



“I” Statements

COMM 009 Interpersonal Communication

- ▶ SLO—Employ strategies for competently managing relationships in a variety of social contexts
- ▶ Assessment—10 question quiz consisting of true/false, multiple choice, and short answer questions
- ▶ *Create an “I” statement for the following situation:* You want to tell your roommate to clean up part of the apartment because it’s making you crazy.
- ▶ *Create an “I” statement for the following situation:* You want to tell your romantic partner that you are becoming bored and dissatisfied in the relationship.
- ▶ *Create an “I” statement for the following situation:* Your mother or father is very critical of your friends. Instead of telling them off you respond with

COMM 009 Interpersonal Communication

Ⓜ Average Score

71%

Ⓢ High Score

100%

Ⓣ Low Score

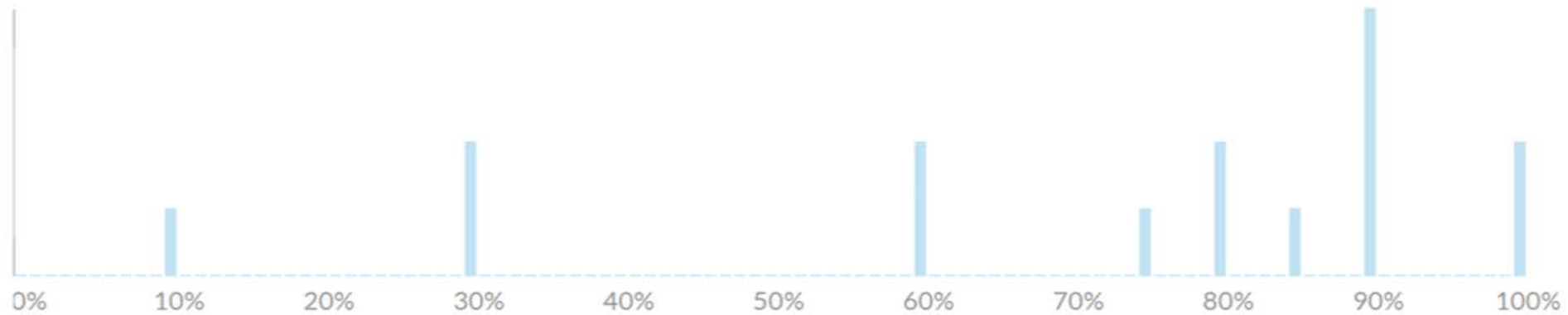
10%

Ⓢ Standard Deviation

5.37

⌚ Average Time




28:58



COMM 009 Interpersonal Communication





Create an "I" statement for the following situation:

You want to tell your roommate to clean up part of the apartment because it's making you crazy.

| | | | |
|--|----------------|-----|--|
| Answers which scored in the top 27% | 11 respondents | 73% |  ✓ |
| Answers which scored in the bottom 27% | 3 respondents | 20% |  |
| Ungraded answers | 1 respondents | 7% |  |

Create an "I" statement for the following situation:

Your mother or father is very critical of your friends. Instead of telling them off you respond with

| | | | |
|--|---------------|-----|---|
| Answers which scored in the top 27% | 9 respondents | 60% |  ✓ |
| Answers which scored in the middle 46% | 2 respondents | 13% |  |
| Answers which scored in the bottom 27% | 3 respondents | 20% |  |
| Ungraded answers | 1 respondents | 7% |  |

Create an "I" statement for the following situation:

You want to tell your romantic partner that you are becoming bored and dissatisfied in the relationship.

| | | | |
|--|---------------|-----|---|
| Answers which scored in the top 27% | 5 respondents | 33% |  ✓ |
| Answers which scored in the middle 46% | 7 respondents | 47% |  |
| Answers which scored in the bottom 27% | 2 respondents | 13% |  |
| Ungraded answers | 1 respondents | 7% |  |

COMM 005 Survey of Human Communication

- ▶ Your relational partner Erick surprised you with a hot fresh puppy for your birthday. There's only one problem—you're allergic to puppies, and he knew that. It seems like he's always doing insensitive things like that. Compose an "I" statement to them that clearly expresses how you feel.
- ▶ You think your dinner partner Ivan's eating behavior is rude and disgusting. Compose an "I" statement to Ivan that clearly expresses how you feel.
- ▶ You want to tell your roommates to clean up part of the apartment because it's making you crazy. Compose an "I" statement to Daniel, Jasmin, Kaitlyn, Tyler, Dave, Jailen, Kayleigh, Karsyn, Serena, John, Brandon, Erica, and Sean, that clearly expresses how you feel.

