Goal

Use the October 23rd Optional Flex day to update faculty as to SLO committee's progress and discuss what needs to be done and how we can move forward with implementation of SLO module and integration with Canvas.

The SLO Plan

SLO Committee has begun the eLumen Initialization Phase of the SLO Module with an expected completion date of January 27th.

Provide overview in Guide CX website

We will have a test run in the Spring 2022 semester with selected programs with a Mass Sync (first data dump) on census day.

Expected full implementation Fall 2022.

To ensure a successful implementation we need to do the following;

Every course should have clear and measurable CSLOs and PSLOs

Create course and program maps

Provide training for faculty to ensure SLOs and Mapping are complete.

Suggest we adopt The OUTCOME Primers Series 2.0, includes;

The OUTCOME primer: Envisioning Learning Outcomes

The ASSESSMENT primer: Assessing and Tracking Evidence of Learning Outcomes

The CONTENT primer: Aligning Essential Content with Learning Outcomes

The MAPPING primer: Mapping the Way to Learning Outcomes

The GUIDING primer: Guiding Toward Learning Outcomes

The SUSTAINABILITY primer: Sustaining Learning Outcomes

Provide an overview of the books and concepts therein.

Focus on the first 2 (of 8) Essential practices described in books

Overview

Outcome Based Curricular framework

"It is the outcome statement that determines what the instructor needs to do, teach or train, or whatever is necessary to realize the intended outcome"

Guiding instead of teaching (or training)

The shift from teaching to guiding requires a major conceptual change that happens through a slight shift in imagination. This specific change in imagination takes us beyond just teaching content to assuming accountability for outcomes and that it entails

Essential practices when shifting from teaching/training to guiding

1. Focusing on the intended outcomes
2. Creating and mapping essential content and assessment tasks
3. Building community
4. Assessing to assist
5. Building proficiency
6. Reflecting on issues
7. Gathering, displaying, and using evidence to advance the learner
8. Gathering, displaying, and using evidence to adjust the learning experience

Backwards Design

A workshop, training, course, or program, can be seen as a sequence of learning experiences that flow from the start of the class (the put in) to the end (the take out)

Designing an outcome-based curriculum reverses the flow. We begin by envisioning results (intended outcomes), and analyzing these intended results, working backwards, to determine the essential content and assessment tasks that will best help our learners achieve the intended outcomes.

Figure 1: Designing Backwards, Outside-in-Example, page 7, Book 1

1. **Focusing on the intended outcomes**

What should learners be able to "do out there" that we are responsible for "in here" (in this program, course, workshop)

Figure 3: The Essential Characteristics of Learning Outcome Statements, page 24, Book 1

Figure 4: Scoring Guide-Assessing the quality of Intended Outcomes Statements, page 25, Book 1

Discussion/Questions

How are we currently Assessing Outcomes?

What practices do we want to keep?

What do we want to change?

What challenges can we expect and how do we prepare for them?

2. Creating and mapping essential content and assessment tasks

Euclidian vs. Organic Shapes

Figure 7: Visual Patterns of Thinking, page 63, Book 2

Compare Course Maps

Figure 34: Course Map with Key Assessments, page 94, Book 2

Figure 35: Course Activity Map, page 95, Book 2

Program Maps

Walk through diagrams

Starting at page 2, Book 2,

Discussion/Questions

What work have we already done with program mapping, and do we attempt to retain that work?

What Type of Visualization to you prefer? Can we all choose our own method?

How do we want to move forward? Training using flex days, work on our own?

Are we leaving something important out?