

**Student Learning Outcomes Assessment Framework
Faculty Senate SLO Committee**

Accreditation, by design, evaluates institutional quality which is determined by how well an institution fulfills its purpose (Beno, 2004). Producing learning is one of the core purposes of an institution of higher education, and as such, the student learning produced needs to be evaluated by the institution to assure all stakeholders that students achieve the intended learning outcomes that the college has set. Assessing student learning and attainment of intended student learning outcomes is a central process in evaluating institutional effectiveness.

Supporting students as they work towards attainment of the intended learning outcomes is the shared responsibility of all academic, academic support, and administrative units. As such, all employees on this campus are learning-facilitators who strive to remove barriers that impede student success and help students to navigate through the college as they pursue attainment of the intended student learning outcomes (O'Banion, 1997). To this end, all academic, academic support, and administrative units need to engage in an assessment process that results in improved quality of services that directly or indirectly support teaching and learning.

The student learning outcomes assessment framework that follows addresses the idea that assessment is a transparent, clearly documented process that supports a culture of inquiry and leads to a stronger and more effective learning institution. The framework provides a format for faculty to discuss what the results of learning assessment mean, to identify ways of improving learning, and to implement strategies for improvement. The framework also provides a format for academic support, student services, and administrative units to assess their effectiveness, and to engage in a use of results discussion that leads to the improvement of services and the support of student learning.

The proposed assessment framework addresses the six themes (*Institutional Commitment; Evaluation, Planning and Improvement; Student Learning Outcomes; Organization; Dialogue; and Institutional Integrity*) set forth by the ACCJC to provide guidance and structure to the college's self evaluation of its effectiveness and its pursuit of excellence and improvement (Guide to Evaluating Institutions, 2007).

Student Learning Outcomes

Gen Ed Outcomes – cross curricular SLOs that two–year college graduates should possess to succeed in work, transfer education, and life.

Program Degree and Certificate SLOs- program specific outcomes that two-year college graduates should possess to succeed in work.

Course Competencies/SLOs- measurable skills and/or knowledge that students possess at the end of a course. Several competencies may constitute a broader outcome at the program and general education levels.

Note: Some programs are required to have course level SLOs by external accrediting bodies.

Note: SLOs for Emphases such as Service Learning can be addressed in Gen Ed and /or Program SLOs.

Note: The Student Development Outcomes identified by program counselors can be addressed in the Program SLOs.

SLOs – measurable integrations of knowledge, skills, and attitudes.



Courses make up a program of study that result in the cumulative learning outcomes intended for a program and gen ed area.

Competencies – observable, measurable discrete tasks

4 - Step Assessment Cycle

The 4-step assessment cycle is a shared conceptual model that provides a systematic approach to assessment throughout all areas of the college.

1. Identify SLOs and Develop an Assessment Plan.

- Document intended SLOs in syllabi, curriculum documents for courses and programs
- Assessment plan – faculty determine who will be assessed, when they will be assessed, what will be assessed, how they will be assessed, and how the data will be collected, stored and used.
 - i. Develop benchmarks and rubrics that define the criteria for success for each SLO that the college has defined.
 - ii. Involves measurement of student performance
- Align courses and student learning outcomes at the general education and program level.

2. Gather Evidence - Data on student learning are collected and documented based upon the methods outlined in the assessment plan.

- Assessment instruments
- Samples of student work from courses
- Portfolios that show progressive learning
- Practitioner research on learning (i.e. the development of specific instruments to measure SLOs, studies conducted that measure learning)
- Qualitative research such as focus groups

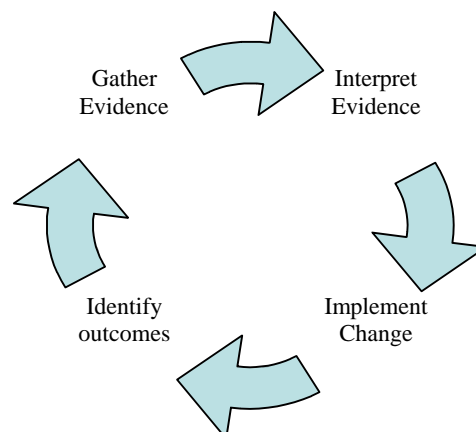
3. Interpret Evidence/ Data Analysis – faculty analyze the evidence and the results from assessment and have a collegial dialogue focused on what the results mean and

what faculty and the institution can do to improve student learning. This step involves making summative judgments about student learning relative to the intended SLO. This analysis needs to be documented in an assessment report and made available to all stakeholders and accreditors. The report should also be used for Strategic and tactical planning and program review.

