Below is a snapshot of how those departments who reported are involving adjunct faculty in the SLO assessment process at College of the Canyons.

**Report of faculty involvement from Professional Development Office:**

**From:** Johnston, Sharon  
**Sent:** Monday, May 02, 2011 11:57 AM  
**Subject:** RE: SLO Timeline for Midterm Report

Based on the SLO workshops provided in the list, there were 271 Faculty; 71 Adjuncts; 4 Classified; and 3 Administrators (editor's note: who attended and are involved in the SLO PROCESS.)

Thanks,  
Sharon

Sharon Johnston  
Professional Development Specialist  
College of the Canyons  
Office: 661.362.3443  
Website: [www.canyons.edu/offices/pd](http://www.canyons.edu/offices/pd)

**Report from Mitjl, Executive Assistant to the Chancellor**

**From:** Capet, Mitjl  
**Sent:** Thursday, April 28, 2011 8:11 AM  
**Subject:** RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

I believe I financed adjuncts to work with the English Dept….on norming…..also finance non credit teacher to come in and work with Kevin Kistler…..attendance at Division/ Department meetings would also count..assuming that SLO/curriculum was on the agenda…thanks…Mitjl

**The Biological & Physical Sciences Department**

**From:** Golbert, Miriam  
**Sent:** Tuesday, May 03, 2011 1:31 PM  
**Subject:** RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

The Biological & Physical Sciences Department involved the adjunct faculty (per course area and with each of the Lead Faculty in charge) to develop the assessment instrument for all our courses. Every semester, the adjunct faculty is involved in administering, collecting, and reporting the results the assessment following our department’s assessment cycle. We also involve our adjuncts during our department retreats (Fall and Spring) to review the assessments and determine the action plan and make changes (if needed). Our adjunct faculty also participates in the Program Review process and they have access to review it once the PR is completed.
<table>
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<tr>
<th><strong>The Communication Studies Department</strong></th>
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<tr>
<td><strong>From:</strong> Leonard, Victoria</td>
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<tr>
<td><strong>Sent:</strong> Wednesday, May 04, 2011 11:18 AM</td>
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<tr>
<td><strong>Subject:</strong> RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS</td>
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The department of Communication Studies has included adjunct faculty at department retreats each fall and spring semester. For the past three years (2008 – 2011), a portion, if not all two hours of the retreat have been dedicated to 1) writing SLO’s for each course, 2) developing assessment rubrics, and 3) discussing the results of the assessments to determine whether changes are required. Information regarding program review is discussed and disseminated as well. To date, all courses in our department have SLO’s, and assessment tools are in place. Both full-time and adjunct faculty are participating in the assessment cycle for each course.

**Victoria**  
**Chair, Communications Studies Department**

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<tr>
<th><strong>The Economics Department</strong></th>
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<tr>
<td><strong>From:</strong> Templer, Lea</td>
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<tr>
<td><strong>Sent:</strong> Wednesday, May 04, 2011 10:37 AM</td>
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<tr>
<td><strong>Subject:</strong> RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS</td>
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</tbody>
</table>

The Economics Department has included Adjunct faculty in the creation of the SLO’s for our courses since they were created. We discuss the SLO’s and their assessments and rubrics at each of the Department retreats (for the past 5 years) and I am in constant contact with the adjuncts about updating the SLO’s and their assessments. The adjunct faculty in our department have been active participants in the SLO process. They have assessed the SLO’s in their final exams and reporting the results for the past 5 years.

Lea Templer

<table>
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<th><strong>Public Safety</strong></th>
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<tbody>
<tr>
<td><strong>From:</strong> Rio, Debbie</td>
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<tr>
<td><strong>Sent:</strong> Friday, April 29, 2011 9:43 AM</td>
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<tr>
<td><strong>Subject:</strong> RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS</td>
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</table>

We have two adjunct faculty writing SLOs and obtaining assessments from all our public safety training partners.