COMM 005 Survey of Human Communication

⊕ Average Score

54%

⤴ High Score

100%

⤵ Low Score

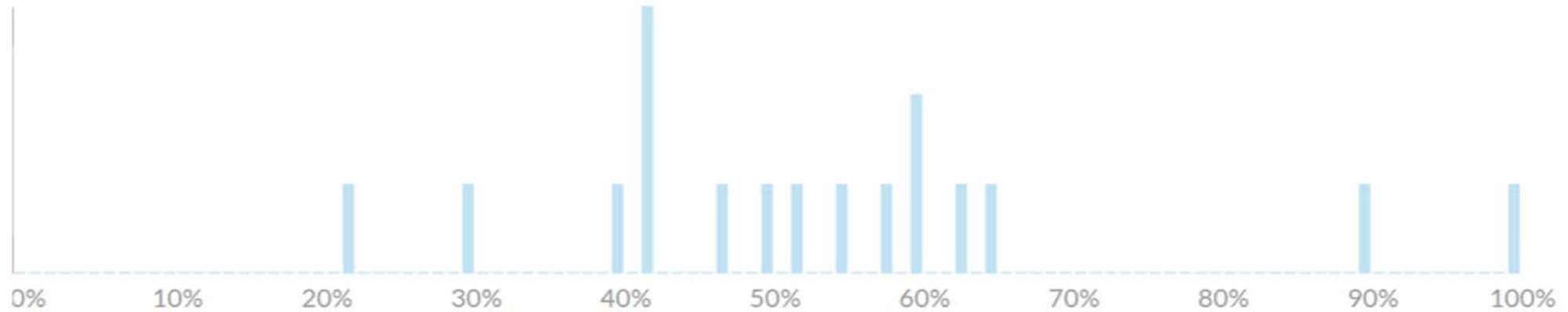
22%

⊖ Standard Deviation

22.66

🕒 Average Time

01:07:55



COMM 005 Survey of Human Communication

- ▶ I feel that you intentionally gave a puppy knowing I am allergic to puppies. I feel you did this on purpose. I don't like your insensitivity. I asked you not to do this.
- ▶ I am disappointed in you. How can you do this to me? I feel like you don't really care about my well-being if you don't know what I am allergic to.
- ▶ I feel upset because you know I'm allergic to puppies. I'd appreciate it if you listened to me more.
- ▶ I appreciate your gesture of a hot fresh puppy, but it worries me that you are not aware of my allergy.
- ▶ I appreciate the gift but feel that my health wasn't taken into consideration.
- ▶ I feel annoyed that you always do things that are very insensitive.

COMM 005 Survey of Human Communication

Your relational partner Erick surprised you with a hot fresh puppy for your birthday. There's only one problem—you're allergic to puppies, and they knew that. It seems like they're always doing insensitive things like that. Compose an "I" statement to them that clearly expresses how you feel. Label each part of your "I" statement.

| | | | |
|--|---------------|-----|-----------------------------------|
| Answers which scored in the top 27% | 8 respondents | 47% | <div style="width: 47%;"></div> ✓ |
| Answers which scored in the middle 46% | 9 respondents | 53% | <div style="width: 53%;"></div> |

You want to tell your roommates to clean up part of the apartment because it's making you crazy. Compose an "I" statement to Daniel, Jasmin, Kaitlyn, Tyler, Dave, Jailen, Kayleigh, Karsyn, Serena, John, Brandon, Erica, and Sean, that clearly expresses how you feel. Label each part of your "I" statement.

| | | | |
|--|---------------|-----|-----------------------------------|
| Answers which scored in the top 27% | 9 respondents | 53% | <div style="width: 53%;"></div> ✓ |
| Answers which scored in the middle 46% | 8 respondents | 47% | <div style="width: 47%;"></div> |

"I got a C on that paper. The worst grade I've ever gotten. I just can't believe that I got a C. What am I going to do?" Compose a paraphrasing statement to Jezabel describing what you heard. Label each part of your paraphrasing statement.

