Student Learning Outcomes

Philosophy, process, results.....Start here!
The Student Learning Outcomes Assessment Mandate

Western Association of Schools and Colleges (WASC), the accreditation agency for California Community Colleges, requires student learning outcomes assessment as part of the accrediting process.

WASC 2002, Standard H: Section A 1 c., specifically requires community colleges to:
1. Identify student learning outcomes for courses, programs, degrees, and certificates;
2. Assess progress toward achievement of the identified student learning outcomes;
3. Use assessment results to make improvements.

Definition of Student Learning Outcomes (SLOs)
Student Learning Outcome: Measurable cognitive, psychomotor, or affective skills or knowledge acquired which embody the overarching goals of a course, program or student service unit.

Both courses and programs have SLOs. Course SLOs should be aligned with the program SLOs for the program that the course belongs to. Some courses will be aligned with a degree or certificate program, some with an institutional-level program (like GE or College Skills), while still others may belong to both a degree or certificate and also an institutional-level program (see Appendix A).

Benefits to the Faculty, Department, Program, and College of Implementing this Assessment Process
All people involved in higher education care about the results of the instruction they provide to students. the WASC standard formalizes this concern into a concrete process. It asks faculty, department chairs, program directors, and administrators to document the ways in which they are assessing the results of student learning and then use that knowledge to improve the instructional process.

Timeline for Full Implementation
By Fall Semester 2012, College of the Canyons was tasked to demonstrate to WASC that we have moved to the "Proficient" stage of SLO implementation (see Appendix B). All courses, degrees, certificates, and institutional-level programs (GE areas, CTA, College Skills) must be assessed, evaluated, and analyzed before Fall 2012.

Responsibility for the Process
Student Learning Outcomes Committee is charged with facilitating the process of developing and assessing SLOs and providing information and support to academic and non-instructional departments as they work to meet the timetable established by the College and WASC.

At the course and program level, departments are responsible for identifying student learning outcomes, assessing the results, and making decisions about what actions to take once the results have been analyzed. Departments should decide if the best way to assess outcomes is through shared assessment tools or coordination of different assessment tools.

Departments are aided in this process through two channels: the course outline approval process in Curriculum Committee and the Academic Program Review. When a proposal for a new course or program or for modification of an existing course or program comes before the Curriculum Committee, members will assist faculty in reviewing the SLOs and the proposed assessment tools. During Program Review, departments will document the data they have collected showing the results of the outcomes, and they will describe the changes called for by their analysis of the data.

At the institutional level, interdepartmental groups will meet to develop SLOs and assessment plans that are aligned with course SLOs for the General Education, CTE (Career Technical Education) and College Skills programs.

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How do I...?

- Logon to CurricUNET (click here)
- Write Course SLOs
- Write Program SLOs
- Develop an AUTHENTIC Assessment
- Develop an Assessment Plan for Course SLOs
- Develop an Assessment Plan for Instructional Program SLOs
- Develop an Assessment Plan for Noninstructional Program SLOs
- Develop an Assessment Schedule
- Select an Assessment Tool
- Develop a Rubric
- Manage and Analyze Assessment Data
- Create Dialogue about Assessment Results
- Document SLO Assessment Results
- Record SLO PLAN and SLO RESULTS in CurricUNET Assessment Module (Coming Soon!)
Student Learning Outcomes

SLO Co-Coordinators: Rebecca Eikey and Paul Wickline
SLO Committee Co-Chairs: Rebecca Eikey
Other Committee Members: Audrey Green, Associate VP of Academic Affairs, Barry Gribbons, VP of Institutional Development, Patrick Backes, Jennifer Brezina, Dean of Humanities, Daylene Neuschke, Ann Lowe, Co-Chair of Curriculum Committee

Division Reps:
Math, Science, and Engineering: Vacant
Humanities: Jia-Yi Cheng-Levine
Fine and Performing Arts: Paul Wickline, Necia Gelker
Social Science: Anne Menero, Nicole Faudree
CTE: Vacant
PE: Rhonda Hyatt
Allied Health: Ann Lowe, Tammy Bahkka, Rachael Houghton
ECE: Vacant
Learning Resources: Vacant
Student Services: Mike Joslin

SLO Committee site on Intranet

Mission Statement

The SLO Committee’s mission is to ensure that the college goes through an ongoing, systematic process that clarifies and improves SLOs at every level from institutional, program, and course through certificates and degrees with specific emphasis on student success. The SLO Committee works with faculty to ensure the methods of assessment of course SLOs and program SLOs are aligned and consistent across the college.

The SLO Committee reports to the Academic Senate and jointly works with the Administrative Unit Outcome Committee through the Outcomes and Assessments Steering Committees.

