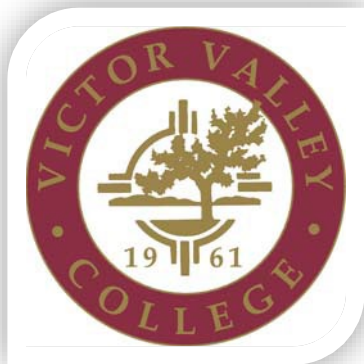


Learning Outcomes and Assessment Handbook for Victor Valley College



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INTRODUCTION

The SLOAC Handbook can be located online on the following webpage:
<https://www.vvc.edu/student-learning-outcomes-assessment-committee>

PURPOSE OF THE HANDBOOK:

The purpose of this handbook is to provide guidance with development of SLOs, PLOs, ILOs, and assessment practices. Good assessment requires faculty with expertise and resources to measure and report learning in a variety of courses, under diverse conditions, about students with varied abilities and levels of academic engagement.

Higher education faculty members are hired for their discipline expertise. Assessment is a thoughtful and well-planned part of teaching. Many of us emulate the most effective faculty from our own college experience but assessing student learning is not new to faculty; we do this every semester as we evaluate student work. However, meeting the assessment expectations delineated in the accreditation standards requires conventions beyond typical grading.

SLOAC COMMITTEE: HISTORY, FUNCTION, AND CHARGE

HISTORY:

The Student Learning Outcome/Assessment Committee (SLOAC) committee was formed as a committee of the Academic Senate and met for the first time in February 2011.

The Student Learning Outcome/Assessment Committee is a working group that has developed Institutional Learning Outcomes as well as a train-the-trainer approach to learning and using Improve (formerly TracDat). The SLOAC committee facilitated the assessment of Course Level Student Learning Outcomes (SLOs), Program Level Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs).

FUNCTION:

The chair reports to the Academic Senate during the Academic Senate monthly meetings on the first Thursday of the month during the fall and spring semester, when Academic Senate committees and subcommittees present their reports. The College realizes that assessment efforts require department/discipline leadership, and the SLOAC committee was formed to propose changes and offer suggestions to expand and improve assessment practices at the College. The duties of the committee include maintaining assessment-related documentation, reporting to departments/disciplines on assessment issues and activities, and presentation, reporting and documenting assessment activities. The committee promotes a high level of proficiency in maintaining rubrics, SLO and Course Outline of Record consistency, and continuous assessment. The purpose of maintaining consistency and continuity is to improve student success and learning.

This committee holds meetings on a regular basis during the fall and spring semesters. For current meeting dates and times, please contact the Academic Senate Vice President.

SLOAC MEMBERSHIP

The Student Learning Outcomes Assessment Committee (SLOAC), a sub-committee of the Academic Senate, consists of a chair and faculty members appointed by the Senate. The committee maintains the values of shared governance and academic freedom and is charged with: developing campus policy related to student learning outcomes (SLOs) and program learning outcomes (PLOs); providing guidance and support to faculty and members of the campus community in the development of learning outcomes for courses, programs, degrees, and the institution; reviewing SLOs and PLOs to ensure a uniform, high standard for assessment; and evaluating assessment policies to ensure relevant links to program review, College planning and budgeting and compliance with accreditation standards and education policy.

SLOAC Committee Role:	Position:	Title:
SLOAC Committee Chair	Chair	Chair/Faculty
Faculty Members	Member	Faculty
SLO Coordinator	Member	Faculty
Accreditation & Assessment Coordinator	Guest	Support staff
Resource Members	Deans	Support Staff
Resource Members	Chairs	Support Staff
Resource Members	Institutional Research	Support Staff
Resource Members	Curriculum Committee	Faculty
Resource Members	IPRC	Faculty

CHARGE:

The Student Learning Outcomes Assessment Committee (SLOAC), as a committee of the Academic Senate, maintains the value of academic freedom and is charged with: developing campus policy related to Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs); providing guidance and support to faculty and members of the campus community in the development of learning outcomes for courses, programs, and the institution; reviewing SLOs, PLOs and ILOs to ensure a uniform, high standard for assessment; and evaluating assessment policies to ensure relevant links to program review, College planning and budgeting, and compliance with accreditation standards and education policy and process.

PHILOSOPHY OF ASSESSMENT AT VICTOR VALLEY COLLEGE

HISTORY OF ASSESSMENT:

The mission of Victor Valley Community College:

VISION

Committed to equity and social justice, Victor Valley College will be the model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meet community needs.

VALUES

As a student-centered learning organization, we will uphold the following core values:

- Excellence - providing superior service and educational learning opportunities
- Integrity - guiding the college's actions with an internally consistent framework of principles
- Accessibility - facilitating access to the college's programs from other locations
- Diversity - valuing different points of view and contributions of all
- Collaboration - encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal
- Innovation - providing creative approaches to learning problem solving and growth

MISSION

Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.

GOALS

District Goal 1 - Student Experience and Success. VVC will empower students and cultivate excellence in student learning and achievement, transfer-level course completion, engagement, retention, persistence, graduation, transfer, and job placement for its graduates. VVC will champion an equity-minded frame that fosters responsible attitudes toward cultural diversity, personal responsibility, community engagement, inclusivity, and cultural humility.

District Goal 2 - High Quality Practice/Excellence. VVC will continue to develop and implement high-impact, student-centered practices, showcasing VVC's dynamic, diverse, and highly trained workforce, to promote equitable, innovative, and evidence-based best practices across all campus operations. VVC will continuously demonstrate the quality of its programs by conducting ongoing and systematic improvements using research, assessment, and the professional expertise of its workforce members.

District Goal 3 - Institutional Learning. VVC will transform its environment through its investments in a culture of inquiry that emphasizes engaged and collaborative learning through action research. Such powerful scholarship across campus will inspire meaningful contributions to the

workforce and local community to create world class innovative teaching and student service practices. In turn, VVC will empower a new generation of lifelong learners with multi-cultural and global competencies.

The college expects students to demonstrate skills, solve problems and think critically about what they have learned. The College's faculty, staff, and administrators recognize that measuring student learning is more than identifying patterns in course completion rates and GPAs; the College is committed to thinking critically about how students learn and how each component of the college contributes to the learning process. Assessment procedures are based on the following points:

1. The College has always undertaken some form of evaluation of learning but has now formalized the evaluation process through assessment methods. Each area of the campus has a formal on-going self-reflective cycle of evaluation that is tied to program review and program planning to determine how a discipline, department or program contributes to improvement of student learning.
2. Beyond measuring effectiveness, the assessment processes feature dialogue as a major component of the evaluation cycle, a discussion of results among members of discipline, department and program. In addition, the development of assessment processes is guided by the following principles: faculty participate in writing, assessing, evaluating and planning; the faculty create assessment methods and evaluate processes for courses, and programs; assessment can be quantitative and/or qualitative; substantive dialogue exists among faculty of the College to improve teaching and learning and student success.

THE NATURE OF ASSESSMENT:

Learning Assessment is the process by which educators determine whether and how well the intended learning outcomes for an activity, a unit, a class, or a program have been achieved. The complete assessment process includes the collection and evaluation of information about student learning, dialogue among discipline faculty, planning for improvement for the discipline or program. Through these steps, an assessment loop is completed, and the cycle continues with the implementation of these plans, and reassessment to determine whether and to what degree improvement occurred.

THE PURPOSE OF ASSESSMENT:

Linda Suskie (2009, 58) explains that “[a]ssessment can help improve the quality of teaching, learning, programs, and planning and decision making.” Moreover, assessment provides for transparency and accountability by providing evidence for institutional effectiveness to the stakeholders (*ibid.*). Accordingly, information collected through appropriate assessment methods is used to plan, maintain, and implement changes in curriculum, course and program design, and instructional practice for the purpose of achieving and improving student learning.

THE VALUE OF ASSESSMENT:

The systematic and effective practice of assessment on the course, program, and institutional levels is a primary standard of quality for educational institutions, a critical requirement for maintaining institutional accreditation, and a mechanism to demonstrate public accountability and accountability to Victor Valley College students.

RESPONSIBILITY FOR ASSESSMENT:

Institutional policies, procedures, and practices regarding learning outcomes assessment are academic and professional matters for which the Board of Trustees relies on the advice and judgment of the Academic Senate. Instructors within each discipline have the authority and responsibility to design, direct, and participate in all components of assessment. The district is responsible for providing sufficient training, research assistance, and technical support for faculty to effectively engage in and document the practice of learning outcomes assessment. Students are responsible for achieving the learning that is measured through the procedures and practice of assessment.

LIMITATIONS OF ASSESSMENT:

Disciplines may not use assessment to restrict the academic freedom of individual instructors to exercise professional judgment in selecting course materials, methods of evaluation and instruction, assignments and other learning activities. The district may not use assessment data to justify program discontinuation or merger or to support decisions regarding faculty compensation, tenure, advancement, assignment, discipline or termination.

METHODS OF ASSESSMENT:

Faculty are best qualified to identify and implement the methods of and procedures for assessment that are most effective within their own disciplines. Victor Valley College faculty agree, however, that assessment is most valuable when it is authentic¹, direct, multidimensional, ongoing, course-embedded, formative and summative, aligned with institutional and program purposes, and used as the basis for institution-wide improvement.

INSTRUCTIONAL ASSESSMENT PROCESSES**THE SLO ASSESSMENT PROCESS:**

Student Learning Outcome Assessments are developed and evaluated in a collaborative effort by instructors teaching a specific course. The instructors are discipline experts in terms of information on the needs of the students, instruction, skill development, and practical application of concepts learned. The course SLOs are vetted and established departmentally; a current list of all course SLOs is maintained in CurriQunet META.²

THE PLO ASSESSMENT PROCESS:

The purpose of program-level assessment is threefold: (1) to provide evidence of exemplary programs, (2) to identify courses that need improvement, and (3) to identify student improvement. The Academic Senate defines a program in the following manner:

For the purpose of program learning assessment practice and reporting, an “instructional program” is a

¹ Suskie (2009) defines authentic assessment as “Performance assessments that ask students to do real-life tasks, such as analyzing case studies with bona-fide data, conducting realistic laboratory experiments or completing internships.”