I wanted to share our work for this semester in the Public Safety area in regards to SLOs. We have worked diligently with our agency partners to first archive old classes and then determine an assessment cycle to meet the accreditation target. Attached you will find all assessments for PUBSAF 40 and 60 series courses offered in spring 2011. Our faculty will continue to work on this project over the summer, as our classes are offered year round for this program.

I have to give all the credit to our adjunct faculty member, Roy Burns and the Director of Public Safety, Steve McLean, for their continued and diligent work on this project. We have hired another adjunct faculty member, Joe Williams, to assist with FIRE and Lifeguard training classes and that work will begin in earnest this month.
Adjunct Involvement in the Student Learning Assessment Process at College of the Canyons

Please let us know if you have any questions, or concerns about our progress. I have also sent a copy of this work to Mitjl Capet as I report directly to him for the public safety division.

Debbie

Deborah Rio
Dean of Enrollment Services
(661) 362-3298

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**Nursing Department**

**From:** Carroll, Sandy  
**Sent:** Tuesday, May 03, 2011 8:26 AM  
**Subject:** FW: SLO/adjunct question

In spring and fall 2010, as well as in spring 2011 during the nursing department retreats, course-level assessment for the nursing classes was included directly or indirectly as a part of each agenda. A majority of the adjunct clinical faculty were present at the meetings. At the end of each retreat, time was also devoted for lead faculty to collaborate with their respective adjuncts regarding any issues, processes, and SLO evaluation. In addition, regular formal and informal meetings and telephone conferences occur each semester between and among lead faculty and adjuncts for each course at which time outstanding issues are discussed including, but not limited to a discussion of SLOs and their evaluation. Adjunct faculty teaching electives are also mentored in terms of SLO development, assessment, and evaluation on an ad hoc basis by either the nursing program director and/or nursing department chair.

Sandy Carroll, Ed.D., MSN, RN, CNE

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**GMD Department**

**From:** Mark Daybell [professordaybell@gmail.com]  
**Sent:** Wednesday, April 27, 2011 12:51 PM  
**Subject:** Re: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

In Spring 2010, the full-time GMD faculty met for two hours with Jennifer Brezina, SLO coordinator, to discuss and plan course-level assessment tools for the GMD department. The faculty developed plans for common assessment tools and began collaboration.

In Fall 2010 the GMD department (adjuncts included) met for two (2) hours at the department retreat to discuss assessment planning for GMD courses running that semester. 100% of the adjuncts were present and took part in this process. The department chair also provided guidance to the faculty in the creation of rubrics.

In Spring 2011 the GMD department (adjuncts included) met for 2 (two) hours at the department retreat to further discuss and refine course level assessment tools. All faculty (full-time and adjunct) were part of the discussion. The crux of the GMD program will be assessed by semesters end. All data will be collected by the department chair for analysis and discussion.
In Fall 2011, findings and conclusions will be evaluated and discussed by the GMD department (adjuncts included) to begin preparations for Program SLO assessment.

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**Health Science Department**

From: Haley, Patti  
Sent: Thursday, May 05, 2011 9:37 AM  
Subject: RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

Paul

We really have two departments with the Health Science Department.

The adjuncts in the Health Science Department are actively involved in developing the SLOs for the courses. Once the SLOs were developed, they also complete the assessments for their own classes and forward the info to the Chair. At the Dept retreats, we go over the SLO data and decide on a plan of action for the next year. SLOs are incorporated into the syllabi of each course, and assessment takes various forms depending upon the class. As for Program Review, each adjunct is solicited for ideas for future planning and these ideas are incorporated into the Program Review.

The adjuncts in the EMT Program are actively involved in assessing their students for the standing SLOs. SLO assessment data is forwarded to the Dept Chair, collated and entered into the Program review. All collated dated is shared with all adjuncts at Department retreats. Additionally, each adjunct has input into the Program Review with his or her own dream for the future.