Scope and Duties

The SLO Committee responsibilities include but are not limited to:
1. Guide and facilitate faculty and staff in implementing outcome and assessment processes;
2. Support faculty and staff about institutional, program, degree/certificate, course level SLOs, and the processes and timing for establishing and assessing them;
3. Provide colleagues with guidance, training, tools, rubrics, models and other resources that will assist them in SLO alignment, development and assessment;
4. Assist faculty and staff in analyzing the results of assessment to improve learning and services;
5. Maintain open and frequent communications about SLO development and assessment with various college groups, including but not limited to the Department chair, Academic Division Deans, Curriculum Committee, Academic Senate, Office of Academic Affairs, and College Planning Team.

Committee Membership

The committee is co-chaired by a SLO Coordinator and appointee of the Academic Senate. Membership includes representatives from Office of Instruction, Professional Development, Curriculum Committee, Program Review Committee, and Institutional Development and one faculty member from each Academic Division:

1. Allied Health & Public Safety
2. Career Technical Education
3. Early Childhood Education
4. Fine & Performing Arts
5. Humanities
6. Learning Resources
7. Math, Science & Engineering
8. Physical Education & Athletics
9. Social Science & Business
10. Student Services

Voting Rights: Only faculty division representatives are given voting rights. Faculty co-chairs vote only in the event of a tie vote.

Duties of Membership

1. Attend and fully participate in committee meetings
2. Academic Division Representatives serve as consultants to members of their divisions.
3. Inform and update their division about SLO issues such as (but not limited to):
   a. Processes and timing for establishing and assessing SLO's
   b. Available training, tools, rubrics, models available for SLO development & assessment
   c. Student Learning Outcome reporting deadlines
   d. Assisting with analysis of assessment results
4. All members of the committee shall make decisions based on a college wide perspective.
5. It is expected that all members are prepared to make informed decisions. This will require members to, at a minimum:
   a. Read the Student Learning Outcome tables in the Program Review documents prior to meeting
   b. Stay current on ACCJC requirements regarding Student Learning Outcomes and assessment
   c. Be knowledgeable about Student Learning Outcomes and Program Review policies, procedures, writing standards, resources, forms, and timelines

Meetings

Faculty co-chairs will set the Agenda for meetings, which are held twice a month during fall and spring semesters. The first meeting of each semester will be a planning meeting. Additional meetings may be held based on mutual agreement of co-chairs. A summary of committee activities will be reported to the Academic Senate and the Outcomes and Assessments Steering Committee on a regular basis.
ASSESSMENT MODULE TRAININGS

As you may have heard, we are beginning the transition from using the SLO Tables in the academic program review to using the CurricUNET Assessment Module. We are offering FIVE training sessions this fall to help with the transition. In addition, the SLO coordinators hope to attend division meetings this fall to help answer your questions about this module. However, we still HIGHLY recommend every full-time faculty member attend a training session this year.

Beginning fall 2014, the SLO tables in the academic program review will no longer be used to record assessment results. Only the CurricUNET Assessment Module will be available.

While the SLO Tables have served a very important need in the past, only department chairs have had access to the PROGRAM REVIEW to input data. And we have not been able to run very effective reports of this information, at either the faculty or institution-level. The new assessment module will allow ALL full-time faculty to develop and submit assessment plans (phase 1) and record assessment results and the dialogue about those results (phase 2). And, the database is capable of offering Word, Excel, and HTML reports.

This year, any department that would like to use the assessment module is encouraged to do so. Currently the Theatre, Paralegal, Chemistry, English, and other departments are using this tool. Again, those who choose to use the assessment module, will not include their assessment results in the SLO tables in program review.

The fall training sessions will be on the following dates and times:
- Monday, October 14 @ 11 AM
- Monday, October 20 @ 11 AM
- Wednesday, October 22 @ 4 PM
- Friday, November 1 @ 12 PM
- Thursday, November 14 @ 3 PM

All trainings will occur in BONH 106 (Computer Resource Room).

Please feel free to bring assessment plans or assessment results to this working session. 1 hour of FLEX is available. Each session is limited to no more than 15 participants. The presenter will remain available after the end of the session to work with faculty if needed.

Visit http://www.canyons.edu/offices/pd/ after that date to register. The workshops are numbered 200F, 201F, 202F, 203F, 204F under "Professional Development for COC Employees." Then select "Professional Development Workshops." Currently, these workshops are located at the bottom of the listing.
Student Learning Outcomes

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 ISLOs for Institutional-Level Programs**

In 2008, the SLO steering committee developed a first round of institutional-level SLOs for degrees, certificates, personal development and job skills based on IGETC/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 (A.A. 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 Rhetorics
- English Composition
- Language and Rhetorics
- 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:

1. ISLO Summary Report.doc

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

**FLEX Workshops on LEAP OUTCOMES**

1. The Future of ISLO Assessment_Flex workshop_Spring 2013.pdf
2. Orientation to LEAP MODEL_Flex Workshop Fall 2013.pdf

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/aregpd/ge-taskforce/** (For more information on the GE Task Force at CSUCI):
Student Learning Outcomes