² See pp. 13-15 in this handbook for information on the process of writing an SLO. The SLOs are assessed and a narrative is written according to a cycle established by the department. The results of the assessment are housed in Improve, and the data is analyzed in program reviews and departmental meetings.

defined sequence or grouping of courses within a discipline required for the completion of a major, degree, or Chancellor-approved certificate at Victor Valley College.

PLOs are written by the Program.³ The PLOs are assessed and a narrative is written according to a cycle established by the program. The results of the assessment are housed in Improve, and the data is analyzed in program reviews and departmental meetings.

CLOSING THE LOOP ON SLO AND PLO ASSESSMENT:

Faculty within a department are responsible to widely discuss and document SLO and PLO assessments. Closing the loop includes, but is not limited to, 1) addressing which assignments and questions are meeting the criteria for success, and which are not 2) discussion of faculty actions plans for pedagogical changes to improve course outcomes, 3) rubric developments and changes, 4) proposed modification to the SLOs/PLOs. The schedule of which courses and outcomes will be evaluated is set by the 6-year calendar. Given that departments are widely discussing and documenting this process, it is recommended that this discussion occurs at departmental meetings, either in person and documented in the minutes of the meeting, or virtually, e.g. through the LMS (i.e. through Canvas), or through recorded video conferences.

THE ILO ASSESSMENT PROCESS:

During the Spring 2013 semester, the College piloted the Institutional Learning Outcomes (ILO) project. In Spring 2017 semester the College re-assessed the ILOs using the same testing instrument from the pilot project. An effective method to meet state requirements was developed, and the participation of the disciplines was very helpful to the College in completing the ILO project. SLOAC plans to use data from SLOs and PLOs mapped to ILOs as a method for assessment.

The SLOAC committee agreed on the following parameters for future ILO assessment:

The ILO assessment will consist of an online test. We are using the same proficiency profile in both years that focuses on and measures all five Senate-adopted ILOs. By using the same testing instrument, the College now has a quantitative and qualitative means of comparison. Furthermore, the test has a common rubric that furnishes the same measurement.

Victor Valley College's ILOs are:

1. **Communication:** Read and write analytically including evaluation, synthesis, and research; deliver focused and coherent presentations.
2. **Computation:** Apply complex problem-solving skills using technology, computer proficiency, decision analysis (synthesis and evaluation), applications of mathematical concepts and reasoning, and the analysis and use of numerical data.
3. **Creative, Critical and Analytical Thinking:** Apply procedures for sound reasoning in the exercise of judgment and decision making; demonstrate intellectual curiosity, academic integrity, and a respect for learning; solve problems through analysis, synthesis, evaluation and creativity; identify, evaluate and appropriate use of multiple sources of information. Utilize the principle of charity, by which alternative

³ See pp. 15-18 in this handbook for information on the process of writing PLOs.

- viewpoints and diverse voices are represented accurately and considered fairly.
4. **Social and Personal Responsibility:** Evaluate the relationship between natural, social and economic systems and the significance of sustainability; demonstrate responsible attitudes toward justice with respect to cultural diversity, citizenship, personal contribution to local and international communities, and the effect of human actions on the environment.
 5. **Information Competency:** Demonstrate information competency and critical thinking skills through their ability to effectively locate, retrieve, evaluate and utilize library and information resources within the guidelines of academic standards to meet collegiate and personal information needs.
 6. **Health and Human Flourishing:** Synthesize educational aims into a holistic approach to the many facets of human flourishing; apply principles of physical, psychological and emotional health and fitness; demonstrate scholarly skills that support intellectual virtues for life-long learning; embrace concepts of fiscal responsibility; and define goals that extend beyond oneself.

The ILO assessment quantifies and qualifies success in Critical and Analytical Thinking. Students that achieve high scores on this assessment demonstrate skill in competencies required to be successful in four-year institutions. Moreover, high scores demonstrate non-academic skill competencies that produce the “whole student.” As all five of the ILOs support the mission of the College, achievement demonstrates the success of the College in serving students.

CRITERIA FOR SUCCESS:

SLOAC recommends that departments and programs adopt consistent criteria for determining whether an outcome has been successfully imparted to the student(s). Through consistent criteria, the data become meaningful when comparing assessments through “loop” cycles. The recommended criterion for success is that 70% of the students who have submitted the assignment received 70% or better on the aspects of the assignment that specifically pertains to the learning outcome.

As grades are not identical to assessment, it is crucial that faculty consider whether a grade is composed of elements beyond the learning outcome being assessed and filter out those aspects of the grade, e.g. if a raw grade includes late penalties, points pertaining to style/grammar, or material pertaining to other outcomes or course objectives aside from the SLO/PLO in question, then those should be factored out of the assessment.

To facilitate filtering elements of the grade that are specific to the assessment, it is recommended that faculty develop rubrics that isolate the elements of the raw grade. Otherwise, one risks conflating the raw grade of an assignment that is linked to an SLO or PLO with an assessment of the SLO or PLO itself.

THE PROCESS OF MAPPING:



The College uses Improve (formerly TracDat) to map SLOs to PLOs, and SLOs and/or PLOs to ILOs. The following examples illustrate how this is accomplished.

Example #1:

Those disciplines that do not have a degree or certificate will map all course SLOs to the ILOs.

ASSESSMENT MAPPING > SLO - PLO or ILO Mapping

- Institutional Level Outcomes - Institutio... | Course Assessment - SLOs
X = X - Selected

Search by Keyword	SLO 1 Ask and respon...	SLO 2 Demonstrate ab...	SLO 3 Demonstrate re...
ILO 1: Read and write analytically including evaluation, synthesis, an...	X	X	X
ILO 2: Apply complex problem-solving skills using technology, computer...	X	X	X
ILO 3: Apply procedures for sound reasoning in the exercise of judgeme...	X	X	X
ILO 4: Evaluate the relationship between natural, social and economic ...	X	X	X
ILO 5: Students demonstrate information competency and critical thinki...	X	X	X
ILO 6: Synthesize educational aims into a holistic approach to the man...	X	X	X

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Example #2:

For those programs that assess at the PLO level per the adopted of Academic Senate.⁴

Mapping SLOs to PLOs in Improve:

INST - HASS - PHILOSOPHY/RELIGIOUS STUDIES					
ASSESSMENT MAPPING > SLO - PLO or ILO Mapping					
Academic Program Assessment - PLOs		Course Assessment - SLOs			
Search by Keyword		SLO 1: Discuss the m...	SLO 2: Summarize the...	SLO 3: Summarize, an...	SLO 4: Define major ...
PHIL PLO 1: Define and discuss the methods and subject matter of the a...	X	X	X	X	
PHIL PLO 2: Identify, discuss, and evaluate works of major philosophi...	X	X	X	X	
PHIL PLO 3: Reason effectively about values, including the applicatio...	X	X	X	X	
PHIL PLO 4: Recognize, analyze, evaluate, and apply inductive and ded...	X	X	X	X	

Mapping PLOs to ILOs in Improve:

INST - HASS - PHILOSOPHY/RELIGIOUS STUDIES					
ASSESSMENT MAPPING > PLO - ILO Mapping					
- Institutional Level Outcomes - Institutio...		Academic Program Assessment - PLOs			
Search by Keyword		PHIL PLO 1: Define a...	PHIL PLO 2: Identif...	PHIL PLO 3: Reason ...	PHIL PLO 4: Recogni...
ILO 1: Read and write analytically including evaluation, synthesis, an...	X	X	X	X	
ILO 2: Apply complex problem-solving skills using technology, computer...	X	X	X	X	
ILO 3: Apply procedures for sound reasoning in the exercise of judgeme...	X	X	X	X	
ILO 4: Evaluate the relationship between natural, social and economic ...	X	X	X	X	
ILO 5: Students demonstrate information competency and critical thinkl...	X	X	X	X	
ILO 6: Synthesize educational aims into a holistic approach to the man...	X	X	X	X	

GUIDANCE ON HOW TO CONDUCT ASSESSMENTS

HOW TO WRITE SLOS:

Student Learning Outcomes: Knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate

⁴ See pg. 16 for the definition of a program adopted by the Academic Senate.

experiences. (*ACCJC Standards Glossary*) Student Learning Outcomes, Learning Objectives, and associated Methods of Assessment must be defined for each course and are required components of each Course Outline of Record.

Learning Outcomes (SLOs)	Learning Objectives
Outcomes are limited in number, comprehensive, and combine numerous discrete skills and concepts	Objectives are numerous, narrow in scope, and descriptive of discrete skills and concepts.
Outcomes are attained through synthesizing a sequence of learning experiences and activities and are measured by integrative assessments.	Objectives are attained and assessed through individual assignments and learning activities that are restricted in focus or scope.
Outcomes describe the highest levels of cognitive, psychomotor, and/or affective learning.	Objectives may be limited to the pre-critical levels of cognitive, psychomotor, and affective learning.

Learning Objectives state knowledge and skills that are required in order to achieve the identified Learning Outcomes (SLOs) for a course. SLOs are course-specific. Course Learning Objectives should be directly related in content to a specific Learning Outcome and should contribute to the attainment of that Learning Outcome.

CRITERIA FOR COURSE- LEVEL SLOs:

1. Limited in number (3-6 per course).
2. Incorporate action verbs appropriate to the discipline (see Taxonomy in [Appendix A](#)).
Avoid the following: "understand," "learn," "know."
3. Call for critical thinking.
4. Refer to required topic areas or themes from the "course content."
5. Integrate essential concepts and skills.
6. Summarize all knowledge and skills intended to be achieved in the course.
7. Useful for creating assignments and/or activities by which intended learning is achieved.
8. Measurable by means of identified course-embedded methods of assessment.

Assessment: Methods that an institution employs to gather evidence and evaluate quality (*ACCJC Standards Glossary*). Student learning outcomes and their systematic assessment are mandatory components of all curricula, certificate and degree programs, and the general education program as described under Board Policy and Administrative Procedure 4025.