Patti Haley

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**Kinesiology and Athletics Department**

From: Hyatt, Rhonda  
Sent: Wednesday, May 04, 2011 3:07 PM  
Subject: RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

Paul; Attached are my notes recollecting the actions taken by Kinesiology over the past few semesters.

**ISLO and SLO  Kinesiology and Athletics - Progress Update Spring 2011**

*August 21st, 2009: Department Meeting Agenda item:* Discussion item regarding course SLO’s in WEBCMS. Need to investigate how many course SLO’s have been updated in the system. Discussion regarding assessment; specifically can a common assessment tool be developed for all KPEA, KPEI and Health 100.

*November 19th, 2009: Department Meeting:* Jennifer Brezina joined the faculty for a discussion on SLO course assessment. Jennifer reviewed the timelines and process. Additionally, Jennifer provided some examples of a Program SLO assessment from another college. Discussion about using similar format to develop course SLO and brainstormed on KPEA assessment tool. Very tentative outline of the assessment plan:

- planning spring 2010
- Assess KPEI Fall 2010
Planning Spring 2011 Assess KPEA Fall 2011
Planning Spring 2012 Assess KPET Fall 2012

April 14th, 2010: Department Meeting Agenda Item: Rewrite of course SLO’s; discussion focused on each faculty member looking in WEBCMS at the course outlines for the ones they primarily teach. Assessing if there is a measureable SLO. Discussion about a common SLO for KPEA, likely to be the first courses assessed.

Fall 2010 Flex Workshop 2 hours: Developing ISLO’s for PE and Wellness: Faculty from KPE, Recreation and Health met to develop ISLO for PE and Wellness; Drafted two separate SLO’s one for KPEA/KPEI and one for Health. Focused on developing ISLO’s that are broad enough to encompass course SLO’s and the ability to map ISLO’s from course SLO’s.

September 29th, 2010: Department Meeting Agenda Item: SLO assessment: Discussion about course SLO’s and ISLO’s; are separate assessment tools necessary.

February 1, 2011: Spring Flex workshop 2 hours: Working to clarify the relationship with Program SLO, ISLO and course SLO; discussed revision of Program SLO to be compatible with ISLO. Focus of workshop was mapping course SLO to ISLO. Reviewed the WEBCMS and Program Review SLO’s for inconsistencies.

February 2, 2011: Spring Flex workshop ISLO’s 2 hours: Working with larger group of faculty including Health and KPE to review mapping KPEA and Health 100 course SLO to program ISLO’s. Discussed and revised an assessment tool. Assessment tool to be reviewed by more department faculty. Tentative goal to implement Spring 2011.

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**Math Department**

From: Gibson, Collette
Sent: Friday, April 29, 2011 11:11 AM
To: Sherry, Michael
Subject: RE: Adjunct Involvement

From: Sherry, Michael
Sent: Friday, April 29, 2011 11:16 AM
Subject: SLO adjunct involvement

The success results for the factoring of cubes was low. Discussion followed on this particular item.

1) Should we teach factoring, including sum and difference of cubes, in 058/059, 060, and/or 070?
2) Although some were questioning whether the factoring of cubes was only an introductory topic and may not be needed as part of the Math 060 SLO assessment, one faculty member suggested that we should look into the possible affect on other courses if we no longer want to ask students about the difference or sum of cubes on the final.
3) Should we remove the formulas for the sum and difference of cubes from the exams, and instead show students how to use long division to factor the cubes?
4) Do we want students to check their work for factoring on an exam?
5) The students need help recognizing that \(8x^3\) is \((2x)^3\).
6) One instructor mentioned that they tried group work in class to help with the factoring of cubes, but it did not help when it came time for the exam.
7) Someone suggested that we could see how students answer a question later in Math 070 on the same topic. Maybe the student did not get it at first, but eventually got it.