| | | | |
|--|----------------|-----|-----------------------------------|
| Answers which scored in the top 27% | 12 respondents | 71% | <div style="width: 71%;"></div> ✓ |
| Answers which scored in the bottom 27% | 5 respondents | 29% | <div style="width: 29%;"></div> |

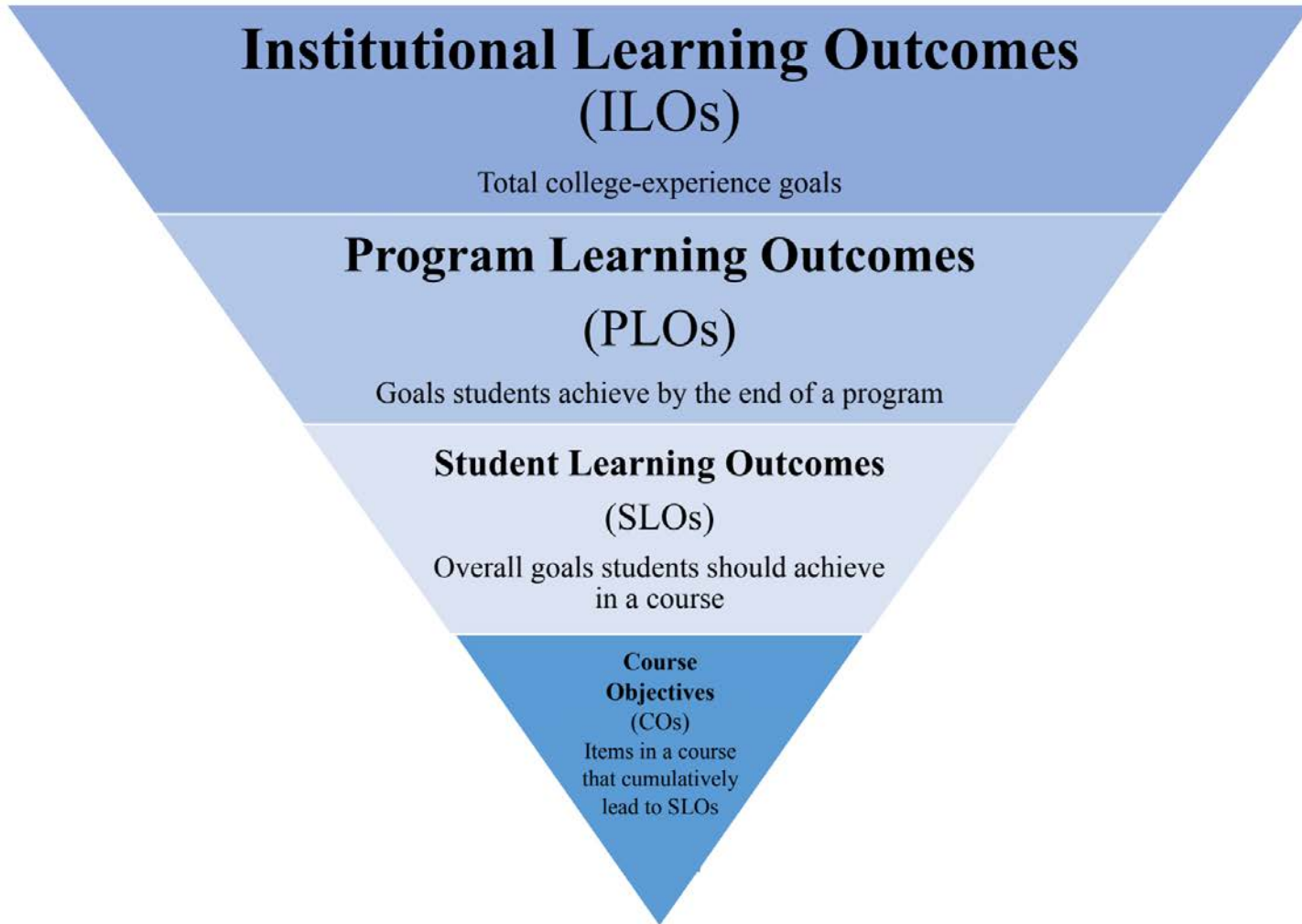
Your cousin Dalia tells you that she's been having trouble with her girlfriend lately. She says she seems to be calling less frequently and she is frustrated. She says that she seems more distantly lately and is concerned that they are drifting apart. Compose a paraphrasing statement back to her that reflects what you heard her say. Label each part of your paraphrasing statement.