Formally approved student learning outcomes define the knowledge and skills to be achieved and assessed in the courses and programs of a given discipline. The ongoing and systematic

practice of learning assessment for all courses, programs, and institutional learning outcomes is a primary responsibility of all faculty.

Achievement of student learning on the course, program, and institutional learning outcomes is assessed by class-embedded methods that are aligned with course outcomes and coordinated with instructional strategies and learning activities. In addition to the measurement of learning, learning assessment may include the analysis of data, dialogue, planning for improvement, and implementation and evaluation of these plans.

Faculty design, direct, and control of all aspects of learning assessment and improvement within their respective disciplines. However, assessment practices that restrict the academic freedom of individual instructors to exercise professional judgment in the selection of course materials, methods of evaluation, methods of instruction, assignments, and other learning activities are impermissible.

The purposes of learning assessment are the improvement of student learning and the improvement of instructional practice. Assessment data may not be used for decisions regarding faculty compensation, tenure, advancement, assignment, discipline, or termination. Moreover, assessment data may not be used to justify the merger or discontinuation of programs.

CRITERIA FOR SELECTING METHODS OF ASSESSMENT:

1. Direct observation of student performance is preferable.
2. Target complex tasks that authentically demonstrate attainment of the SLO being measured (cf. [The Case for Authentic Assessment](#)).
3. Embed assessment in methods used to evaluate regular graded coursework.
4. Select methods that are sufficient to measure all intended learning.
5. Select methods that will produce detailed data for use in improvement planning.
6. Utilize rubrics that translate qualitative assessment into quantitative scores, Canvas is recommended for this process.

METHODS OF ASSESSMENT:

The methods of assessment can be found both in CurriQunet METAand Improve. Examples include but are not limited to:

- Exams
- Tests
- Quizzes
- Research Projects
- Portfolios
- Papers
- Oral Presentations
- Projects
- Field Trips
- Simulations
- Class Participation
- Class Work
- Group Projects

- Lab Work
- Home Work
- Standard instrument measuring student subjective opinion
- Standardized Testing/Standardized instrument objectively measuring student knowledge
- Online discussion boards
- Student satisfaction with their educational experience
- Competency-based written and practical tests which demonstrate the students' ability to apply skills and concepts learned to minimum standards established by the instructor
- Labor Market Information
- Capstone Assignment Projects
- Internship/Field Replacement
- Observations
- Surveys
- Writing Assignments

EXAMPLES OF COURSE SLOs⁵

CHEMISTRY 100:

Upon completion of the course the student can:

1. Identify, define, solve, and discuss qualitative and quantitative chemical principles
2. Identify, discuss, and characterize common functional groups inorganic chemistry
3. Identify, define, and discuss qualitative principles related to biochemistry
4. Laboratory Component: Demonstrate proficiency in basic laboratory techniques

AUTOMOTIVE 77:

Upon completion of the course the student can:

1. Safely and responsibly perform automotive repairs while minimizing the negative impact on the environment.
2. Effectively perform service-writing and management operations while complying with local and state laws.

PHILOSOPHY 114:

Upon completion of the course students can:

1. Analyze the role of state and the relationship between the individual and the state.
2. Describe and critique the contributions of classic, modern, and contemporary political theorists.

3. APPLY THE ANALYTICAL CONCEPTS AND NORMATIVE THEORIES OF SOCIAL AND POLITICAL PHILOSOPHY TO CURRENT CONTROVERSIES REGARDING THE ORGANIZATION OF POLITICS IN A SOCIETY. HOW TO WRITE A PLO:

Program Learning Outcomes (PLOs) are measurable statements that define the specific

⁵ The examples found in this section illustrate a recommended format for SLOs/Assessments//Objectives. These examples are not intended to reflect the approved curriculum of current Victor Valley College courses.

knowledge, skills, attitudes and habits of mind that we expect our students to master upon completion of our programs. Mapping of course outcomes to program and institutional level outcomes is essential.

WRITING PROGRAM OUTCOMES:

- State the program purpose or mission
- What do you attend your students to learn in your program
- Consider other areas or programs that feed into or interact with your program
- Analyze community expectations for the program
- Survey program descriptors and accomplishments
- Review the components of the program and
- Determine participant expectations

DEFINING PROGRAMS FOR THE PURPOSE OF ASSESSMENT:

According to ACCJC Eligibility Requirements for Accreditation ([Adopted June 2014, pg. 3](#)):

The institution defines standards for student achievement and assess its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

Moreover, Title 5 § 5500 defines an educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. An instructional program is defined as a discipline and an organized sequence or grouping of courses leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education.

The Academic Senate has approved the following definition of [Overarching PLOs](#) (Dec 3,2020):

Overarching Program Learning Outcomes

- I. Learning Outcomes of the Program (one set of outcomes that apply to all certificates and degrees) Program Learning Outcomes are one set of general overarching statements showing what the program (all certificates and degrees) intends to accomplish. Program Learning Outcomes are one set of broad statements of the kinds of learning you hope students will achieve. They describe learning outcomes and concepts (what you want the student to learn) in general terms (e.g. clear communication, problem solving, etc.) Program Learning Outcomes are statements of long range intended outcomes of the program including all degrees and certificates. They describe the knowledge, skills, and values expected of students and should be consistent with the mission of the program and the institution.
- II. Possible Approaches for Generating Program Learning Outcomes
 - A. Describe the “perfect student” in your program in terms of his/her knowledge,

- abilities, values, and attitudes.
- B. Answer these questions; what does the student know (cognitive), what can the student do (performance/skills), what does the student care about (affective).
 - C. Course outcomes inventory: review course syllabi, assignments, tests, and any additional materials and categorize the instructional materials into
 - (i) recall or recognition of factual information,
 - (ii) application and comprehension, or
 - (iii) critical thinking and problem solving. From this inventory, determine the outcomes which are taught, and use them as a starting point for determining program outcomes.
 - D. Often broad overarching outcome statements are quite similar from program to program and from institution to institution. Looking at what is in use elsewhere can reaffirm or serve as a starting point for brainstorming.
- III. Structure of the overarching outcome statement “To (action verb) (object) (modifiers)”
Examples: to pass students who are prepared for industry to adequately prepare students for four-year level transfer
 - IV. Checklist for Overarching Program Learning Outcomes
 1. Are the program outcomes consistent with the program mission?
 2. Are your outcomes aligned with the program values?
 3. Do your program outcomes describe desired performance, including passage of state and/or board exams, if required?
 - V. Adding to Curriqnet/META Once you have formulated your program learning outcomes, add them to your degrees and certificates on Curriqnet/META. Be sure you include them in your program review too.
 - VI. Map Program Outcomes to Student Learning Outcomes and Institutional Learning Outcomes in Nuventive or current system.

WRITING A MISSION STATEMENT FOR A COMMUNITY COLLEGE PROGRAM:

It is important to begin the process by developing a program mission statement. A mission statement explains what the program goal or goals are in a sentence or two. It is a simple statement that encapsulates the direction or purpose of the program.

GETTING STARTED:

These statements are best written with faculty representatives. Students, staff, faculty, and deans should meet to create this statement. CTE programs rely on industry advisory groups to assist with defining certificates, degrees and programs.

STEP 1:

Brainstorm the activities of the program. List what the program does and how it does things. What makes the program unique? Why does this program exist? What are the defining characteristics of this program?

STEP 2:

Begin by writing who you are, what you do, for whom are you writing, and why.

STEP 3:

Take this statement and modify it by asking questions.

Does this represent us?

Is this really what we do? Is

this all we do?

Does this include our unique features?

Does this include the aspects that make us successful?

Does everyone involved in the program understand the statement? Does the statement suggest a vision and mission for the future?

STEP 4:

Compare your statement to other mission statements online or other departments on your campus and modify again. Refine the statement so that it is clear and succinct.

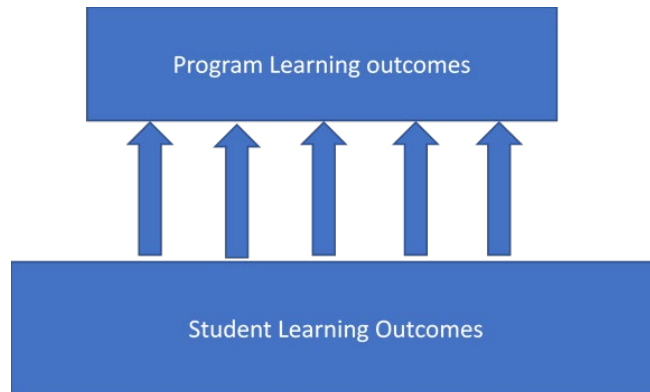
WRITING PLOs:

Articulating the program goals, and mapping the appropriate course SLOs, are important foundations in finalizing draft PLOs. It is also important to consider external requirements or expectations after a program or course of study. This would include an analysis of:

1. The community or employer expectations
2. Professional standards and expectations
3. Alignment between course, program, and institutional outcomes
4. Student expectations and needs, and transfer institution expectations

ASSESSING PLOs:

Victor Valley College policy for assessing PLOs is twofold and is based on the type of program that is performing the assessment. Community colleges often do not have programs that end in a capstone course or project required to finish a degree or certificate; therefore, those programs that do not have a capstone course, or other unique assignment to assess their PLOs by the process of mapping the SLO to the PLO. Even though the SLO are more specific in nature, as compared to the PLO, they are directly related to fulfilling the requirements of the PLO. Course SLOs are mapped to the program PLOs in Improve.



The other method for assessing PLOs is the use of a unique (or direct) assessment of the PLO using a project, portfolio or capstone course. Unique assessment of the PLOs is used by programs that have determined students fulfill the requirement of the PLOs by finishing a series of courses and have to demonstrate a skill set required to obtain a certificate or degree.

The goal is to explicitly state overarching outcomes that represent skills, knowledge, and abilities the students attain as a result of the program of study. This may include activities beyond course work (field trips, internships, volunteer experiences).

Depending on the assessment cycle established by the program, assessment narratives will be completed by the head or chair overseeing the program. Upon completion, the PLO assessment is submitted to the chair. The PLO assessment is housed in Improve (formerly TracDat).