Resources

Start here:
COC SLO ASSESSMENT MANUAL.pdf
CurricUNET Assessment Module Materials
- CurricUNET Login
- CurricUNET Assessment Module Manual (Course Assessment)
- CurricUNET Assessment Module Manual (Program Assessment) Coming Soon
- CurricUNET Assessment Module Manual Tips for Department Chairs Coming Soon

SLO Newsletters
- Fall 2013
- Spring 2013
- Fall 2012
- Fall 2011

Spring 2014: Day of Assessment_5.30.14
- Program Courses-complete-Version1.xlsx
- Program Courses-complete-Version2.xlsx
- Presentation - Day of Assessment_Draft4.pdf
- Associate Degree Requirements 2013.pdf
- Excerpt_THEATRE CROSSWALK_CSLO-PSLO-ISLO_5-28-14.pdf
- Questions for Alignment Analysis.docx
- Agenda.docx
- Select Value Rubrics.pdf
- Signature Assignment Quick Reference Guide.docx
- ROSTER_5.27.14.pdf
- Presentation - Day of Assessment_Draft4.pptx

Spring 2014 Flex Workshop: Authentic Assessment
Authentic Assessment_Workshop 2.3_FINAL.pdf
Authentic Assessment Rubric1.doc

Fall 2013 Flex Workshops
- Outcomes and Assessment Roundtable/Authentic Assessment_Fall 2013
- CurricUNET Assessment Module_Fall 2013_Department Chair Retreat

Helpful ASSESSMENT Links
- Authentic Assessment and Rubric Resource
- Video Playlist on AUTHENTIC ASSESSMENT
- Authentic Assessment Rubric
- Tony Wagner speaks at Google (YouTube) This is a powerful video about INNOVATION and changing the educational system to better serve today's students.

Assessment Planning and Reporting Forms
- Sample ASSESSMENT PLAN form DOC
- Sample ASSESSMENT RESULTS reporting form DOC

Important Documents
Guiding Principles for SLO Assessment -- Academic Senate Position on Student Learning Outcomes Assessment
Glossary of Terms
ACCJC GUIDING PRINCIPLES FOR SLO ASSESSMENT (2010)
ACCJC SLO Rubric: (updated 2011)
ACCJC SLO Rubric: (original)
Updated ACCJC SLO Rubric and Cover Letter from Barbara Beno
ACCJC Accreditation Report 2008
Committing to Quality: Guidelines for Assessment and Accountability in Higher Education
SLO Handbooks
Completing the Program Review SLO Tables
Program Review SLO TABLE Rubric (Self-Assess SLO tables in Program Review)
Program Review SLO TABLE COMPLETION

SLO Training Booklets
- Student Learning Outcomes Assessment (Fall 2009)
- Writing Program SLOs (Spring 2010)
- SLO Briefs
- Bloom's Taxonomy/Critical Thinking Verbs
- 2011-2012 Associate Degree Requirements (for ISLO)
- Sample Mapping of CSLO (Course SLO) to PSLO (Program SLO) and ISLO (Institutional SLO) COC Theatre Department Example
- ISLO ASSESSMENT RESULTS (8-20-2012)

Assorted Flex Workshops and Resources
- Program Review SLO TABLE COMPLETION
- Writing Program SLO's
- Fall 2010 Department Chair Retreat SLO's PPT
- Closing the Loop Flex PPT
- Creating Rubrics for Assessment PPT
- SLO TABLE CORRECTION (DEAN'S PRESENTATION)
- SLO TABLE CORRECTION (DEAN'S PRESENTATION) NEW
- SLO TABLE CORRECTION (DEAN'S PRESENTATION)
- Department Loop Closing forms
- CurricUNET Assessment Module_Overview Fall 2012

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/ (For more information on the GE Task Force at CSUCI):

FREQUENTLY ASKED QUESTIONS (In Development)
resources

http://www.canyons.edu/Committees/SLO/Pages/resources.aspx
Student Learning Outcomes

Reports

Program Level Outcomes Assessment Results

- SLO Program Report.pdf
- SLO Program Report3_31_14.pdf (Updated 3-31-14)

ACCJC Inventories (Annual March report to ACCJC)

- 2006-2007
- 2007-2008
- 2008-2009
- 2009-2010
- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014

Institutional Reports

- II.A.1_c_Objectives Based on SLO Data_Program Review Year 2_2012.pdf

ISLO Results

- ISLO Summary Report_Fall2012
- ISLO Flex Session Discussion_Fall2012

Reports (Other)

- ACCJC Fall 2012 SLO Proficiency Report
- RESPONSE to CDC from ACCJC (FALL 2012 Proficiency Report)
- RESPONSE from ACCJC (FALL 2012 Proficiency Report_ALL CCCs

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Student Learning Outcomes

Planning Forms

Courses Assessment Plan
Program Assessment Plan

ASSSESSMENT SCHEDULE
- Blank Assessment Schedule Form
- Sample Department Assessment Schedule Form

PLANNING COURSE ASSESSMENT
- Sample Assessment Planning Worksheet
- Sample Assessment Results Reporting Form