| | | | |
|--|----------------|-----|-----------------------------------|
| Answers which scored in the top 27% | 16 respondents | 94% | <div style="width: 94%;"></div> ✓ |
| Answers which scored in the bottom 27% | 1 respondents | 6% | <div style="width: 6%;"></div> |

Does your discipline have an SLO success story to tell? Have you been able to use assessment to improve student learning? Have you made changes to your curriculum as a result of SLO assessment? Or, have you simply found SLOs and assessment more useful than you thought? Then we want to hear from you! The Outcomes and Assessment Committee is hosting its first ever symposium at spring FLEX 2020 called "Celebrate Assessment." We want to share your good works with the rest of campus and help build an affirmative culture of assessment here at College of the Desert. Please message me privately if you have a story you want to tell and would like to be included.



PRINCIPLES OF PLOS



Outcome Pyramid

How does it all fit together?



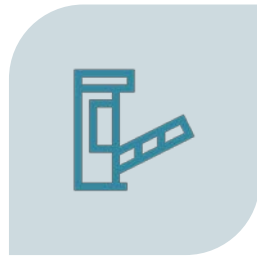
GOALS WE SET
FOR STUDENT
LEARNING



INSTITUTIONAL
LEARNING
OUTCOMES



PROGRAM
LEARNING
OUTCOMES



STUDENT
LEARNING
OUTCOMES



OUTCOMES VS.
OBJECTIVES

What are learning outcomes?

- At COD

Program Learning Outcomes

- What are they?
 - Knowledge, skills, and attitudes that a student should have at the completion of a program.
- What is considered a “program”
 - A course or series of courses that lead to a certificate or degree.
- Like SLO’s, PLO’s should be observable and measurable.
- Rule of Thumb for the number of PLOs needed
 - Programs leading to a **certificate should have 2 PLO’s**
 - Programs leading to a **degree should have 4 PLO’s**



Where do I find my PLOs?



Faculty & Staff


College Services

Use your email user name & password to login

- Campus Email
- Campus Events Calendar
- Campus Portal
- Canvas
- Cranium Cafe
- CourseLeaf CIM - Courses
- CourseLeaf CIM - Programs
- eLumen
- Office 365
- Password Reset
- Vision Resource Center

You are here: [Home](#) > Faculty & Staff

Faculty & Staff



| Administrative Offices | Resources |
|--|---|
| <ul style="list-style-type: none">Fiscal ServicesFoundationHuman ResourcesInformation TechnologyInstitutional Effectiveness and PlanningInstitutional ResearchOffice of InstructionOffice of Student ServicesOffice of the PresidentPublic Relations Office | <ul style="list-style-type: none">Academic SenateAccessibility ResourcesAccessible Course Syllabus TemplateAccreditationAssessment and Care TeamBerger Faculty Innovation CenterCANVAS Training and HelpClassified StaffCollege Planning CouncilDistance Education |

Why PLOs?

- **Program Planning**

Program learning goals help faculty plan the curriculum, assess coherence and sequencing, and evaluate the learning of majors. In addition, they signal the program's disciplinary identity and provide a common language that students, faculty, and staff share.

- **Curricular Assessment and Change**

The assessment of PLOs provides data that takes “felt” issues in a program and illuminates their realities which provides opportunity for tangible change that benefits students.

- **Institutional Cohesion**

They can show how each program within the institution relate to each other and fulfill specific student needs.

- **Improved Academic Advising**

Learning goals for each course are an important first step toward clearly communicating expectations to students and assisting them in matching courses and majors with student interests and capabilities.

