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# **BCC SLO Glossary of Terms**

## **Accrediting Commission for Community and Junior Colleges (ACCJC)**

The Accrediting Commission for Community and Junior Colleges (ACCJC) accredits associate degree granting institutions in California, Hawaii, the Territories of Guam and American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. ACCJC is one of three commissions under the corporate entity known as the Western Association of Schools and Colleges (WASC). (ACCJC website)

**Accrediting Commission for Community and Junior Colleges website:**

<http://www.accjc.org/>

## **Accreditation Liaison Officer (ALO)**

Works to ensure the campus is ready for accreditation and acts as the liaison the accrediting body.

The Accreditation Liaison Officer responsibilities include the following:

- Ensure compliance with accreditation requirements is incorporated into the planning and evaluation process of the institution.
- Familiarize faculty, staff, and students with the Commission's accrediting policies and procedures.
- Serve as a contact person for Commission staff.
- Coordinate the preparation of the annual profiles and any other reports requested by the Commission.
- Serve as a resource person during the review process and help prepare for and coordinate other accrediting visits.
- Ensure electronic institutional data collected by the Commission is accurate and timely.
- Maintain a records of all accreditation materials, such as, reviews, accreditation committee reports, accreditation manuals, standards, and policies, as well as schedules of all visits, and correspondence from accrediting offices.

## **Administrative Unit Outcomes (AUOs)**

AUOs are the desired outcomes of an administrative unit such as Human Resources or the Business Office. AUOs are subject to the same cycle as SLOs.

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## Blooms Taxonomy

Bloom's Taxonomy is a way to classify instructional activities or questions as they progress in difficulty. The lower levels require less in the way of thinking skills. As one moves down the hierarchy, the activities require higher level thinking skills.

Level	Type of Activity or Question	Verbs Used for Objectives
Lowest levels	Knowledge	define, memorize, repeat, record, list, recall, name, relate, collect, label, specify, cite, enumerate, tell, recount
	Comprehension	restate, summarize, discuss, describe, recognize, explain, express, identify, locate, report, retell, review, translate
	Application	exhibit, solve, interview, simulate, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, calculate, show, experiment
Higher levels	Analysis	interpret, classify, analyze, arrange, differentiate, group, compare, organize, contrast, examine, scrutinize, survey, categorize, dissect, probe, inventory, investigate, question, discover, text, inquire, distinguish, detect, diagram, inspect
	Synthesis	compose, setup, plan, prepare, propose, imagine, produce, hypothesize, invent, incorporate, develop, generalize, design, originate, formulate, predict, arrange, contrive, assemble, concoct, construct, systematize, create
	Evaluation	judge, assess, decide, measure, appraise, estimate, evaluate, infer, rate, deduce, compare, score, value, predict, revise, choose, conclude, recommend, select, determine, criticize

## Blooms Taxonomy (List of Possible Products)

Advertisement			Museum exhibit
Annotated bibliography	Debate	Graph	Musical composition
Art gallery	Detailed illustration	Graphic design	News report
Biography	Diary	Greeting card	Pamphlet
Blueprint	Diorama	Illustrated story	Pattern with instructions
Board game	Display	Journal	Photo essay
Book Cover	Drama	Labeled diagram	Picture dictionary
Bulletin board	Dramatic monologue	Large scale drawing	Poem
Card game	Editorial	Lecture	Poster
Chart	Essay	Letter	Reference file
Collage	Experiment	Letter to the editor	Powerpoint
Collection with illustration	Experiment Log	Lesson	Presentation
Collection with narrative	Fable	Line drawing	Survey
Comic Strip	Fact file	Magazine article	Transparency of overhead
Computer program	Fairy tale	Map	Vocabulary List
Crossword puzzle	Family tree	Map with legend	Written report
	Glossary	Mobile	
		Monograph	

## Blooms Taxonomy (Ways to Revise Objectives Using Taxonomy)

Example of taking an objective and creating questions and activities from each of the different levels:

Objective: The student will write a compound sentence using conjunctions.

Questions and Activities that might follow:

### Knowledge

1. What is a compound sentence?
2. List the conjunctions that you could use to combine sentences into a compound sentence.

### Comprehension

1. What is the difference between a compound and a simple sentence?
2. Create a compound sentence from two given simple sentences.

## **Application**

1. Write one example of a compound sentence.
2. Use the conjunction "and" to form a compound sentence.

## **Analysis**

1. Identify reasons for using conjunctions to form compound sentences.
2. Compare the three conjunctions "and", "or", and "but" and explain the differences between each.

## **Synthesis**

1. Write a paragraph that uses each of the three conjunctions to form a compound sentence.

## **Evaluation**

1. Trade paragraphs with a partner and look for 3 compound sentences using "and", "or", and "but".
2. Determine whether or not your partner understands writing with compound sentences and be prepared to defend your answers.

