With the deadline for PSR fast approaching, the stress levels among faculty and staff have increased and so have the myths regarding PSR and SLOs. To help put some these myths to rest and to reduce stress, the SLO Committee has compiled a special Debunking the Myth List for PSR and SLOs.

**MYTH #1:** A program GOAL is the same as a program SLO

**ANSWER:** NO. Your program goal should be broader than the program SLO. I know – how finely can we shave the same toothpick… however, here’s an example:

**Math Goal** (or any other academic discipline):
The goal of the Math Department at Chaffey College is to graduate students who are transfer ready. (or who have foundation in basic skills, or who have developed an interest in furthering their studies in….)

**Math Program SLOs:**
Students will develop the ability to reason mathematically.
Students will apply mathematical models.

Some departments will have several program goals; some departments will have only one.

**MYTH #2:** The is a specified number of SLOs that you must have in your PSR

**ANSWER:** NO. Keep things simple. One well-done, “authentic” and meaningful SLO cycle is worth 5 half-baked ones!

**MYTH #3:** You MUST have both AUOs and SLOs in your program’s PSR

**ANSWER:** NO. Academic areas will probably only have SLOs only. **Areas and services** where students also learn (like the Library and the Museum) may have both SLOs and AUOs. Areas such as EOPS or the Library where student services and instructional activities occur may have both SLOs and AUOs. Remember the answer to myth #2 – this year, let’s keep it simple.

**MYTH #4:** Your program’s criteria for success MUST be at a certain level

**ANSWER:** NO. This myth refers to the WASC rubric that has the "awareness” “development” “proficient” and “sustainable continuous quality improvement” sections. As has been stated before, we do not have to be at the “proficient” level until 2012.

**MYTH #5:** All columns of the “Planning Process” section must reflect COMPLETION of your SLO cycle

**ANSWER:** NO. Indicate where you are, i.e “awaiting analysis from IR” or “have not initiated follow-up” or “will proceed next semester.” These are fine answers. Just do not leave any sections blank.

**MYTH #6:** Your program’s SLOs MUST show that it is at the “proficient” level of SLO assessment.

**ANSWER:** NO. We are where we are. It is what it is….

**MYTH #7:** You and only you can complete the SLO sections of PSR

**ANSWER:** NO. SLO Co-Coordinators Marie Boyd (x6968) and Tom Vitzelio (x8152) can make house calls… during regular business hours. For help in the CurricUNET program review system, call Hope Ell at x6135.

This is the first time Chaffey has tried this integrated approach to PSR. It is messy. We are all in it together. We are learning for future PSRs. We are all committed to Chaffey College.

Suggestions: Call for assistance when you are really frustrated or confused. Remember patience is a virtue and a little sense of humor can go a long way.
The SLO Down’s Top Ten List for PSR

The Top Ten Things that Chaffey College Faculty and Staff think PSR stands for:

10. **Pretty Simple, Really? Not**

9. **Paula, Simon** and **Randy**: cool American Idol

8. **Promoting Staff Rebellion**

7. **Please Schwarzenegger Resign**

6. **Piece of $#%$ Report**

5. What’s for lunch: **Panera, Subway** or **Rubio’s**

4. **Please Someone Rescue** me

3. **Please** make **Someone** else **Responsible** for this

2. This **Punishment Should be Reconsidered**

And the number one thing that Chaffey College Faculty and staff think PSR stand for is…

1. **Palm Springs Retreat**, when?
Instructions for Completing the Planning Process Section of PSR

The purpose of this instructional guide is to provide the individuals working on their program’s PSR with guidelines on how to complete the Planning Process Section of the report. The documents that are referenced in the following guide are available on the Chaffey College Z-Drive in the Student Learning Outcomes and PSR folders under PSR help. If you need further assistance please contact SLO Co-Coordinators Marie Boyd (x6968) and Tom Vitzelio (x8152).

<table>
<thead>
<tr>
<th>Program Goal#</th>
<th>Outcome Measured In (AUO or SLO)</th>
<th>Outcome Statement</th>
<th>Means of Assessment/Criteria for Success</th>
<th>Summary of Evidence</th>
<th>Use of Planning Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>#2</td>
<td>#3</td>
<td>#4</td>
<td>#5</td>
<td>#6</td>
</tr>
</tbody>
</table>

**Column 1 – Program Goals Supported**
Enter the Program goal(s) from your program goals list that is supported by this AUO or SLO.

