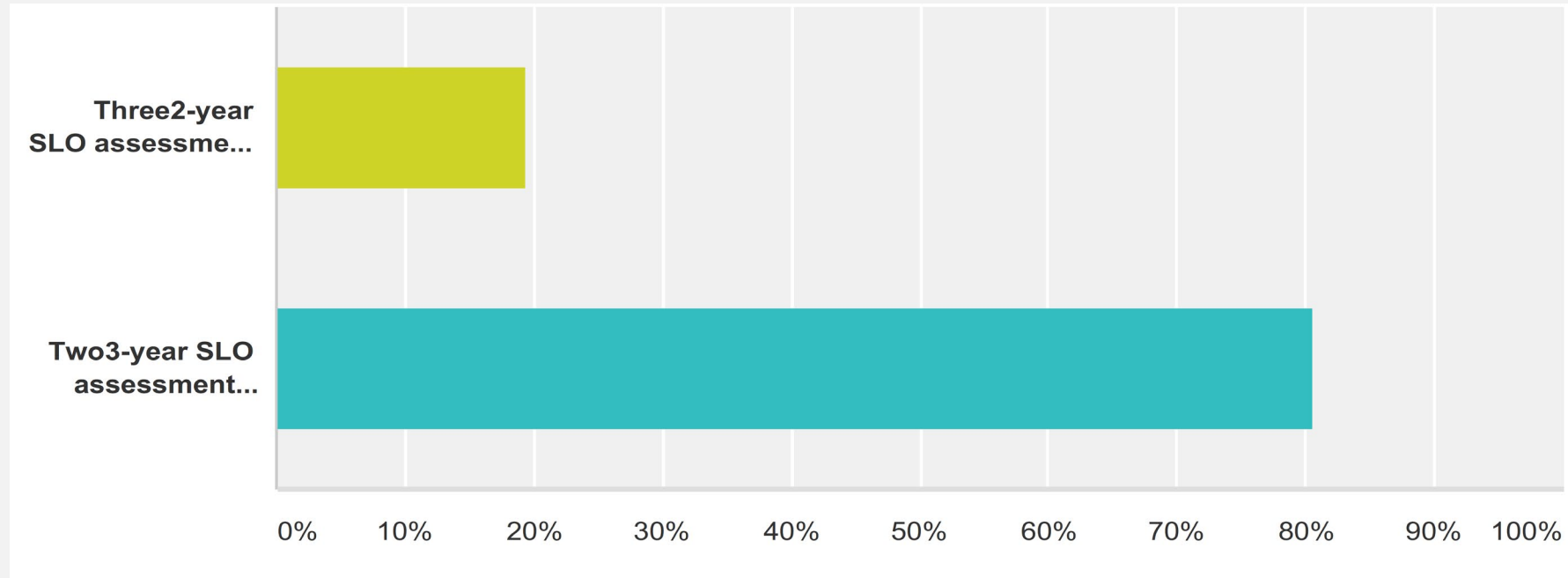


### How would you like to receive the training?



\*Multiple selections were allowed

# Which cycle would you prefer?

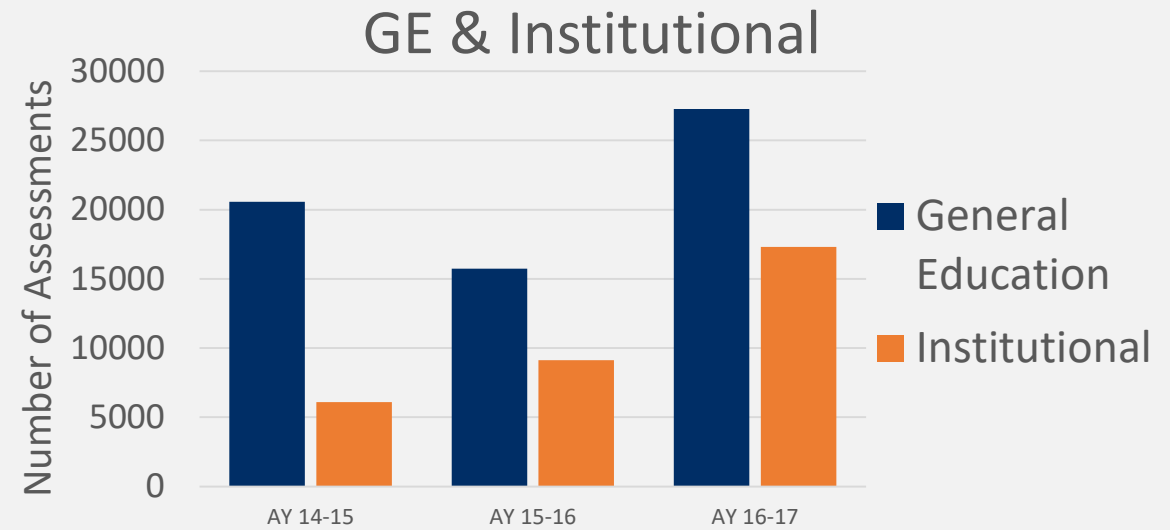
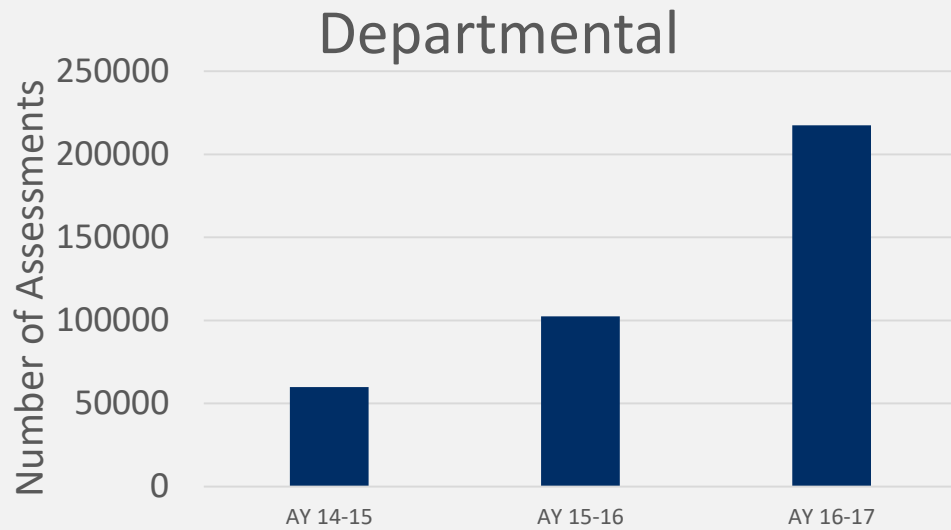


# What we did with what we learned

- Strengthened relationship of assessment to institutional processes
- Distribution of outcomes of ISLOs/GELOs
- Offered more training through multiple formats to increase eLumen knowledge/skills

# What we did with what we learned

- Created video tutorials
- SLO Coordinator facilitated department trainings
- SLO Committee shifted the assessment culture to assessing everything, all the time



# Moving forward

- Gearing up for another assessment of assessment
- Faculty preferred two 3 year cycles
- Review previous survey at SLO Committee meeting

# Moving forward

- Reduced pain points by those who have received training
- Obtain additional information about **how** SLOs are being assessed
- Does this assessment method lead to specific pain points?

# SLO assessment integration

- Strengthen SLO assessment connection to PR+ and curriculum
  - PR+: Homegrown integrated program review, planning, and resource allocation software.
  - Use eLumen for curriculum
- SLO and JobSeeker



# Main takeaways

- Assessing assessment identifies pain points
- Adjunct and Full-time Faculty have different needs
- Addressing these needs can increase assessments
- The process is never perfect

# Questions?