HOW TO SUBMIT/REPORT AN SLO ASSESSMENT REPORT:

Assessment Reports are inputted into the Nuventive Improve Platform:

The SLO Assessment appears as follows:

VICTOR VALLEY COLLEGE
Student Learning Outcomes (SLOs) Assessment Form
Course Assessment

Division: _____ Program: _____
 Course Number and Name: _____ Extension: _____
 Assessment Completed By: _____ Term Assessed: _____
 Reviewed By: _____

Related ILO	Related PLO	Course Intended Outcomes <small>(Per active COR in CurricUNET) All SLOs must be written verbatim from the COR.</small>	Next Assessment Date <small>(Per 6 year Calendar)</small>	Methods of Assessment and Criteria for Success <small>(criteria in a % format)</small>	Summary of Data Collected <small>(Data in % format)</small>	Analytical Narrative: <small>Did the assessment meet the criteria? What did you learn from the conducted assessment? What would you change?</small>
		SLO 1.				
		SLO 2.				
		SLO 3.				
		SLO 4.				
		SLO 5.				
		SLO 6.				
		SLO 7.				

Delete rows and add rows to the above table and add pages as needed.

1 Victor Valley College SLO Assessment Form SLOAC Draft: 03/28/2018

The department chairs will be in contact with full-time faculty to relate which, if any, courses they must assess during the semester. This will depend upon the assessment schedule/calendar and faculty assignments. Part-time faculty are invited by the area dean to assess SLOs, if no full-time faculty is assigned to the same course. Part-time faculty are compensated according to contract agreements.

Assigned faculty should review the SLOs and determine which assignments will be best suited for the purposes of assessment. The criteria for success and any rubrics should be utilized in the process of assessing student learning outcomes.

The SLO assessment form should be completed, including the criteria for success, the summary of data collected, and the use of results. The criteria of success will vary depending upon department or program standards. The summary of data will depend upon the determination of institutional, program, and department needs and may include information that will allow for the gregation of data according to various student populations. The use of results will include a discussion of recommendations by the instructors on how to improve student outcomes, recommended changes to SLOs, and recommended changes in method of assessment.

Once completed, instructors will submit SLO assessments to their area dean for review. The SLO assessment is housed in Improve (formerly TracDat).

The SLO Assessment Action Plan (Calendar) Template appears as follows:

<Insert Department Name>
SLO 6 Year Action Plan Calendar

ABBREVIATIONS: C=Collect Data (Assess); E/P=Evaluate & Plan next cycle; FA=Fall; WI=Winter; SP=Spring; SU=Summer

DEPT:		Revision Date:																							
Department	Course #	SLO #	2018SU	2018FA	2019SP	2019SU	2019FA	2020SP	2020SU	2020FA	2021SP	2021SU	2021FA	2022SP	2022SU	2022FA	2023SP	2023SU	2023FA	2024SP	2024SU	2024FA	2025SP	2025SU	
EX:																									
DEPT Name	###	1	C		E/P			C		E/P			C		E/P			C		E/P			C		E/P
DEPT Name	###	2	C		E/P			C		E/P			C		E/P			C		E/P			C		E/P
DEPT Name	###	3	C		E/P			C		E/P			C		E/P			C		E/P			C		E/P
DEPT Name	###	1	C		E/P		C																		
DEPT Name	###	2			C		E/P																		
Criteria: Every SLO should be assessed twice in three years and four times in 6 years, unless the course isn't offered twice within a 3 year cycle. Make the assessment pattern match the course offering pattern. Some disciplines assess all SLOs in the same term, where others assess SLOs over several terms.																									

ABBREVIATIONS: C=Collect Data (Assess); E/P=Evaluate Plan next cycle; FA=Fall; WI=Winter; SP=Spring; SU=Summer

Instructions & Template are available on the CFIE webpage: [SLO Assessment Action Plan \(Calendar\)](#)

SLO Assessment Action Plan (Calendar)

Assessment is expected to be done for SLOs on an ongoing basis and is meant to be recorded in some way for research and record keeping. Accreditation agencies may ask for verification of SLOs and assessment at any time. In any given semester, it is possible to assess SLOs one at a time or several at a time. As long as all SLOs are tested within a given time period. The SLO Assessment Action Plan identifies when a course SLO will be assessed twice within a three year cycle. All SLO Assessments Action Plan (Calendars) are updated by the department as courses are updated in CurricUNET.

- **DOWNLOAD:** [SLO Action Plan Template \(XLSX\)](#)
- **DOWNLOAD:** [SLO Action Plan Template INSTRUCTIONS \(DOCX\)](#)
- **UPLOAD:** [SLO Action Plans \(Calendars\)](#) - login required
- **View Historical Templates:** [SLO Action Plan Calendars](#) - login required

How to fill out the SLO Assessment Action Plan (Calendar):

SLO Assessment Action Plan (Calendar)

1. Department

2. Course

3. SLO

4. Department Chair

5. This is a Hyperlink to SharePoint, Assessment Workspace where the 6 Year Action Plan (Calendars) are filed.

Winter term is placed on the form for the program that run courses year round.

1. Type the departments name here.
2. In Column A put the name of the course.
3. In Column B put the course number to be assessed.
4. In Column C list the SLO number to be assessed.

SLOs are housed in CurricUNET on the Course Outline Record

If your Course Outline Record (COR) has three approved SLOs make sure each SLO has an assessment plan.

B. Student Learning Outcomes
Upon completion of the course the student can:

1. Describe the proper assessment, treatment and management of medical and trauma patients.
 - a. Exams/Tests/Quizzes
 - b. Class Participation
2. Describe the laws and regulations pertaining to the role of an EMT.
 - a. Exams/Tests/Quizzes
 - b. Class Participation
3. Accurately perform a patient assessment of medical and trauma patients on simulated patients.
 - a. Simulation
 - b. Lab Activities
 - c. Competency based written and practical tests which demonstrate the students ability to apply skills and concepts learned to minimum standards established by the instructor

6 YEAR		
Department:	Emergency M	
Department	Course	SLO
EMS	60	1
EMS	60	2
EMS	60	3

5. Fill in the Department Chair's name.
6. In columns D through K are your past historical completed assessment cycle. Column L- AA will host your Action Plan to assess(A), evaluated and a plan (E) for the coming cycle. For example:
 - a. If SLO 1 is going to be assessed in the fall of 2014 put a "A" for that SLO in column D (F12).
 - i. A= Assess SLO
 - b. For the semester that the data will be evaluated / plan put a "E".
 - i. E =Evaluate and Plan for the next SLO assessment
 - c. If you have completes the assessment mark it with a "C".
 - d. Assess two times within a three-year cycle or four times within six years.

C. Ex. #1

SLO ASSESSMENT (CALENDAR)

SLO ASSESSMENT (CALENDAR)																	
EMERGENCY MEDICAL SERVICES DEPARTMENT																	
EM																	
2014-15																	
Department:	Course:	SLO	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
EMS	60	1	C														
EMS	60	2	C														
EMS	60	3	C														

C. Ex. #2

SLO ASSESSMENT (CALENDAR)																						
SLO ACTION PLANS (CALENDARS) - SHAREPOINT																						
Department: EMS		FY: 2014-15																		Department Chair		
Department	Course	SLO	12FA	12WI	12SP	12SU	13FA	13WI	13SP	13SU	14FA	14WI	14SP	14SU	15FA	15WI	15SP	15SU	16FA	16WI	16SP	16SU
EMS	60	1	C				C				A				E		A					
EMS	60	2		C				C					A		E				A			
EMS	60	3			C				C					A	E					A		

C. Ex. #3

SLO ASSESSMENT (CALENDAR)																						
SLO ACTION PLANS (CALENDARS) - SHAREPOINT																						
Department: EMS		FY: 2014-15																		Department Chair		
Department	Course	SLO	12FA	12WI	12SP	12SU	13FA	13WI	13SP	13SU	14FA	14WI	14SP	14SU	15FA	15WI	15SP	15SU	16FA	16WI	16SP	16SU
EMS	60	1	C				C				A				E		A					
EMS	60	2		C				C					A		E				A			
EMS	60	3			C				C					A	E					A		

e. The plan below isn't the best way to document your plan. The requirement is assess all SLOs twice within three years.

SLO ASSESSMENT (CALENDAR)																						
SLO ACTION PLANS (CALENDARS) - SHAREPOINT																						
Department: EMS		FY: 2014-15																		Department Chair		
Department	Course	SLO	12FA	12WI	12SP	12SU	13FA	13WI	13SP	13SU	14FA	14WI	14SP	14SU	15FA	15WI	15SP	15SU	16FA	16WI	16SP	16SU
EMS	60	1	C				C				A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E
EMS	60	2		C	C	C		C			A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E
EMS	60	3			C				C		A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E	A/E

- Implement assessment cycles that the department can follow. By submitting this revised assessment to the SLO Coordinator the 6 Year Action Plan will be housed in a central place within SharePoint. [6 YEAR ACTION PLANS \(CALENDARS\) – SHAREPOINT](#) is a hyperlink into the folder that stores the forms for all faculty, staff and managers to have viewing access of the documents.
- Documenting changes and implementation of the SLOs and cycles is crucial. In the footer of the document you have a place to document the date of the minutes you as a department dialogued the forms current course SLO assessment cycles. The SLO Coordinator can document when they uploaded the document in SharePoint on behalf of the department.

DEPART. MTG. DATE: _____	A=ASSESS SLO	FA=FULL SEMESTER
COLUMNS DK DOCUMENTS THE HISTORICAL ASSESSMENTS	E=EVALUATE AND PLAN	SP=SPRING SEMESTER
	C=COMPLETED AN ASSESSMENT	SU=SUMMER SEMESTER
		WI=WINTER SEMESTER

NOTE: The format of this template shouldn't be altered or changed.

