Institutional SLO's & Assessment Plans

Background:

Why do we assess Institutional Student Learning Outcomes?

ACCJC (Accrediting Commission for Community and Junior Colleges) expects that student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. COC has defined the assessment of "degrees" through ISLO's.

More importantly, the goal is to improve student learning and instructional approaches through an examination and discussion of assessments that examine broad learning outcomes shared by multiple departments and divisions. Faculty and administrators discuss the results of these assessments at department and division meetings and flex workshops. Faculty have developed action plans based on assessment results.

Developing and Assessing SLOs for Institutional-Level Programs

In 2008, the SLO steering committee developed a first round of institutional-level SLOs for degrees, certificates, transfer, personal development and job skills based on ICETC/CSUGE. This process included defining the SLOs, mapping the SLOs to courses, defining the assessments, assessing the SLOs, and analyzing the results. The committee decided to focus on common educational goals and develop the SLOs according to the GE categories for transfer and degree seeking students. A workshop was held on April 4, 2008 with administrators and faculty representing the appropriate departments, to create the SLOs and develop assessments for the respective SLOs. Institutional SLOs were created for the following areas: English Communication (IGETC/CSUGE), Mathematical Concepts and Quantitative Reasoning (IGETC/CSUGE), Arts and Humanities (IGETC/CSUGE), Social and Behavioral Sciences (IGETC/CSUGE), Physical and Biological Sciences (IGETC/CSUGE), Languages other than English (IGETC), and Lifelong Understanding and Self-Development (CSUGE).

Since the April 4, 2008 workshop there has been a shift in thinking regarding Institutional-level SLOs, resulting in the decision to base them on Associate Degree Requirements, plus College Skills and CTE. Many of the SLOs developed by the participants in the original workshop remain valid. More collaboration will be necessary to develop SLOs for some new categories and to revise some of the older SLOs that don’t work for the new categories.

The new categories, based on the G.E. areas defined in the Associate Degree Requirements 2009-2010 are:

General Education (AA Degree Requirements for 2011-2012 – click here)

The areas below comprise a total of 14 Institutional Student Learning Objectives (ISLO’s):

- Natural Science
- Social Science
- Humanities and Fine Arts
- Language and Rationality: English Composition
- Language and Rationality: Communication and Analytical Thinking
- American Institutions
- Physical Education and Wellness
- Diversity Requirement

Career Technical Education (CTE)

College Skills

For all of these areas, interdisciplinary groups met to draft ISLOs on "Opening Day Fall 2010," created an assessment plan, and agreed on an assessment schedule. The groups went through a very similar process to the one used to develop
departmental level program SLOs – the only difference is that these institutional-level programs are much larger and involve the collaboration of multiple departments.

Over the course of 2 years (Fall 2010-Fall 2012), the college assessed the 14 ISLO’s through a combination of direct assessment and mapping of course level assessment results. Results were discussed in department and division meetings and flex workshops in fall 2011, spring 2012 and fall 2012.

Here is the ISLO SUMMARY REPORT FALL 2012

In fall 2012, a flex workshop was held to discuss the ISLO process, make adjustments as needed, and continue with the ISLO assessment process.

Below is a report from that meeting: ISLO FLEX SESSION REPORT FALL 2012

The CLOSING THE LOOP WORKSHEET is used in department and division meetings and flex workshops to facilitate discussion concerning ISLO results.

**ISLO UPDATE (8/16/2013)**

Fall 2012 and Spring 2013, discussions were held during FLEX workshops to discuss faculty experiences with ISLO assessment in 2010-2012 and the future of ISLO assessment. The attendees at the spring flex session were presented with 3 options for future ISLO assessment:

1. Continue with current process using IGETC model.
2. Create Core Competencies
3. Adopt LEAP outcomes

The majority of participants expressed significant interest in the LEAP outcomes. A workshop will take place Monday, August 19 2013 to discuss the benefits of adopting this model for ISLO assessment.

**LEAP (Liberal Education and America’s Promise) Outcomes & Materials**

- LEAP Website (website)
- LEAP Essential Outcomes (pdf)
- LEAP Rubrics (pdf)
- Palomar GE (ISLO) Website
- Palomar Community College GE SLO REPORT
- [https://www.csuci.edu/provost/ge-taskforce/](https://www.csuci.edu/provost/ge-taskforce/) (For more information on the GE Task Force at CSUCI):