Michael Sherry
Math Department Chair
College of the Canyons
661-362-5007

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**Music Department**

From: Feldman, Bernardo
Sent: Thursday, May 05, 2011 6:17 AM
Subject: RE: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

In the Music Department, we have assigned each of our full-time faculty to oversee a number of courses taught by adjunct instructors. We've done that over a two-semester cycle to cover all classes currently being taught. Many of these instructors also participate in this process at other Community Colleges thus, they are quite familiar with the process. Discussions amongst various groups of teachers take place after the assessments have been made to find ways to improve instruction.

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**Noncredit**

From: Kistler, Kevin
Sent: Monday, May 02, 2011 9:19 AM
To: Wickline, Paul
Subject: FW: ADJUNCT INVOLVEMENT IN THE SLO PROCESS

Hi Paul,

The noncredit program has no department chair or full-time faculty. So I work with the noncredit adjunct faculty to write SLOs, revise curriculum, and assess SLOs each semester in the content areas of ESL and Basic Skills.

Kevin G. Kistler, Ed.D., J.D.
Dean, Instructional Support
College of the Canyons
(661) 362-3025

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**Sociology Department**

From: Marenco, Anne
Sent: Wednesday, April 27, 2011 1:55 PM
Subject: RE: SLO / ASSESSMENT RESOURCE COLLECTION
Attachments: SLOs for fac resources.pdf; Sociology PSLO and ISLOS.pdf; fall 10.xls

Sociology conversations take place mostly at our department retreats, but also via email throughout the semester. An example is the following tidbit of retreat minutes:
As a department, we will have completed the full cycle by Fall 2012.

a. Spring 10 gave us the following results

   i. 101H – 100% scored 70% or higher

   ii. 105 – 70%. Using an alternative SLO, “Analyze a multi-cultural issue using sociological concepts,” we discussed possible revisions to the assessment, e.g., “Explain cultural pluralism and how it might lead to discrimination.” Discussion to be continued.

   iii. 110 – 60% We considered an alternative SLO “Analyze a social phenomenon using social-psychological concepts.”

   iv. 135 SLO1 – 56%. We will keep the SLO and assessment as currently stated and work on getting them across to students better. SLO2 95%–keep as is.

This is the conversation about the ISLO for Lang and Rat II.

**Update for the Language and Rationality II ISLO, 3-24-11**

- The Language and Rationality II ISLO group has verified that all course SLOs map to the ISLO.

- We collected data for Fall 10 for any course that was assessed by the department in that semester and will continue to collect data every semester for any course that is being assessed in the department assessment cycle that semester.

- Our criteria for success are whatever is set by the departments for their course SLOs.

- We are collecting the number of students who attempted the assessment and the number who passed, in order to arrive at a percentage pass rate for the ISLO.

- All the data for fall 10 are not in yet, but we have a success rate of 85%.

- We met during FLEX week spring 2011 to discuss our progress and felt that we were on track.

We will close the loop on the fall 10 data at opening day 2011.

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**Theatre Department**

From: Wickline, Paul  
Sent: Friday, April 29, 2011 12:26 PM  
Subject: FW: SLO adjunct involvement

- Adjuncts are involved in the establishment of Course SLOS and assessments for the courses they teach. Much of this conversation happens via email but dialogue also occurs during fall and spring department retreats since fall 2008.

- In Spring 2010, the theatre department (including adjunct faculty) met for two hours with Jennifer Brezina, SLO coordinator, to discuss and plan course-level assessment tools for the theatre department. 70% of adjuncts were in attendance. The faculty developed plans for common assessment tools and began collaboration.
Adjunct Involvement in the Student Learning Assessment Process at College of the Canyons

• In Fall 2010 the theatre department met twice for a total of five (5) hours to discuss assessment planning for all theatre courses and develop common assessment tools for TH 110, TH 140 and the TH 190 courses. At each meeting at least 60% of the adjuncts were present and took part in this process. The department chair also provided guidance to the faculty in the creation of rubrics and created two forms to help all theatre faculty develop assessment plans and then report the finding for the annual program review. Forms for most theatre classes were submitted by Adjunct faculty to department chair at the end of the semester.