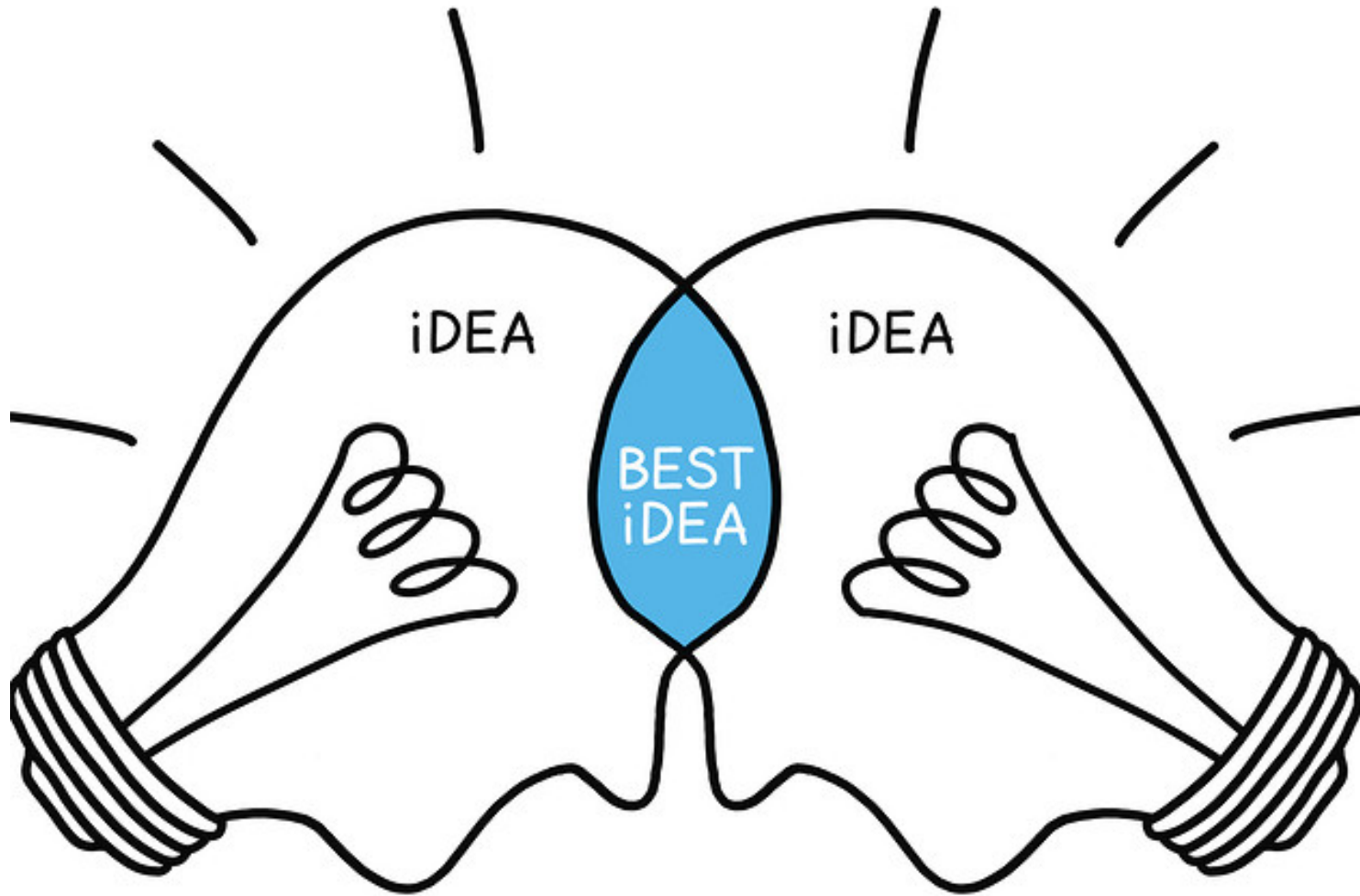
- **Evidence for Accreditation**

They say we gotta.

Writing CLEAR PLOs



- **Cumulative:** PLO's should encompass all of the skills and abilities a student would develop through the entirety of the program.
- **Linked:** PLO's should be directly tied to course SLO's that lead to the program award and Institutional Learning Outcomes.
- **Exclusive:** Be sure your PLO's describe your program specifically.
- **Assessable:** Use Bloom's Taxonomy to ensure that PLO's are measurable.
- **Reflect Students:** PLO's should communicate what students should be able to do once completing the course.



Methods of Development

Begin with Departmental Collaboration

Discuss:

Foundational courses

Capstone course or experience

Areas of concentration in the program

Required/elective courses

A curricular map

Questions to Guide Writing PLOs



- What should my students be able to do when they've finished my program?
- How do my program's courses lead to a "finished" product?
- How could I assess this PLO?

