



FACULTY-DRIVEN

SLO Evaluation Process



INTRODUCTION: WHY THIS MATTERS

EVALUATION

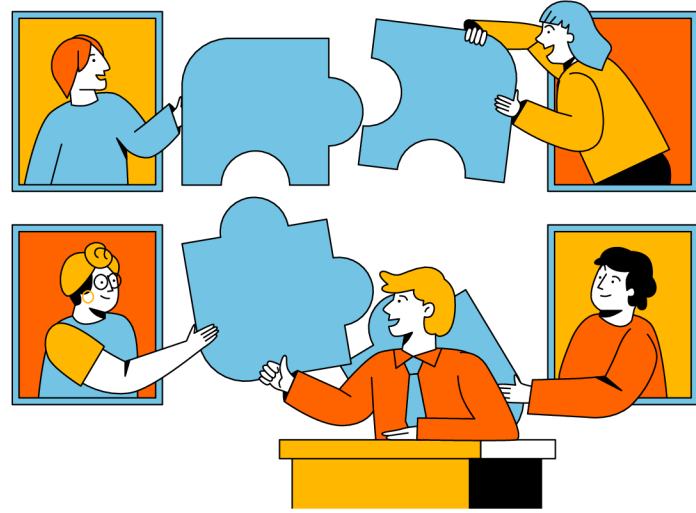
- Identify what works and what doesn't in our programs to improve outcomes..
- Use insights to support administrative decisions and allocate resources effectively.

PROFESSIONAL DEVELOPMENT

- Empower faculty to refine SLOs and teaching practices through collaboration and tailored support.

CONTINUOUS IMPROVEMENT

- Ensure SLOs keep pace with changes in pedagogy, institutional priorities, and student needs.



FACULTY-DRIVEN & iNCLUSIVE

OWNERSHIP

- Faculty lead the SLO process, ensuring authenticity and alignment with real teaching goals.
- Faculty decide how SLOs are evaluated to maintain control over academic standards.

iNCLUSIVE

- Open to all faculty—both part-time and full-time.
- Compensation and flexibility provided to respect faculty contributions and schedules.

CONFIDENTIALITY

- Private discussions foster honest input.
- Public summaries ensure transparency and accountability without exposing individual contributions.

COLLABORATION & PROFESSIONAL DEVELOPMENT

COLLABORATIVE PODS

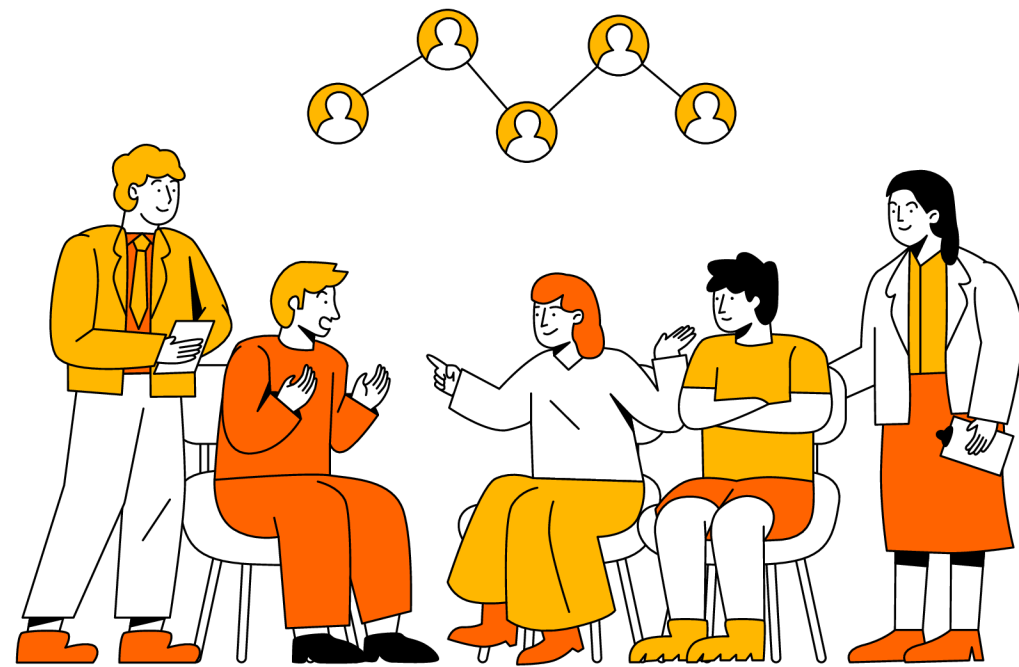
- Faculty work in small, field-related groups to evaluate and improve SLOs.
- Pods are flexible—faculty can join multiple and are required to participate in at least one.
- In addition to synchronous meetings, asynchronous options should be provided to support all faculty schedules.