• In Spring 2011 the theatre department met for 2.5 hours at the department retreat to further discuss and refine course level assessment tools and begin preparations for Program SLO assessment. All faculty (full time and adjunct) were part of the discussion and involved in the preparation to use mapping to assess program level SLO’s.

Anthropology Department

Feb 2010-Aug 2010 Anthro Faculty Meetings (see attached meeting agendas):

--2 full-time and 8 adjunct faculty members were present at each meeting;

--Group discussed individual anthro course SLO’s and assessment instruments used in ANTHRO 101 and ANTHRO 103; stressed importance of SLO inclusions in individual course syllabi and introducing new faculty and students to the process (syllabi from all faculty are submitted each semester, checked (among other things) for inclusion of the proper course SLO, and electronically filed by department chair;

--Assessment "dry runs" conducted in all on-ground sections of ANTHRO 101 and ANTHRO 103 in spring and fall semesters; reviewed and discussed assessment results from several sections. Familiarized adjuncts with SLO mandate and shift to learning-centered student assessment; reviewed actual course SLO’s, discussed different assessment options and processes; provided some initial "hands-on" experience in producing and using common assessment tools (two initially agreed upon) and evaluating and applying results. One ad hoc Saturday meeting (including 4 adjuncts) met early in spring 2010 to finalize content and language for new ANTHRO 101 and 103 assessment tools.

--New adjuncts attend mandatory all-day department orientation sessions before starting to teach courses; SLO-related activities have been an integral part of these orientations since 2009.

--Full-time faculty members regularly consulted with SLO coordinators about SLO assessments and related activities from 2009 on and each participated in college-wide workshops on separate ISLO production and assessments in Natural Science and Social Science content areas in spring 2009, opening day activities in fall 2010 and in several FLEX workshops throughout 2010/2011. Part-time faculty have attended all regular department meetings with SLO agendas (August and February) and are part of department ad hoc committee that completed a full set of assessment tools and procedures for Anthropology SLO’s implemented in spring 2011.

--Four adjunct professors will assess one or two SLO’s each in their classes; six others will assess all remaining Anthropology SLO’s during the fall 2011 semester. Results will be discussed and changes made during the fall 2011 and February 2012 Departmental meetings, which are required of all full and part-time faculty members.

--Adjunct professors (on-ground, lab and online) remain heavily involved in SLO and other activities in our department (see anthropology SLO procedures and documents attached herewith).
From: Acosta, Claudia  
Sent: Sunday, May 08, 2011 10:11 PM  
Subject: RE: SUMMARY_ADJUNCT INVOLVEMENT IN THE SLO PROCESS  

The Modern Languages Department involves the adjunct faculty (by program/ language) in the SLO process as follows:

(1) Collectively developing and modifying, as needed the evaluation instrument  
(2) Individually (by course) administering, collecting, and reporting in writing the results  

Overall department participation includes:  
(3) Information on the PR is disseminated and open to input  
(4) SLO’s are also discussed at the Department Retreats as well as regular meetings and activities during the semester  

C.A.  
Claudia M. Acosta, Chair  
Department of Modern Languages  

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From: Alonso, Edel  
Sent: Sunday, May 08, 2011 3:51 PM  
Subject: RE: SUMMARY_ADJUNCT INVOLVEMENT IN THE SLO PROCESS  

The Counseling Department has had adjunct counseling faculty participate in the development, assessment, and reporting of course SLOs and the assessment of SLOs whenever adjunct counselors have taught a counseling class. In our department, adjuncts sometimes counsel students in the office but do not teach courses.  

SLOs and their assessment are discussed in department meetings and department retreats with all full-time and adjunct counseling faculty.  

Edel
History Department

From: Brad Reynolds [mailto:breynolds1@ymail.com]
Sent: Saturday, May 07, 2011 9:23 AM
Subject: Adjuncts Participating in the SLOs

All of the adjuncts in the history department were invited to all the department meetings where the SLOs for the department were discussed and written. Currently all the adjuncts in the history department administer the history SLO test for their specific classes.