**Column 2 – Outcome Measured In**
Identify the type of outcome that you will be using to measure the program goal. The PSR Glossary and the Determining AUOs or SLOs Handout provides definition and guidelines to determine if your program should be using an AUO, SLO or in some cases both.

**Column 3 – Objectives / Outcomes – answers the question: What does my program DO to increase student learning?**
Brainstorm with all staff objectives/outcomes related to quality, quantity, efficiency, satisfaction, etc., - refer to example form. Make the outcomes manageable – three is plenty. See the guide on how to write a S.M.A.R.T AUO/SLO for guidelines to write an outcome statement. Be sure to use measurable verbs from Bloom’s Taxonomy. See the Bloom’s Taxonomy of Measurable Verbs handout for guidance.

**Column 4 – Means of Assessment & Criteria for Success**
Enter the assessment tool and success criteria in column 3 – refer to list of assessment tools on the Means of Student Learning Outcomes Assessment handout; success criteria answers how the program will KNOW the level of success or achievement with respect to the identified outcome. Criteria for Success should be agreed upon by your program and be realistic. Being that is this the first year for many programs to be involved in the AUO/SLO process, the Criteria for Success may need to be adjusted after the completion of this assessment cycle. You may need to create a new assessment tool and rating scales or other surveys, for assistance feel free to contact Institutional Research. Review means of assessment information to generate ideas and potential instruments to be used in determining the effectiveness of the unit based on the identified outcome(s). One tool may support more than one objective/outcome – refer to example form Use percentages, use rating scales, etc.

**Column 5 – Summary of Data Collected: Columns 4 and 5 will be completed by the end of spring term based on the data collected**
Record the results from the assessment tool(s). Analyze the data and focus on where improvement may need to occur. Being that is this the first year for many programs to be involved in the AUO/SLO Assessment process in PSR, the summary of data may be incomplete.

**Column 6 – Use of Results**
Record how the results will be used – what changes will occur as a result of the information collected and reviewed in Columns 4 and 5. Objectives / Outcomes may occur in repeated years. Increase success criteria each year using incremental steps of improvement. Enhance programs based on results – be sure to look at individual results as the overall criteria may be met, however, a sub-item within a survey may need specific attention. Create new objectives / outcomes as needed, just remember to keep the number of objectives / outcomes manageable. For this year many programs may want to state that the results of this assessment cycle will be used to establish benchmarks for the Criteria for Success section and to evaluate the Means of Assessment they are utilizing.
The Chaffey College SLO Committee

Marie Boyd, SLO Co-Coordinator
Phone: 909.652.6968
E-mail: marie.boyd@chaffey.edu

Tom Vitzelio, SLO Co-Coordinator
Phone: 909.652.8152
E-mail: tom.vitzelio@chaffey.edu

Interested in assisting with the S.L.O. Down? Contact either Marie Boyd or Tom Vitzelio.

SLO Committee Members for 2008-2009

Co-Chairs
Marie Boyd, Library and Curriculum Chair
Tom Vitzelio, Instructional Specialist Success Center

Support Staff
Monica Han, Instructional Support
Giovanni Sosa, Institutional Research

Committee Members
Jo Alvarez, Communication Studies
Graciela Arriaga, EOPS
Beth Child, Biology
Beverly Cox, Health Sciences
Sid Burks, Dean of Business and Applied Technology
Shelly Eckvahl, Nursing
Gail Keith-Gibson, Social and Behavioral Sciences
Joann Eisberg, Astronomy
Jim Fillpot, Director, Institutional Research
Sherrie Guerrero, Vice President of Instruction
Linda Holdzkom, Technical Services
Laura Hope, Dean of Instructional Support

Sonia Juarez, Student Activities
Shazia Khan, Instructional Support
Erik Kostiuk, Social and Behavioral Sciences
Christine Lively, Modern Languages ASL
Jill Murphy, Language Arts
Cynthia Parker, Economics
Inge Pelzer, Executive Assistant to the President
Laurie Pratt, Communication Studies
Julie Song, Sociology
Victoria Tirado, Spanish
Lori Waite, Dean of Counseling
Keith Wurtz, Institutional Research

Giovanni Sosa, SLO Assessment Coordinator, Institutional Research
Phone: 909.652-6464
E-mail: giovanni.sosa@chaffey.edu