PROFESSIONAL DEVELOPMENT DAYS

- Dedicated time for workshops on SLO evaluation methods and improvements.
- Opportunity for faculty to learn from one another and build shared expertise.
- By having dedicated days, part-time faculty voices can be included as well.

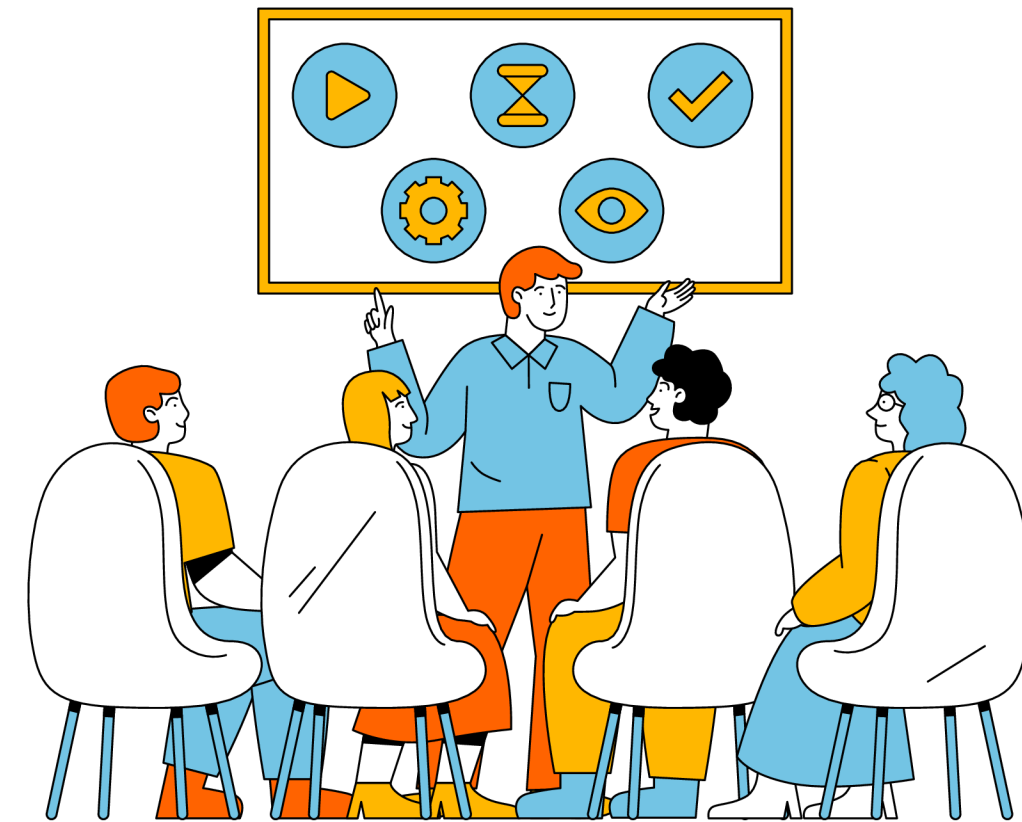
INVOLVING STUDENTS



- Student Voice Panels:
 - Structured feedback sessions via surveys, focus groups, or roundtable discussions.
 - Provides direct insight into how SLOs align with real-world learning experiences.
- Student Success Metrics:
 - Combine quantitative data (grades, retention) with qualitative narratives (student stories).
 - Ensure SLOs connect meaningfully with measurable student outcomes.

PUBLIC-FACING TRANSPARENCY

- Open Summaries:
 - Publish clear, concise summaries of the SLO evaluation process and decisions.
 - Highlight successes and improvements while emphasizing faculty-led autonomy.
- Balanced Confidentiality:
 - Internal discussions stay private to maintain trust.
 - Public-facing updates shared via Academic Senate or similar platforms to ensure accountability.





EXAMPLE TIMELINE: QUARTERLY SLO REFLECTION CYCLE

WEEK 1-2

Faculty review SLO data to identify strengths and areas for improvement (sync).

WEEK 3-4

Collaborative pods refine suggestions for updates (async).

WEEK 5-6

Collect student feedback through surveys or panels and integrate insights (sync & async).

WEEK 7-8

Faculty finalize changes, document updates, and reflect on the process (sync).

ANNUAL SLO SUMMIT

- A full-day event to review the year's work, celebrate progress, and set goals for the next cycle.
- Opportunity for cross-departmental collaboration and shared learning.



WHAT DO WE NEED?

what do we want to change or throw out in this framework?

how do we ensure meaningful and frank faculty participation?



how can we ensure meaningful student participation?

what challenges do we foresee in this process?



THANKS FOR YOUR TIME TODAY!