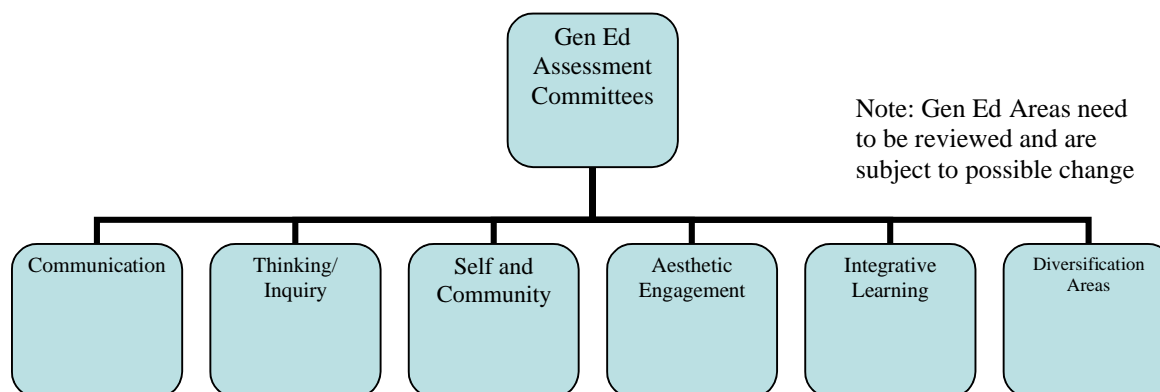
4. **Implement Change** - Implement changes based on the dialogue. These changes can be tied to the outcome, the assessment methods, criteria for success, instructional methods, support structures, resources, and/or institutional policies that impede student success. Recommended changes should improve institutional quality. Changes should also be connected to tactical planning efforts so that resources can be allocated effectively to support student learning.

Another cycle of institutional assessment begins – Assess the impact of the changes that were implemented in step 4.

Assessment Cycle



Assessment Plan for General Education SLOs



1. SLO Committee defines Gen Ed Areas (reviewed current areas in spring 08 above are the new areas).
2. SLO committee forms interdisciplinary committees based on the areas in general education. Interdisciplinary committees ensure a collective institutional effort in the assessment of student learning outcomes, and facilitates the evolution of a collective understanding of complex issues and how best to address them.

Gen Ed Committees will:

3. Gen Ed committee members define SLO(s) relative to their area
4. Gen Ed committee members develop benchmarks and rubrics identifying criteria for success in each area
5. Gen Ed committee collects samples of student work from specific courses (may add other people to the committee as reviewers). Student work may be tests, writing samples,

projects, portfolios, focus group etc. Committee may also create an instrument to measure attainment of the outcome that is given at a specific time (see step 8) in a students' academic career.

6. Gen Ed review committee engages in data analysis and use of results discussion. This process ensures that students are achieving the learning results intended and that the institution improves student learning where needed over time.
7. Gen Ed committee shares findings through a periodic report. Reports are used for accreditation self studies.
8. Gen Ed committee members can develop a schedule to assess Gen Ed. SLOs. For example at the end of a specific semester, at the completion of a required set of courses, upon completion of a certain number of credits.

Course Role in the Assessment of Gen Ed SLOs

1. A Course needs to be designed to address one or more Gen Ed SLO(s) at a particular level.
2. Instructors should complete a form that

Assures that appropriate opportunities to learn and practice specific skills associated with the intended SLO are given.

- i. indicates whether a course addresses a particular SLO(s) and to what degree
- ii. indicates if students are required to demonstrate competence through course work that is being assessed by the instructor
- iii. indicates if students get formal feedback on their mastery of this specific SLO from the instructor.

3. Artifacts from courses can be used to assess Gen Ed SLOs
4. Assessment instruments should be evaluated to assure reliability and validity

Levels of Opportunities

A Course or group of courses may address levels for a specific SLO: (Miramar College and Alverno College divided their SLOs into developmental levels of increasing complexity).