Brad Reynolds

English Department

From: Brezina, Jennifer
Sent: Friday, May 06, 2011 5:32 PM
To: Wickline, Paul
Subject: RE: SUMMARY_ADJUNCT INVOLVEMENT IN THE SLO PROCESS

The English department uses time at department retreats to plan for SLO assessment and to discuss results and action plans. Typically, approximately 20-25 adjunct faculty attend these retreats. As an example, at the Fall 2010 retreat, a comprehensive SLO assessment schedule was created, the assessment results from the Spring 2010 assessment of the writing SLO for English 102 and 103 were discussed, and an action plan was created.

Adjunct faculty regularly participate in all department SLO assessments. Draft assessment plans and rubrics are distributed electronically to all faculty – fulltime and adjunct – for comment and revision, and all instructors are asked to participate in data collection. Adjunct faculty were funded to participate in essay norming for the English 101 writing assessment in Fall 2010. Data analysis and action plans are posted to the department’s Blackboard site, which is available to all faculty.

Jennifer Brezina

Professor and Chair, English Department

SLO Co-Coordinator
Adjunct Involvement in the Student Learning Assessment Process at College of the Canyons

Psychology Department

From: Riveira, Deanna  
Sent: Monday, May 09, 2011 12:50 PM  
Subject: RE: SUMMARY_ADJUNCT INVOLVEMENT IN THE SLO PROCESS

The Psychology Department solicited information from adjuncts via e-mail in the initial formation of the SLOs for all courses in the department.

All adjuncts who teach the Psych 101 course have assessed that course with either a common assessment, or later, with a common grading rubric. Instructors who teach other courses have also participated in the process by assessing courses taught as per the established departmental cycle.

Most department retreats have been devoted either entirely or partially to the discussion and/or assessment of course SLOs, since the implementation of course SLOs.

Deanna R. Riveira, Ed.D.  
Chair, Psychology Department

Fire Technology Department

From: Dixon, Steve  
Sent: Wednesday, May 11, 2011 1:50 PM  
Subject: RE: SUMMARY_ADJUNCT INVOLVEMENT IN THE SLO PROCESS

I have requested all 8 of my Adjunct instructors to input SLO assessment tools, as identified, in their individual classes, and report the findings to me. All but one has complied, by reporting the percentage of their students that were successful in the SLO’s. I have indicated those percentages in my FIRETC Program Review.

Steve Dixon  
Fire Technology Department Chair

Political Science Department

From: Andrus, David  
Sent: Tuesday, May 10, 2011 9:35 AM  
Subject: RE: SUMMARY_ADJUNCT INVOLVEMENT IN THE SLO PROCESS

Department of Political Science

Political Science 150 (Introduction to American Government) – is our department’s primary course offering. The course has been assessed through two SLO cycles. The department’s 12 adjunct instructors have all, at one time or another, participated by administering the assessment in their classes. All adjuncts also participated in the review of data and collaboration/action plan toward improvement.
Political Science 230 (Political Theory) – an adjunct instructor is creating the grading rubric and assessment instrument. The department has particular adjuncts that are most qualified to teach this section. All adjuncts and full time instructors will participate in the review of data and collaboration/action plan toward improvement.

Political Science 290 (Gender and Ethnic Politics) - an adjunct instructor is creating the grading rubric and assessment instrument. The department has particular adjuncts that are most qualified to teach this section. All adjuncts and full time instructors will participate in the review of data and collaboration/action plan toward improvement.

Political Science 250 (Comparative Government) and Political Science 270 (International Relations) – as of now, the only role adjuncts play in the SLO process for these courses is to review the results of the data.

Political Science 150(H) and 210 – have yet to be assessed but the development of the SLO assessment instrument and rubric will be handled by full time instructors, primarily.

All adjunct instructors will always be asked to participate in the review of the results of data and collaboration/action plan toward improvement for all course offerings.

David

David C. Andrus, Associate Professor
Chair, Political Science Department