Refining PLOs

What are the key concepts, change points, capstone courses in your program?

What are the three to five most important outcomes on which you would concentrate?

Are your outcomes statements consistent with your statement of purpose and mission?

Are your outcomes statements specific enough to relate only to your program but not so specific that you need a bunch of them to describe your program?

Are your outcomes statements reasonable enough given the ability of your students?

PLO Assessments

- PLOs can be assessed in many ways
 - Direct assessment
 - Key Assessments, Portfolios, and Capstones.
 - Indirect assessment
 - Review of program data
 - Alumni surveys



Great example of PLO's

Compare the following PLO's with the guidelines provided in "A Practical Guide to PLO's"

Advanced First Aid and Safety,
CPR/AED
(Certificate)

of PLO's
appropriate for
Certificate program.

- Assess victims of injury and medical emergencies and apply an emergency action plan.
- Demonstrate advanced knowledge, skills, and techniques in Cardiopulmonary Resuscitation and Automatic External Defibrillator

Outcomes are:

- Cumulative
- Linked
- Exclusive
- Assessable
- Reflect Student abilities

Great example of PLO's

Compare the following PLO's with the guidelines provided in "A Practical Guide to PLO's"

Musical Theater
(Certificate)

of PLO's
appropriate for
Certificate program.

- Students will effectively interpret musical theatre scripts and songs.
- Students will integrate interdisciplinary performance skills required for success in the musical theatre field.

Outcomes are:

- Cumulative
- Linked
- Exclusive
- Assessable
- Reflect Student ability

Example of PLOs not following best practice guidelines

Compare the following PLO's with the guidelines provided in "A Practical Guide to PLO's"

Fire Technology
(AS Degree for employment
Preparation)

- Apply critical thinking skills to research, evaluate, analyze, and synthesize information.
- Display the aptitude and knowledge necessary to qualify for certification exams in their field.

Recommended # of
PLO's for degrees 3-
4

Outcomes are:

- Cumulative
- Not linked to the course
- Not exclusive to the program
- Assessable
- Reflect student abilities

- General CTE outcomes

Example of PLO not following best practice guidelines

Compare the following PLO's with the guidelines provided in "A Practical Guide to PLO's"

Integers
(Certificate)

of PLO's
appropriate for
certificate

- Help students to develop foundational numeracy skills in integers
- Prepare students with a proper knowledge to be successful in the subsequent math courses.

Outcomes are:

- Cumulative
- Linked
- Exclusive
- Not Assessable
- Reflects a teacher focus, not student ability



Reach us at...

SLO@collegeofthedesert.edu



MAPPING SLOS TO PLOS

THE CONNECTION BETWEEN PLOS AND SLOS

- Goal: Effective Data for PLO assessment
- Think of PLOs like a Destination on a map.
- The SLOs for programmatic courses are like Landmarks leading to the Destination.
- SLOs should be mapped to PLOs selectively. SLOs should centrally and directly relate to the PLOs they map to – it is not the goal to “check all that apply.” Not all Landmarks will lead to a Destination!



STRATEGIES FOR MAPPING

TOP DOWN APPROACH

- Start with the PLOs
- Ask: which courses best support this specific PLO?
- From there, examine the course SLOs and selectively map each SLO to the relevant PLO.

BOTTOM UP APPROACH

- Start with the SLOs
- Ask: 1) Which course SLOs are building the foundational knowledge and skills measured in the PLOs?
- 2) Are they at the introductory/development level or are they at the masterly level?
- This approach can be a useful way to start writing/refining PLOs as you identify themes and categories of SLOs.