HOW TO SUBMIT/REPORT A PLO:
[The PLO Template is located on the CFIE website:](#)

Program Learning Outcomes

- **DOWNLOAD:** **PLO ASSESSMENT FORM** (Word Doc)
- **UPLOAD:** Completed **PLO ASSESSMENT FORM** (*SharePoint Login Required*)

The PLO Assessment form template appears as follows:

VICTOR VALLEY COLLEGE
 Program Learning Outcomes (PLO) Assessment Report
Program Assessment

Division: _____ Program: _____
 Name of Certificate: _____
 Name of Person Filling out Report: _____ Phone: _____
 Reviewed by: _____ Date: _____

Attach additional pages as necessary.

Related ILO	Program Learning Outcomes	Date of Next Assessment	Methods of Assessment	Criteria for Success	Data Results	Action Plan
1.						
2.						
3.						
4.						
5.						
6.						

1 Victor Valley College
SLOAC Draft 3/28/2018

The PLO Assessment calendar template appears as follows:

Department:																											
Department	Course	PLO's	2017FA	2018WI	2018SP	2018SU	2019FA	2019WI	2019SP	2019SU	2020WI	2020SP	2020SU	2021FA	2021WI	2021SP	2021SU	2022FA	2022WI	2022SP	2022SU	2023FA	2023WI	2023SP	2023SU	2024FA	

THE APPLICATION OF OUTCOMES ASSESSMENT TO INSTRUCTIONAL PROGRAM REVIEW AND INSTITUTIONAL PLANNING

Each Comprehensive Instructional Program Review and Annual Update requires an extensive report of the program's SLO and PLO assessment activities. Program faculty comment on how assessment methods provide meaningful feedback to instructors and describe examples of identified strengths and weaknesses, examples of implemented change based on assessment data, examples where loops of assessment have been closed, and examples where assessment data led to identification of required resources for programs. Assessment results and plans are used as a basis for program planning and budget augmentation requests. For more information, see [AP 6200](#).

DISAGGREGATION:

The purpose of disaggregation at Victor Valley College is to use meaningful SLO assessment data for the purpose of identifying groups and subgroups of students where there are gaps in performance. The disaggregated data will then be used for the planning and allocation of resources to close the gaps and increase student success across all groups. Standard demographics to be disaggregated are gender, age, and ethnicity. Additional demographics are to be determined by the process below.

DESCRIPTION OF THE SLO DISAGGREGATION PROCESS AT VICTOR VALLEY COLLEGE

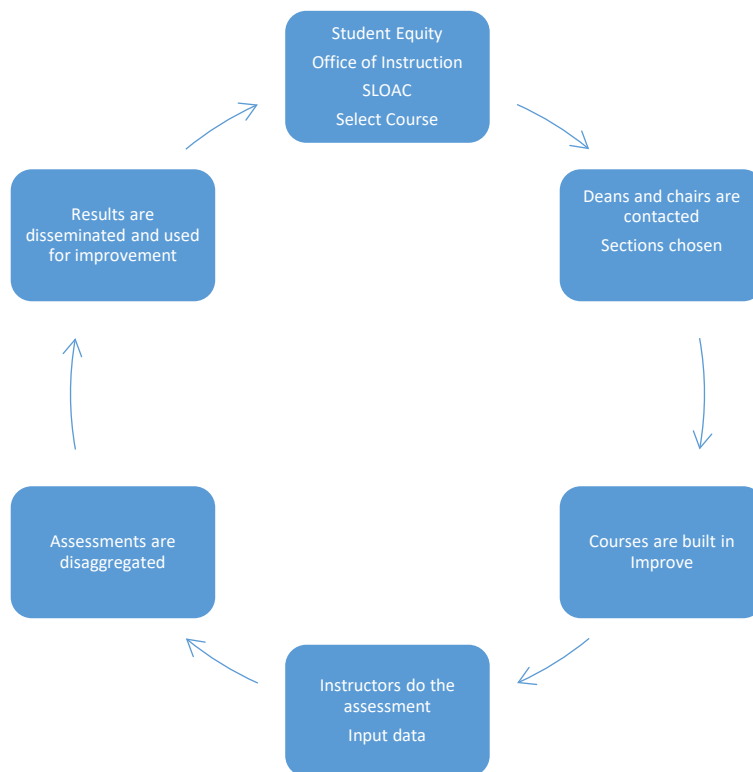
1. A system is built in Improve to collect the data and aid in the disaggregation.
2. The SLOAC identifies demographic populations for disaggregation.
 - a. This will be done by including input from Student Equity and the Office of Instruction.
3. SLOAC determines programs and courses best suited for targeted demographic populations
 - a. This will be done by including the needs from Student Equity and the Office of Instruction.
 - b. The course to be disaggregated will use the following rubric:
 - 1) Is the course a high impact course utilized by a large number of students to attain their degree or certificate? _____
 - 2) Does that course have a higher than average number of students that do not pass or complete the course? _____
 - 3) Is it possible to replace the course with another if students have trouble in the particular course? _____
 - 4) Is the course required as a prerequisite for other courses? _____
4. The SLO Coordinator provides division deans and department chairpersons with the committee-approved plan
 - a. The Department chairperson and the division dean determine sections to be disaggregated

- b. The SLO Coordinator provides the list of sections for disaggregation to the Office of Institutional Research for development of entry forms in Improve
- 5. The SLO coordinator will notify the department when the form is available and faculty may enter the data.
- 6. Once the data is entered the Office of Institutional Research couples the outcomes data with demographic data from Colleague.
- 7. Demographic reports will be disseminated to the appropriate campus areas such as the department that did the assessment, Office of Instruction, Office of Student Equity.
- 8. Results are to be discussed with in the departments and college-wide and used for institutional planning and resource allocation processes
- 9. Action is to be taken on the results thereby increasing student success and “closing the loop.”

GUIDELINES FOR MEANINGFUL DATA DISAGGREGATION:

Each department should meet, discuss, and establish rubrics for each SLO in each course for the purpose of consistent and comparable data analysis. It is recommended that rubrics are housed in Canvas (or our current LMS).

FLOW CHART FOR DISAGGREGATION



SLO AND PLO ACTION PLAN DEVELOPMENT

6 Year Student Learning Outcome (SLO) Action Plan Calendars

Assessment is expected to be done for SLOs on an ongoing basis and is meant to be recorded and stored in Improve (formerly TracDat) and SharePoint. Accreditation agencies may ask for evidence of SLOs and assessment upon a comprehensive or follow-up visit. In any given semester, it is possible to assess SLOs one at a time or several at a time. All SLOs are assessed within the cycle specified by the departments' "Assessment Calendar." The SLO Assessment Action Plan identifies when a course SLO will be assessed twice within a three-year cycle and four times with two cycles. All SLO Assessments Action Plan (Calendars) are updated by the department. (ACCJC Standard IIA.3 evidence)

The PLO assessment cycle is set to once within three years and twice within six years. PLOs are assessed through mapping or unique assessments. The Chair, program director, or designated faculty member who is assessing the PLOs provides an analysis of the data and an action plan for improvements to the program in accord with the stated goals of the program as found in documents such as the Educational Master Plan.

ILO ACTION PLAN

1. Department Chairs, in collaboration with their faculty, will review the unique assessment and update mappings in Improve.
2. As SLOs or PLOs are changed, or as new courses are added, all associated mappings will be updated. The Assessment Coordinator will email the course originator to follow up on the status of any changes and the Coordinator will ensure that updated changes are synchronized with the active outcomes listed in Improve.
3. ILOs will be administered on the following schedule:
 - a. Outline for ILO Assessment
 - i. Instrument used in 2013 and 2017 studies: ETS Proficiency Profile
 - ii. SLOAC is moving toward using mapping of SLOs and PLOs to ILOs in the future.
 - iii. ILOs include: Communication, Computation, Information Literacy, Creative, Critical and Analytical Thinking, and Social and Personal Responsibility.
 - iv. 2017 ILO testing used Critical Thinking as the focus of study
 - v. ILO testing should follow a three-year cycle, concurrent with SLO and PLO cycles
 - vi. Next ILO testing, following a three-year cycle, should occur in 2020
 - vii. 2020 ILO study should target Written Communication
 - viii. 2023 ILO study should target Quantitative Literacy
 - ix. 2026 ILO study could target VVC's Social and Personal Responsibility ILO
4. After ILO assessment is administered, a report will be generated and sent back to each program (reverse mapping) for review.
5. At the next full PRAISE cycle, each program /department will draft a narrative to close the loop at program levels.
6. A summary of PRAISE responses/narratives will be generated by SLOAC to form the basis of future ILO reports.
7. Findings on ILO assessment are reported to the College.

RESPONSIBILITIES OF DEPARTMENT CHAIRPERSONS

[Article 21.H.3.a-e](#) of the 2015-2018 CTA Contract outline the responsibilities of Department Chairs and Program Directors with respect to assessment. It states the following:

Curriculum and Course Offerings: Under the leadership of the department chair, disciplines within a department shall provide a balanced program of courses which meet the requirements of Victor Valley College students. Disciplines shall evaluate their offerings, courses of study, and shall make such changes to improve instruction as are within the limits of their authority.

The department chair or program director shall:

- a. Coordinate with discipline faculty to facilitate curriculum development, review, and revision in accordance with established college procedures and state guidelines.
- b. Present new or revised curriculum or programs as requested by area disciplines within his/her department to the Curriculum Committee or send an appropriate designee.
- c. The department chair shall coordinate with discipline faculty to facilitate SLO development and complete SLO assessments. This includes preparation of a SLO assessment calendar; distribution of SLO information, and SLO forms for uploading information into a central location to be determined by the District, and SLO rubrics and/or criteria for success.

When applicable, chairs shall also provide the same departmental leadership and information to discipline faculty regarding PLOs.

Chairs shall also incorporate SLO and PLO planning and evaluation into discussions at regular department meetings as described in Article 21 (H).2 and shall take appropriate actions to improve curricula and programs based on those discussions.

- d. The chair shall supply adjunct faculty with discipline SLO and, when applicable, PLO information and forms. However, adjunct faculty participation and SLO and PLO assessment assignments are at the discretion of the dean and in accordance with the adjunct agreement and/or MOU with the district.
- e. In multi-discipline departments (more than one TOP Code), the chair is only responsible for duties outlined in Article 21.H.3.c.d. in the discipline in which he/she has the majority of his/her teaching load.