*The preceding instructional example is courtesy of Mrs. Joannie Prado.*

<http://cs1.mcm.edu/~awyatt/csc3315/bloom.htm>

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## **Core Competency**

See General Education Outcomes (GEOs). Many campuses use the term “core competency.” Barstow College uses the term General Education Outcomes (GEOs)

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## **Embedded Assessment**

Collecting assessment data information from use already in-place assignments or products. This involves reviewing materials generated in the classroom not only in existing form (most likely as a graded assignment or existing campus tool) but also use the same assignment or tool to assess outcomes.

## **Evidence/Assessment (DIRECT)**

Evidence that shows directly that a student has learned. Direct evidence is produced by students.

Examples of direct evidence include the following:

- Portfolio
- Locally developed tests,
- Pre and post tests
- Capstone projects
- Standardized national examinations
- Licensure certifications/professional exams
- Essays and writing samples
- Skills demonstrations

### **Evidence/Assessment (INDIRECT)**

Evidence that shows student learning indirectly, through which student learning can be inferred rather than directly demonstrated.

Examples of indirect evidence are as follows:

- Course grades
- Transfer and retention data
- Surveys
- Exit interviews
- Focus groups
- Graduation rates
- Job placement data
- Graduate follow-up studies
- Surveys of alumni, employers, faculty, administrators and students

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### **General Education Outcomes (GEOs)**

A broad, institutional-level outcome **statement** describing what students are able to do at the end of their experience at the college. Barstow College's GEOs are as follows:

1. Communication
2. Critical Thinking
3. Global Awareness
4. Personal Responsibility and Professional Development.

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## Nichols 5-Column Model

There are many campuses using the Nichols 5 column model to track SLOs. The cycle of SLOs are broken into five distinct columns. The BCC Student Services is using currently this model.

### Norming

A process in which faculty come to an agreement about how the rubric will be used and standards applied to evaluate assessments. The purpose is to avoid inter-rater error (i.e. large differences from evaluator to evaluator in how assessments are scored).

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## Objectives vs. Outcomes

**Objectives** tend to be concepts covered in the class—things taught by the instructor. When objectives do focus on the student they tend to be very discrete, broken into small pieces that do not show deeper thinking or application: “Student will know . . .”

**Outcomes** are what a student can DO – things that are learned and applied. Outcomes should be limited in number but overarching in concepts. Outcomes should be measurable and usually show student ability.

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## Pre-Test/Post-Test Assessment

An assessment method that assesses students before material is covered, to provide a baseline (pre-test). Then, students are given the same or a similar assessment after material is covered (post-test). This is a particularly valid way to show learning in a course because prior knowledge is established through the pre-test; then it is possible to show learning that took place in the course itself (rather than some other course or prior knowledge) by comparing the pre- and post-test results.

## **Portfolio - Assessment**

A collection of student work to show not only learning outcomes but also the progress or process of learning. Portfolios may be used not only as a course-level assessment but also at the program-level to show learning progress throughout a whole program.

## **Program (for purposes of SLOs)**

A set of courses that work together. A program may be defined as degree, certificate, or some other definition defined by individual colleges.

## **Program Review - Complete**

Every three years each division submits a complete program review including analysis of a program's performance.

## **Program Review - Update**

Each year every division not engaged in a Complete Program Review will submit a smaller Program Review Update that will include basic program reviews including capital Outlay and Student Learning Outcomes.

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## **Qualitative Evidence/Data**

Qualitative data/evidence is narrative or descriptive in form. Qualitative evidence tends to be subjective and usually involves fewer cases than quantitative data, but shows more specific information. Some areas that may use this type of data more include art, theater, choir, etc.

## **Quantitative Evidence/Data**

Quantitative data/evidence is numerical in form. Quantitative evidence tends to be more objective and usually involves a great number of cases and is used to show general patterns and trends rather than specifics.

Helpful link on the fine points of Qualitative Versus Quantitative Research

<http://wilderdom.com/research/QualitativeVersusQuantitativeResearch.html>

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## **Rubric**

Rubric is a agreed upon rating/evaluating tool.

Rubrics may be holistic or specific. A holistic rubric looks at the product being evaluated as a whole. A specific rubric will usually break down key parts of the product and evaluate on specific elements.

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## **SLO (Course-Level)**

What the student will be able to do or produce at the end of a course. This is the lowest level at which SLOs are usually assessed. Writing a course-level SLO involves articulating the overarching goals of the course and matching these goals with a particular assessment method. At Barstow Course-Level SLOs are placed on the SLO Documentation form. Courses may have multiple SLOs, but no more than three are recommended.