CERTIFICATE IN TRAVEL

| | PLO 1 Students will apply principles of navigation to travel planning | PLO 2 Students will develop itineraries to maximize time | PLO 3 Students will analyze a travel destination for safety and enjoyment |
|---|---|--|---|
| SLO 1: Students will identify principles of navigation. | | | |
| SLO 2: Students will identify time zones. | | | |
| SLO 3: Students will evaluate destinations for safety. | | | |
| SLO 4: Students will create maps. | | | |

AVOID ROW OR COLUMN MAPPING

| | PLO 1 Students will apply principles of navigation to travel planning | PLO 2 Students will develop itineraries to maximize time | PLO 3 Students will analyze a travel destination for safety and enjoyment |
|---|--|---|--|
| SLO 1: Students will identify principles of navigation. | | ✘ | |
| SLO 2: Students will identify time zones. | ✘ | ✘ | ✘ |
| SLO 3: Students will evaluate destinations for safety. | | ✘ | |
| SLO 4: Students will create maps. | | ✘ | |

AVOID ROW OR COLUMN MAPPING

- Row Pattern: Having an SLO map to all the PLOs.
 - Problem: The SLOs don't function as unique indicators of the PLOs. PLOs will have the exact same outcome data, based on all the same SLOs. PLO performance will then look identical across PLOs.
 - Indicates an overly broad SLO.
- Column Pattern: A PLO is assessed will all or most of the programmatic SLOs.
 - Problem: When assessing the PLOs, this pattern will make identifying why students are performing well or not challenging, as PLO performance may be based on too many or unrelated skills.
 - Indicates overly general PLO.





WORST: OVERMAPPING!

| | PLO 1 Students will apply principles of navigation to travel planning | PLO 2 Students will develop itineraries to maximize time | PLO 3 Students will analyze a travel destination for safety and enjoyment |
|---|--|---|--|
| SLO 1: Students will identify principles of navigation. | ✘ | ✘ | ✘ |
| SLO 2: Students will identify time zones. | ✘ | ✘ | ✘ |
| SLO 3: Students will evaluate destinations for safety. | | ✘ | ✘ |
| SLO 4: Students will create maps. | ✘ | | |

OVERMAPPING

- Most SLOs are mapped to most of the PLOs.
- Problem: Outcome data for this pattern may be impossible to interpret as the data will be highly similar across all PLOs and it will make identifying why students are performing well or not challenging.
- Indicates overly broad PLOs that may need to be refined.

CERTIFICATE IN TRAVEL

| | PLO 1 Students will apply principles of navigation to travel planning | PLO 2 Students will develop itineraries to maximize time | PLO 3 Students will analyze a travel destination for safety and enjoyment |
|---|--|---|---|
| SLO 1: Students will identify principles of navigation. |  | | |
| SLO 2: Students will identify time zones. |  |  | |
| SLO 3: Students will evaluate destinations for safety. | | |  |
| SLO 4: Students will create maps. | | | |

IDEAL PATTERN

- Each PLO is assessed by a unique pattern of SLOs across multiple courses.
- PLO performance will vary and skill deficits can be more easily identified.
- Generates usable data to meaningfully improve programs!
- An ideal map can highlight weak SLOs or unnecessary courses.
- Not all SLOs must be mapped to PLOs.

KEY TAKEAWAYS FOR MAPPING

- When mapping SLOs, be selective.
- SLOs should directly, centrally relate to a mapped PLO.
- Not all course SLOs need to map to PLOs – Only programmatic courses.
- One SLO within a programmatic course should map to at least one PLO.
- Avoid row, column, and overmapping SLO/PLO mapping patterns.
- Unmapped SLOs are possible but critically evaluate their necessity.
- Ask: Which of the SLOs will be the best indicators of the PLO?