APPENDIX A: ACCJC ACCREDITATION STANDARDS

Quality

I.B.2: The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (**ER 11**)

Institutional Effectiveness

I.B.5: The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

I.B.6: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Institutional Integrity

I.C.1: The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Instructional Programs

II.A.1: All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and **ER 11**)

II.A.3: The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In

every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

II.A.11: The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.A.16: The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

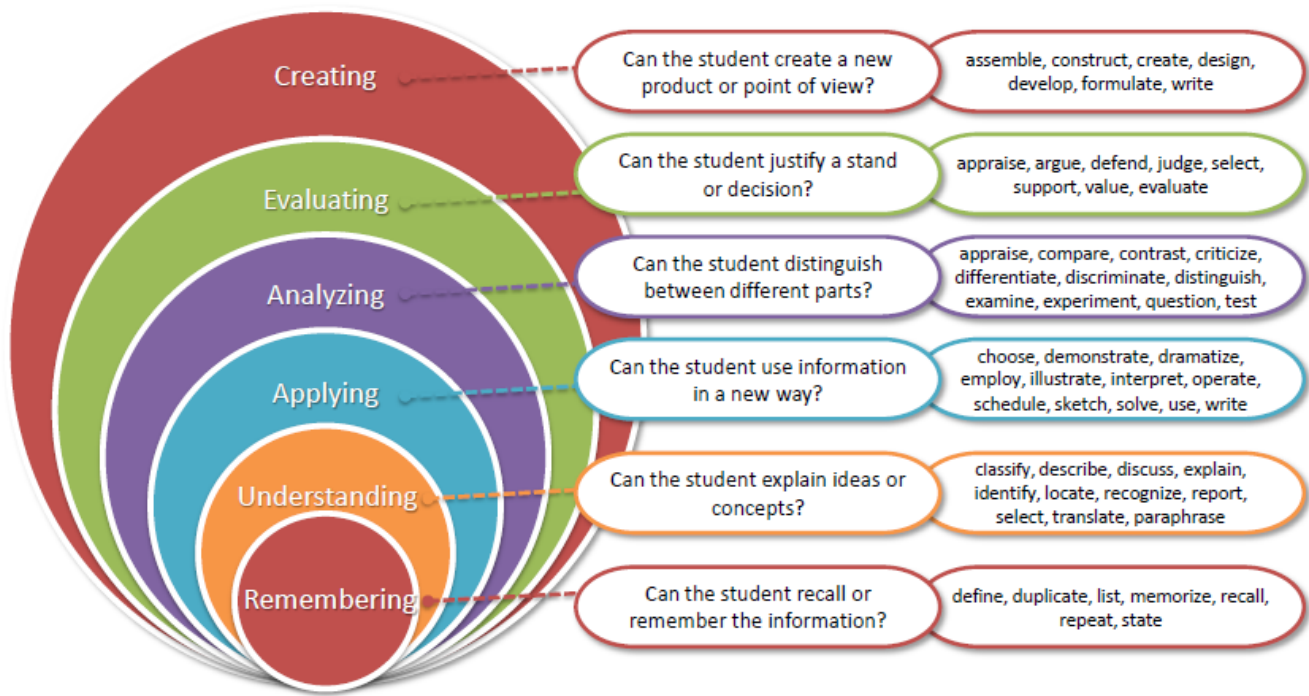
II.B.3: The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Eligibility Requirements for Accreditation: <https://accjc.org/wp-content/uploads/Eligibility-Requirements-for-Accreditation.pdf>

11. Student Learning and Student Achievement The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (**Standard I.B.2, 1.B.3, and II.A.1**)

APPENDIX B: BLOOM’S TAXONOMY

Bloom’s Taxonomy (Revised)



[\(Image Source\)](#)

COMMON VERBS USED FOR ASSESSMENT

VERBS REQUIRING COGNITIVE OUTCOMES

Knowledge Comprehension Application Analysis Synthesis Evaluation

CRITICAL THINKING					
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	employ	differentiate	propose	evaluate
list	describe	use	appraise	design	rate
name	recognize	demonstrate	calculate	formulate	compare
relate	explain	dramatize	experiment	arrange	value

<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
underline	express	practice	test	assemble	revise
recall	identify	illustrate	compare	collect	score
inquire	locate	operate	contrast	construct	select
record	report	schedule	criticize	create	choose
recognize	review	shop	diagram	set up	assess
match	tell	sketch	inspect	organize	estimate
memorize	change	organize	debate	prepare	measure
select	rearrange	reconstruct	inventory	solve	consider
distinguish	give example	solve	question	produce	conclude
identify	illustrate	transfer	relate		weigh
label	comment	generalize	solve		criticize
	transform	choose	examine		assess
	demonstrate	classify	categorize		
	infer	calculate	discriminate		
	generalize		deduce		
	interpret		put into list		
	summarize		describe		
			classify		
			categorize		

- **Knowledge Recall:** To remember previously learned material.
- **Comprehension:** To grasp the meaning of the knowledge being learned and be able to paraphrase or explain it.
- **Application:** The ability to use learned information and materials.
- **Analysis:** The ability to break material down into its elements or parts so that its organizational structure may be understood.
- **Synthesis:** The ability to combine previous experience with new material to form a structure.

VERBS REQUIRING AFFECTIVE OUTCOMES

<u>Receiving</u>	<u>Responding</u>	<u>Valuing</u>	<u>Organizing</u>	<u>Characterization</u>
accept	Behave	balance	Codify	Internalize (Formal instruction does not address)
attend	complete	believe	discriminate	
develops	comply	defends	display	
realize	cooperate	devote	favor	
receive	enjoy	examine	judge	
recognize	examine	prefer	order	
	obey	pursue	organize	
	observe	seek	relate	
	respond	value	systematize	
	tolerate		weigh	

- **Receiving:** Awareness, willingness to receive, and controlled attention.
- **Responding:** Compliance in reacting to a suggestion, willingness to respond, and satisfaction in response.
- **Valuing:** Accepting a value as a belief, indication of preference for the value, and commitment.
- **Organizing:** Conceptualization of a value in abstract or symbolic terms and organization of a value system.
- **Characterization of an internally consistent value system:** The individual acts consistently in accordance with the values he/she has internalized.

VERBS REQUIRING PSYCHOMOTOR OUTCOMES

<u>Perception</u>	<u>Set</u>	<u>Guided response</u>	<u>Mechanism</u>	<u>Complex overt response</u>	<u>Adaptation</u>	<u>Origination</u>
Distinguish	physical-	copy	adjust	calibrate	adapt	construct
hear	adjust	demonstrate	build	coordinate	build	create
recognize	locate	determine	illustrate	maintain	change	design
relate	place	discover	indicate	operate	develop	produce
see	position	duplicate	manipulate	operate	supply	
sense	prepare	imitate	mix			

<u>Perception</u>	<u>Set</u>	<u>Guided response</u>	<u>Mechanism</u>	<u>Complex overt response</u>	<u>Adaptation</u>	<u>Origination</u>
smell taste touch		inject repeat	set up			

- **Perception:** Involves sensitivity to a situation object, or relationship that normally leads to action.
- **Preparation:** Involves readiness to perform.
- **Orientation:** Involves the discovery and/or decision of the response(s), which must be made.
- **Pattern:** Involves a learned response that is habitual; presentation is smooth and the presenter has confidence in his ability.
- **Performance:** Involves a complex motor action, carried out with a high degree of skill (May be thought of as “motor synthesis”).

APPENDIX C: GLOSSARY AND DEFINITIONS OF COMMON TERMS IN ASSESSMENT

Accommodations: Modifications in the way assessments are designed or administered to create fair testing conditions for students with learning disabilities. Students are entitled to accommodations after documenting their disabilities through ACCESS, formerly DSP&S.

Active Learning: Active learning is an approach in which students are participating in learning beyond passively absorbing knowledge such as in a didactic session. Actively learning students solve problems, apply knowledge, work with other students, and engage the material to construct their own understanding and use of the information. Examples of active learning methods include those methods where deeper thinking and analysis are the responsibility of the student, and the faculty member acts as a coach or facilitator to achieve specified outcomes. Examples of active learning include inquiry-based learning, case-study methods, project development, modeling, collaborative learning, problem-based learning, brainstorming, and simulations.

Analytic Scoring: Evaluating student work across multiple dimensions of performance rather than from an overall impression (holistic scoring). In analytic scoring, individual scores for each dimension are scored and reported. For example, analytic scoring of a history essay might include scores of the following dimensions: use of prior knowledge, application of principles, use of original source material to support a point of view, and composition. An overall impression of quality may be included in analytic scoring.

Anchor: A sample of student work that exemplifies a specific level of performance. Raters use anchors to score student work, usually comparing student performance to the anchor. For example, if student work was being scored on a scale of 1-5, there would typically be anchors (previously scored student work), exemplifying each point on the scale.

Assessment Cycle (SLO): A period in which Course SLOs are assessed, analyzed, and discussed (closing the loop), and documented. The assessment cycle for the College is twice within three years or four times within six years for a regularly scheduled course. The schedule for an assessment cycle is specified by the “6-year Action Plan Calendar.”

Assessment Cycle (PLO): A period in which Program PLOs are assessed, analyzed, and discussed (closing the loop), and documented. The assessment cycle for the College is once within three years or twice within six years. PLOs are mapped from SLO assessments, and to ILOs.

Assessment of Learning: Learning assessment refers to a process where methods are used to generate and collect data for evaluation of courses and programs to improve educational quality and student learning. This refers to any method used to gather evidence and evaluate quality and may include both quantitative and qualitative data in instruction or student services.

Assignment for Assessment (see also “Instrument”): student work that is used to evaluate learning outcomes, e.g. quizzes, tests, presentations, essays, and lab work.

Attitudinal Outcomes: These outcomes relate to development of certain values or changes in beliefs, often through questionnaires.

Authentic Assessment: Authentic assessment simulates a real world experience by evaluating the student’s ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the work place or other venues outside of the classroom setting.