## **SLO (Program-Level)**

### **Academic:**

What the student will be able to produce at the end of a program. Writing a program-level SLO involves considering the overarching missions of the respective program, matching these missions to courses in the program, and coming up with a cumulative assessment that may or may not be the same as a course-level assessment. Program-level SLOs may or may not be directly assessed.

### **Student Services:**

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## SLO (Institution-Level)

See General Education Outcomes (GEOs). Many campuses use the term “core competency.” Barstow College uses the term General Education Outcomes (GEOs)

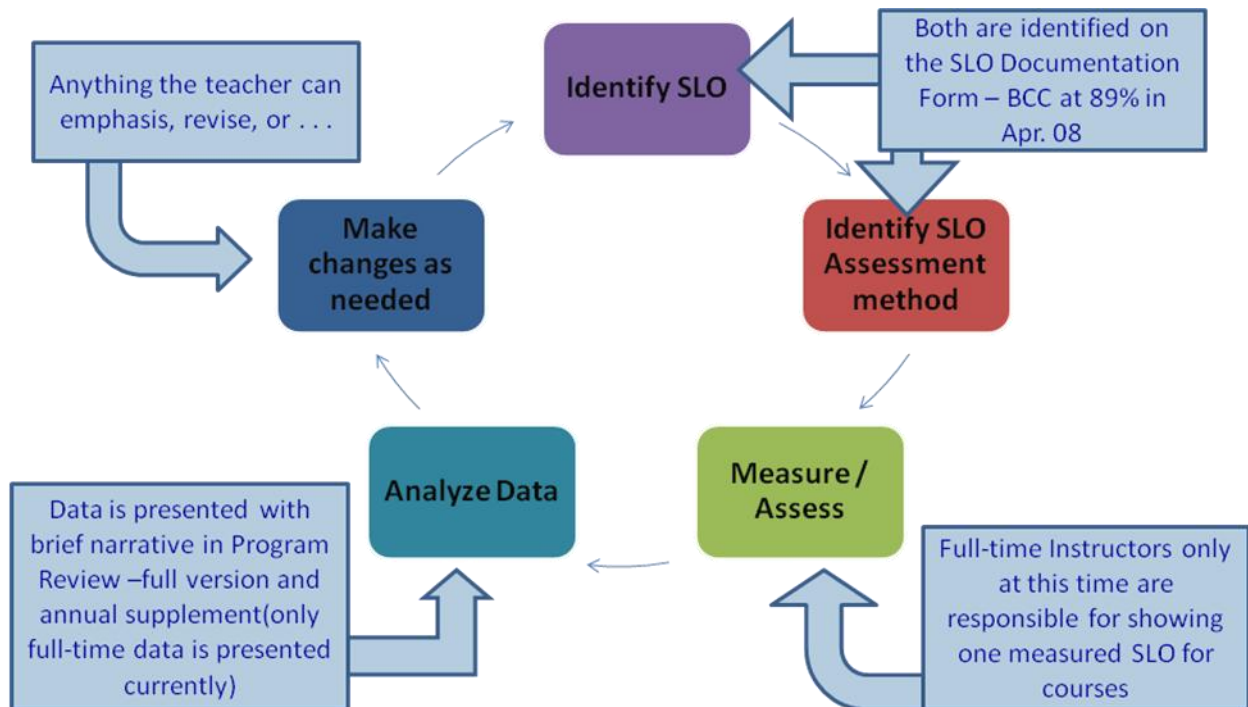
## SLO Cycle

The cycle campuses and instructors are expected to follow through to show progress and continue improvement of outcomes:

- Establish desired student learning outcome
- Identify assessment methods
- Assess
- Analyze data gathered
- Make changes as needed

Continue through cycle as needed to ensure continued success

## Image of Cycle of SLOs at Course Level



## **SLO Documentation Form**

Barstow College has adopted the SLO Documentation Form.

This form needed to be filled out for all active courses. When new courses are created the originator should create SLOs and complete form (contact SLO coordinator if needed).

SLO Documentation Form (link)

## **SLO Review and Implementation Form – In progress**

In Progress



## **Western Association of Schools and Colleges (WASC)**

The Western Association of Schools and Colleges (WASC), a 501 (c) 3 organization, is recognized as one of six regional associations that accredit public and private schools, colleges, and universities in the United States.

The Western region covers institutions in California and Hawaii the territories of Guam, American Samoa Federated States of Micronesia, Republic of Palau, Commonwealth of the Northern Marianas Islands, the Pacific Basin, and East Asia, and areas of the Pacific and East Asia where American/International schools or colleges may apply to it for service. (WASC website)

**Western Association of Schools and Colleges website:** <http://www.wascweb.org/>