SLO DOWN

with

Corbyn & Sarah

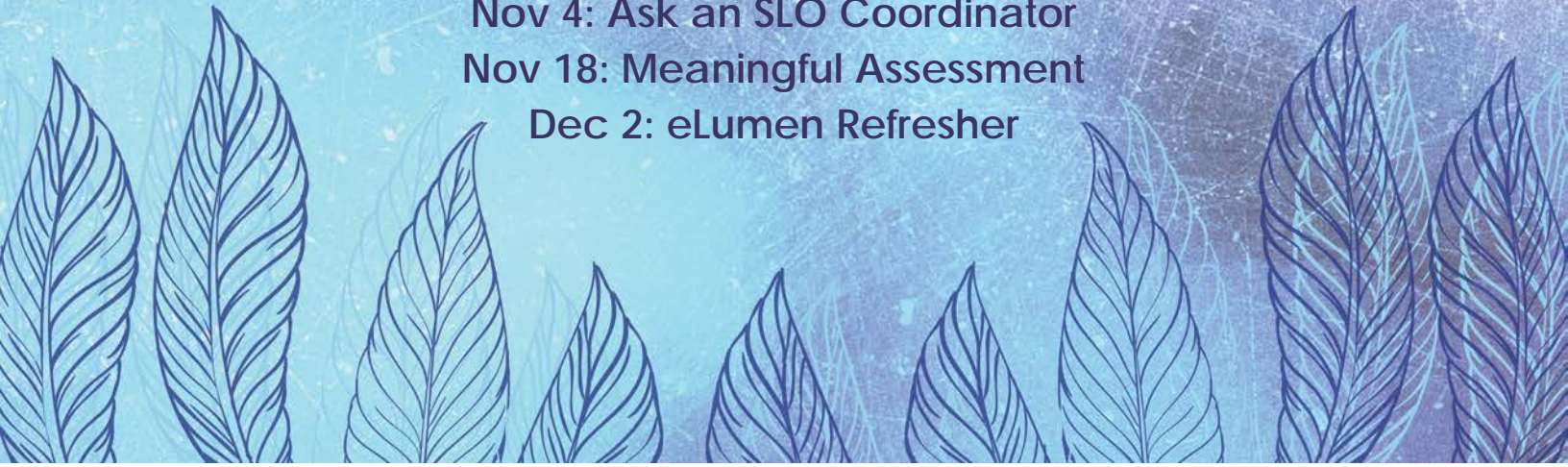
**Come enjoy discussions on Assessment, SLO & PLO
Revision, eLumen, and more!**

Every other Wednesday starting October 7th

<https://cccconfer.zoom.us/j/95263353877?pwd=OXNPNWdSNnM1ZXJOdHFYYWhVdjJhZz09>

2:00-3:00 PM

**Oct 7: Principles of PLOs
Oct 21: Mapping SLOs to PLOs
Nov 4: Ask an SLO Coordinator
Nov 18: Meaningful Assessment
Dec 2: eLumen Refresher**



Assessment Strategies for Online Learning



Things that Stay the Same

- Clear connection between SLOs and Assessment Tool
- Isolating a single SLO to assess
- Differentiating between grades and achievement of SLO



Challenges in Assessing Online

- Authenticating student work
 - How do we know the student is doing their own work under the required parameters?
- Choosing the right assessment tool
 - Does our assessment tool give students an opportunity to show their learning?
- Working with student limitations
 - How do we deal with students who may lack resources or technology to participate?



Creating Authentic Assessments

- Be realistic.
- Require judgment and innovation. Ask the student to “do” the subject.
- Assess the student’s ability to efficiently and effectively use knowledge and skill to negotiate a complex task.
- Allow appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and products.
- Defy “easy-outs” like googling answers or cheating. If you found it online easily, so can they.

What Tool Would You Use?

- Identify
- Explain
- Apply
- Demonstrate
- Verbalize
- Create
- Synthesize
- Describe
- Analyze
- *Understand?*



Choosing the Assessment Tool

Learning Outcomes

Assessment Strategies

Identify...

Post photographs, complete a quiz

Describe...

Write an essay, create a graph

Analyze...

Write a lab report, relate a theory to a real world scenario

Create...

Write programming code, build a model

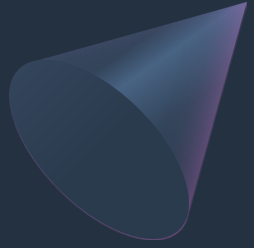
Synthesize...

Create a blog or wiki, complete a research paper

Student Limitations

- Avoid using new or complex technology as part of your assessment tool
- To increase participation, remind students that the assignment is posted or due
- Be very clear about expectations
- Offer multiple opportunities to assess the same SLO





Ideal Assessment Online Tool?



Discussion!

- In an in-person context, discussion rarely works well as a meaningful assessment tool but in online learning, discussion is a great tool!
 - Narrow focus on specific learning outcomes. Write the discussion topic to allow students to specifically address the SLO.
 - Low stakes and low technology requirement. Easily differentiate between grades and outcome achievement by grading credit/no-credit.
 - Easily authenticated. With an open-ended question that incorporates student experience, it is difficult for students to cheat.
 - Multiple opportunities to assess a student's learning in a single assignment. Don't neglect the replies!