Basic Skills: below college-level reading, writing, ESOL, mathematics, and student success skills: any skill, ability, or understanding that is necessary for students to succeed at college-level courses.

Benchmark: A detailed description of a specific level of student performance expected of students at particular stages or development levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across levels.

Bloom’s Taxonomy: A set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. Bloom’s taxonomy provides a list of verbs used in the construction of assessable learning outcomes, which can be found in Appendix A.

Capstone Course: “The capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning established by their educational institution and major department. The course should be designed to assess cognitive, affective and psychomotor learning and to do so in a student-centered and student-directed manner which requires the command, analysis and synthesis of knowledge and skills.” - Robert C. Moore. A Capstone Course is sometimes used in PLO assessment.

Classroom Assessment Techniques (CAT): CATs are “simple tools for collecting data on student learning in order to improve it” (Classroom Assessment Techniques, Angelo & Cross, 1993, p. 26). CATs are short, flexible, classroom techniques that provide rapid, informative feedback to improve classroom dynamics by monitoring learning, from the student’s perspective throughout the semester

Classroom-based Assessment: Classroom-based assessment is the formative and summative evaluation of student learning within a single course. This assessment involves evaluating the curriculum as designed, taught, and learned. It entails the collection of data aimed at measuring successful learning in the individual course and improving instruction with a goal to improving learning.

Closing the Loop: Closing the loop refers to the use of assessment results to improve student learning through collegial dialog informed by the results of student service or instructional learning outcome assessment. It is part of the continuous cycle of collecting assessment

results, evaluating them, using the evaluations to identify actions that will improve student learning, implementing those actions, evaluating the effectiveness of the improvements and then cycling back to collecting assessment results.

Core Competencies: A core competency is a skill, ability or knowledge that students should attain by the end of a course, program or set of services. This may include: critical thinking, written and oral communication, awareness of human diversity and personal and social responsibility.

Criteria: Guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. Criteria indicate what we value in student responses, products or performances. They may be holistic, analytic, general, or specific.

Criterion-based Assessments: Instructors evaluate or score such assessment using a set of criteria to appraise work. Criterion-referenced evaluation is based on proficiency, not subjective measures such as improvement. Direct Measures. Methods of collecting information about student learning that require students to display their knowledge, skills, and/or abilities. Direct measures often require a systematic scoring system that employs a rubric.

Direct assessment: Direct assessments provide evidence of student knowledge, skills, or attitudes for the specific domain in question and actually measure student learning, not perceptions of learning or secondary evidence of learning, such as a degree or certificate. For instance, a math test directly measures a student's proficiency in math. In contrast, an employer's report about student abilities in math or a report on the number of math degrees awarded would be indirect data.

Disaggregation: The use meaningful SLO assessment data for the purpose of identifying groups and subgroups of students where there are gaps in performance. The disaggregated data will then be used for the planning and allocation of resources to close the gaps and increase student success across all groups. Standard demographics to be disaggregated are gender, age, and ethnicity. Additional demographics are determined by a process defined by the College.

Embedded assessment: Embedded assessment occurs within the regular class or curricular activity. Class assignments linked to student learning outcomes through primary trait analysis serve as grading and assessment instruments (i.e., common test questions, Classroom Assessment Techniques CATs, projects or writing assignments). Specific questions can be embedded on exams in classes across courses, departments, programs, or the institution. Embedded assessment can provide formative information for pedagogical improvement and student learning needs.

Evidence of Performance: Quantitative or qualitative, direct or indirect data that provide information concerning the extent to which a course, program, student service and institution meet their established and publicized goals.

Equity: The extent to which an institution or program achieves a comparable level of outcomes, direct and indirect, for various groups of enrolled students; the concern for fairness, i.e., that assessments are free from bias or favoritism. An assessment that is fair enables all students to show what they know or can do.

Formative Assessment: Formative assessment generates useful feedback for development and improvement. The purpose is to provide an opportunity to perform and receive guidance (such as in-class assignments, quizzes, discussion, lab activities, etc.) that will improve or shape a final performance. See Summative assessment.

General Education Learning Outcomes: GELOs are the knowledge, skills, and abilities a student is expected to be able to demonstrate following a program of courses designed to provide the student with a common core of knowledge consistent with a liberally educated or literate citizen. These General Education courses are part of all degree programs. GELOs were a part of the assessment process at Victor Valley College, but have been discontinued.

Grades: Grades are the faculty evaluation of a student's performance in a class as a whole. Grades represent an overall assessment of student class work, which sometimes involves factors unrelated to specific outcomes or student knowledge, values or abilities. Final grades in a course cannot be used for SLO assessments.

Holistic Scoring: A scoring process in which a score is based on an overall assessment of a finished product that is compared to an agreed-upon standard for that task.

Homegrown or Local Assessment: This type of assessment is developed and validated for a specific purpose, course, or function and is usually criterion-referenced to promote validity, e.g. a department placement or exit exam. See Standardized Assessment.

Improve: Improve is an online program by Nuventive, formerly called TracDat, which the College uses to house and analyze assessment data.

Indirect assessment: Indirect assessments are sometimes called secondary data because they indirectly measure student performance. For instance, certificate or degree completion data provide indirect evidence of student learning but do not directly indicate what a student actually learned.

Instrument: The selected assignment used to evaluate an outcome, see also "Assignment for assessment."

Institutional Learning Outcomes (ILOs): Institutional Learning Outcomes are the knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student's total experience with any aspect of the college including courses, programs and student services.

Information Competency: Information competency is the ability to access, analyze, and determine the reliability of information on a given topic. Likert Scale. The Likert scale assigns a

numerical value to responses in order to quantify subjective data. The responses are usually along a continuum such as responses of strongly disagree, disagree, neutral, agree, or strongly agree and are assigned values such as 1-5.

Learning Outcome: A Learning Outcome is a statement about the knowledge, skills, attitudes and abilities a student is expected to have upon successful completion of an academic activity. A Learning Outcome is expressed using active verbs and is stated in terms that make it measurable.

Learning Outcomes Assessment Cycle: The assessment cycle refers to the process called closing the loop and consists of five steps:

- | | |
|--------|--|
| Step 1 | Develop, review, or revise the Learning Outcome |
| Step 2 | Develop, review or revise an assessment method for the Learning Outcome |
| Step 3 | Assess the Learning Outcome |
| Step 4 | Analyze the assessment results |
| Step 5 | Apply the results to improve outcomes and then assess the effectiveness of these improvements. |

Mapping: Relating, or linking, lower-level outcomes to higher-level outcomes, e.g. relating SLOs to PLOs, PLOs to ILOs, or SLOs to ILOs. Once mapped, some programs may choose to assess PLOs through their links to SLOs.

Meta-Assessment: A meta-assessment is an assessment of the assessment process, e.g. assessing how many faculty members have completed an assignment, how many programs have completed PLO assessment, etc.

Metacognition: Metacognition is the act of thinking about one's own thinking and regulating one's own learning. It involves critical analysis of how decisions are made. Vital material is consciously learned and acted upon.

Measure (see also “Rubric”): a synonym for “Rubric.”

Objectives: Objectives are small steps that lead toward a goal, for instance the discrete course content that faculty cover within a discipline.

Norming: The process of educating raters to evaluate student work and produce dependable scores. Typically, this process uses anchors to acquaint raters with criteria and scoring rubrics. Open discussions between raters and the trainer help to clarify scoring criteria and performance standards, and provide opportunities for raters to practice applying the rubric to student work. Rater training often includes an assessment of rater reliability that raters must pass in order to score actual student work.

Norm-referenced Assessment: An assessment where student performance or performances are compared to a larger group. Usually the larger group or "norm group" is a national sample representing a wide and diverse cross-section of students. Students, schools, districts, and

even states are compared or rank ordered in relation to the norm group. The purpose of a norm-referenced assessment is usually to sort students and not to measure achievement towards some criterion of performance.

Performance-based Assessment: a synonym for Authentic Assessment (see entry on “Authentic Assessment”).

Placement Testing: The process of assessing the basic skills proficiencies or competencies of entering college students.

Portfolio: A representative collection of a student's work, including some evidence that the student has evaluated the quality of his or her own work, which is often used in PLO assessment.

Primary Trait Analysis (PTA): PTA is the process of identifying major traits or characteristics that are expected in student work. After the primary traits are identified, specific criteria with performance standards are defined for each trait.

Program: Title 5 § 5500 defines an educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. An instructional program is defined as a discipline and an organized sequence or grouping of courses leading to a defined objective such as a major, degree, certificate, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education.

Program Review: A process of systematic evaluation of multiple variables of effectiveness and assessment of student learning outcomes of an instructional or student services program.

Program Learning Outcomes (PLOs): Each degree or certificate program must have a comprehensive list of Program Learning Outcomes (PLOs) describing the skills gained through successful completion of the program. Each Program Learning Outcome in the comprehensive list is a measurable statement about the knowledge, skills, attitudes, and abilities a student is expected to have upon successful completion of the requirements for the degree or certificate.

Prompt: A short statement or question that provides students a purpose for writing; also used in areas other than writing.

Qualitative Data: Qualitative data are data collected as descriptive information, such as a narrative or portfolio. These types of data, often collected in open-ended questions, feedback surveys, or summary reports, are more difficult to compare, reproduce, and generalize. They are bulky to store and to report; however, they can offer insightful information, often providing potential solutions or modifications in the form of feedback. Qualitative data, such as opinions, can be displayed as numerical data by using Likert-scaled responses that assigns a numerical value to each response (e.g. 5 = strongly agree to 1 = strongly disagree).

Quantitative Data: Quantitative data objectively measures a quantity (i.e. number) such as students' scores or completion rates. These data are easy to store and manage; they can be generalized and reproduced but have limited value due to the rigidity of the responses and must be carefully constructed to be valid.

Reliability: Reliability refers to the reproducibility of results over time or a measure of the consistency when an assessment tool is used multiple times. In other words, if the same person took a test five times, the data should be consistent. This refers not only to reproducible results from the same participant but also to repeated scoring by the same or multiple evaluators.

Rubric: A rubric is a set of criteria used to determine scoring for an assignment, performance, or product. Rubrics may be holistic, not based upon strict numerical values which provide general guidance. Other rubrics are analytical, assigning specific scoring point values for each criterion often as a matrix of primary traits on one axis and rating scales of performance on the other axis. A rubric can improve the consistency and accuracy of assessments conducted across multiple settings. Rubrics also offer students a clear guide of what is expected in each assignment/assessment.

Service Area Outcomes (SAO): Service Area Outcomes (SAOs) occur across campus and are designed to assess and improve institutional effectiveness. SAOs measure the extent to which the services within specific areas enhance a supportive learning environment and support the pathway to student success.

SharePoint: SharePoint is an online document repository produced by Microsoft that the College uses to store reports and files.

Student Learning Outcome (SLO). Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge, skills, attitudes and abilities that provide evidence that learning has occurred as a result of a course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student's ability to synthesize many discreet skills using higher level thinking skills and to produce something that asks them to apply what they've learned. SLOs usually encompass a gathering together of smaller discrete objectives through analysis, evaluation and synthesis into more sophisticated skills and abilities.

Standardized Assessments: Assessments developed through a consistent set of procedures for designing, administering, and scoring. The purpose of standardization is to assure that all students are assessed under the same conditions so that their scores have the same meaning and are not influenced by differing conditions.

Summative Assessments: Evaluations of student learning at the conclusion of a specific instructional period—typically at the end of a unit, course, semester, program, or school year to

determine whether students have learned what they were expected to learn during the defined instructional period.

Unique Assessment: An assessment based directly on an assignment, or instrument, rather than through mapping (see “Assignment for Assignment”, “Instrument”, and “Mapping”).

Validity: The extent to which an assessment measures what it is supposed to measure. A valid standards based assessment is aligned with the standards intended to be measured, provides an accurate and reliable estimate of students' performance relative to the standard, and is fair.

Adapted from:

1. [CRESST Assessment Glossary: National Center for Research on Evaluation, Standards, and Student Testing](#)
2. [SLOAC Handbook - Skyline College](#)
3. [The Glossary of Education Reform](#)
4. [Shasta College Learning Outcomes Handbook](#)
5. [Barstow Community College SLOAC Handbook](#)

APPENDIX C: FAQs FOR NEW FACULTY

Q1. HOW IS ASSESSMENT DIFFERENT FROM GRADES?

A1. As assessment expert, Linda Suskie notes, “There is a great deal of overlap between the tasks of grading and assessment, as both aim to identify what students have learned” (Suskie, 2009).

However, there are some significant differences between the two measures. Suskie (2009) highlights the following:

- a. Grades alone do not usually provide meaningful information on exactly what students have or have not learned.
- b. Grading and assessment criteria may (appropriately) differ.
- c. Grading standards may be vague or inconsistent.
- d. Grades do not reflect all learning experiences.

Graded assignments may be connected to a specified criterion for success, but grades often include elements that differ from the specified SLO. For example, a student may proficiently communicate an answer, but sentence structure and spelling may be unsatisfactory. Thus, the student may be included among the proficient, according to the outcome, though the grade may not directly reflect this. Another student may have submitted distinguished work, according to the expectations of the SLO, but due to the lateness of the assignment, and your policy, received a lower grade. Instructors should keep this in mind when they decide to use grades as the instrument by which the outcome is assessed.

Q2. AM I REQUIRED TO DO AN ASSESSMENT?

A2. If you are a full-time faculty member, you are required by your contract to complete assessments, see Article 12 section A of the CTA contract. If you are a part-time faculty member, you are not contractually obligated to accept an SLO assessment assignment. The dean invites you to participate in the SLO assessment process, and you are compensated. Though you are not required to accept an assignment, see FAQ Q3 for reasons to participate.

Q3. WHY SHOULD I WANT TO ASSESS SLOS/PLOS?

A3. The reasons for assessment are both pragmatic and pedagogical in nature. Pragmatically, assessment is a vital part of program review by which allocations of funds are determined for your department or program. Moreover, assessment is an essential component of the accreditation process. Without the participation of faculty, both full and part-time, it is difficult to comply with ACCJC directives. Pedagogically, participating in assessment gives faculty a voice in constructing analytical narratives by which departments refine curricula. Also, assessments reveal strengths and weaknesses in course content, and assignments by which the outcomes are measured.

Linda Suskie (2009) highlights specific benefits to assessment:

- a. Assessment helps students learn more effectively
- b. Assessment activities bring faculty and staff together to discuss important issues
- c. Assessment activities help faculty and staff see how courses link together
- d. Assessment results provide feedback
- e. Assessment brings neglected issues to the forefront

- f. Assessment help faculty and staff make better decisions and use limited resources more widely

Q4. IS THERE A PARTICULAR ASSIGNMENT THAT I MUST USE FOR ASSESSMENT?

A4. The course outline of record, housed in CurriQunet META suggests various assignments by which an SLO might be assessed. Whether a specific assignment has been selected to measure outcomes will depend upon the department or program. If you are not sure whether a specific assignment is required by your department or program, contact your chair.

Q5. IS THERE A RUBRIC OR SPECIFIED CRITERIA FOR SUCCESS THAT I MUST USE FOR ASSESSMENT?

A5. If you are not sure whether there is a rubric or specified criteria for success in assessing SLOs, contact your chair. The development of a department-wide rubric has certain advantages when comparing results among different faculty and during different cycles of assessment, but there is no requirement for a department to adopt a rubric.

For information about how to construct a rubric for assessment, see University of Colorado's [Creating a Rubric Online Tutorial](#).

Q6. WHAT KINDS OF COMMENTS SHOULD I PUT IN THE "ANALYTICAL NARRATIVE" SECTION OF THE TEMPLATE?

A6. Hopefully your assessment results provide you, the instructor, with useful feedback on your teaching methods and assignments with regards to student learning in your classes. Your assessment results are recorded in Improve at the end of each semester. These individual class assessment results are "pulled through" to the annual Program Reviews for summary discussion and planning for program improvements. Examples of narratives might include adjustments to lectures and texts, adjustment to the SLOs, and adjustment to assignments.

Q7. IS THERE A DEADLINE FOR ASSESSMENT?

A7. Instructors assess student learning throughout a semester, but especially at the end of the semester. It is recommended as a best practice that instructors begin each semester by planning their assessment strategies. During the semester, instructors implement the assessments. Once the data has been collected, these assessment results are analyzed in the Program Review process. Consequently, effective program review depends upon faculty remaining current with assessments so that analysis of results can be accurate and up to date.

Q8. HOW OFTEN ARE SLOS/PLOS ASSESSED?

A8. Your department chair is tasked with maintaining a schedule of assessment. See your department chair to find out which SLOs/PLOs are being assessed and when (see [Department Chair Duties](#)).

Q9. WHICH SLOS DO I ASSESS?

A9. Which SLOs get assessed is specifically determined by the 6-year calendar, and the method is identified by the program faculty and is in CurriQunet META.

Q10. WHAT DOES “CLOSE THE LOOP” MEAN?

A10. Closing the loop happens when you do a second round of assessment in order to see whether the improvement efforts you’ve employed after the first round have worked. It is a kind of “gold standard” for authentic assessment. The stages of this process are: 1) assess, 2) evaluate, and 3) plan. The process is then repeated continuously.

Q11. WHAT IS THE “LINKING” AND “MAPPING” OF SLOS TO PLOS?

A11. Course-level learning outcomes are often referred to as student learning outcomes (SLOs) which are measurable statements that define the specific knowledge, skills attitudes and habits of mind that we expect our students to master upon completion of our courses.

Program-level learning outcomes (PLOs) are measurable statements that define the specific knowledge, skills attitudes and habits of mind that we expect our students to master upon completion of our programs.

Institutional-level learning outcomes (ILOs) are measurable statements that define the specific knowledge, skills attitudes and habits of mind that we expect our students to master upon completion of their educational goal at our college.

It is mandated by ACCJC, the Accrediting Commission for Community and Junior Colleges that institutions engage in assessment, evaluation and reflection. Additionally, ACCJC states that institutions must systematically and regularly evaluate how well and in what ways it is accomplishing its purposes, including assessment of student learning. Faculty are responsible for assessing their courses (SLOs) and programs (PLOs) (ILOs, on the other hand, are mapped to SLOs and PLOs in Improve (formerly TracDat) and are assessed through other means via the College). Faculty may be asked to participate in assessing ILOs.

The linking of SLOs to PLOs is the specific process of connecting lower-level outcomes to higher program and institutional goals. An SLO that is linked to a PLO is assessed, and the data collected from that assessment can also serve as the instrument by which the related PLO is assessed. Whether a PLO assessment can be assessed in this manner is determined by the department or program. PLOs may also require a unique assessment, and so linking is not appropriate. Sometimes “mapping” is used in a way that is synonymous with “linking”, though, strictly speaking, mapping is simply the visualization of linked outcomes.

Q12. WHERE CAN I FIND THE SLOS FOR MY COURSE?

A12. SLOs for academic courses and programs are found in the Course Outline of Record on COR’s CurrIQunet METAplatform.

Q13. HOW DO I LET MY STUDENTS KNOW ABOUT THE SLOS RELATED TO THE COURSE?

A13. The primary mode by which you inform your students of SLOs is by listing them in your syllabus. Inform your students of which assignments are mapped to specific SLOs. You can embed common questions—mapped to SLOs—tests, quizzes, or class exercises; develop a common final exam; use portfolios or sample performance-based activities (essays, presentations, lab experiments, musical performances, etc.) and evaluate them against a common rubric. Minimally, you can focus on a particular student assignment and use a four-

point scale to rate how well students demonstrate achievement of a particular SLO. See the course assessment guidelines and models for further help.

Q14. WHERE CAN I GO TO FIND HELPFUL VIDEO TUTORIALS ON SLO ASSESSMENTS?

A.14. The CFIE webpage has a tutorial section on SLO Assessments (see [SLO Assessment Tutorials](#)).

REFERENCES

Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide, 2nd Ed.* San Francisco: John Wiley & Sons, Inc.