Developmental
courses/ learning
assistance

- Preparatory Level: Develops the capacity (foundational and study skills) for students to pursue pathway related studies.

Gen Ed
Program

- Level 1: SLO will be addressed at an introductory, basic level with beginning comprehension and familiarity, and limited application.
- Level 2: SLO will be integrated regularly into classroom activities to develop the skill. Students will be able to apply this competency in a familiar setting.

Gen. Ed. Alignment Grids

Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 6
Phil 101	1			1	
Phil 102	2		1		1
Art 201	2	2		2	

Alignment grids help to determine what courses address which SLOs and at what level.

Assessment Plan for Program Outcomes

1. Program faculty identify program SLOs
2. Design benchmarks and rubrics that identify criteria for success for each outcome
3. Program faculty develop assessment strategies for the SLOs (tests, writing samples, analysis of a problem, collaborative project, portfolio etc.)
4. Identify where expected outcomes are addressed (can be at course level, integrated project, capstone experience). Map the courses that a student takes to complete the program.
5. Establish a schedule for assessment for each outcome
6. Program faculty engage in data analysis and use of results discussion
7. Share findings in program review.

Course Role in the Assessment of Program SLOs

1. A Course needs to be designed to address one or more Program SLO(s) at a particular level.
2. Ensure that the courses that make up a program of study result in the cumulative SLOs intended for the program.
3. Artifacts from courses can be used to assess Program SLOs
4. Capstone courses/projects and internships can be used to assess program SLOs
5. Assessment instruments should be evaluated to assure reliability and validity

Levels of Opportunities

A Course or group of courses may address levels for a specific program SLO

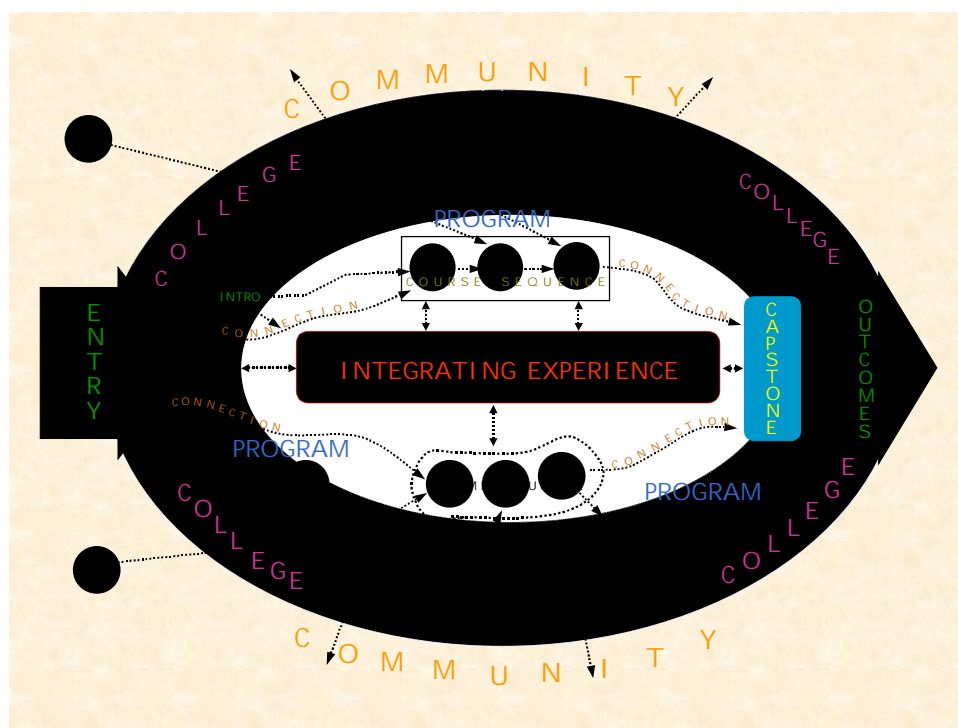
Preparatory Level: Develops the capacity (foundational and study skills) for students to pursue pathway related studies.

Level 1: SLO will be addressed at a introductory, basic level with beginning comprehension and familiarity, and limited application.

Level 2: SLO will be integrated regularly into classroom activities to develop the skill. Students will be able to apply this competency in a familiar setting.

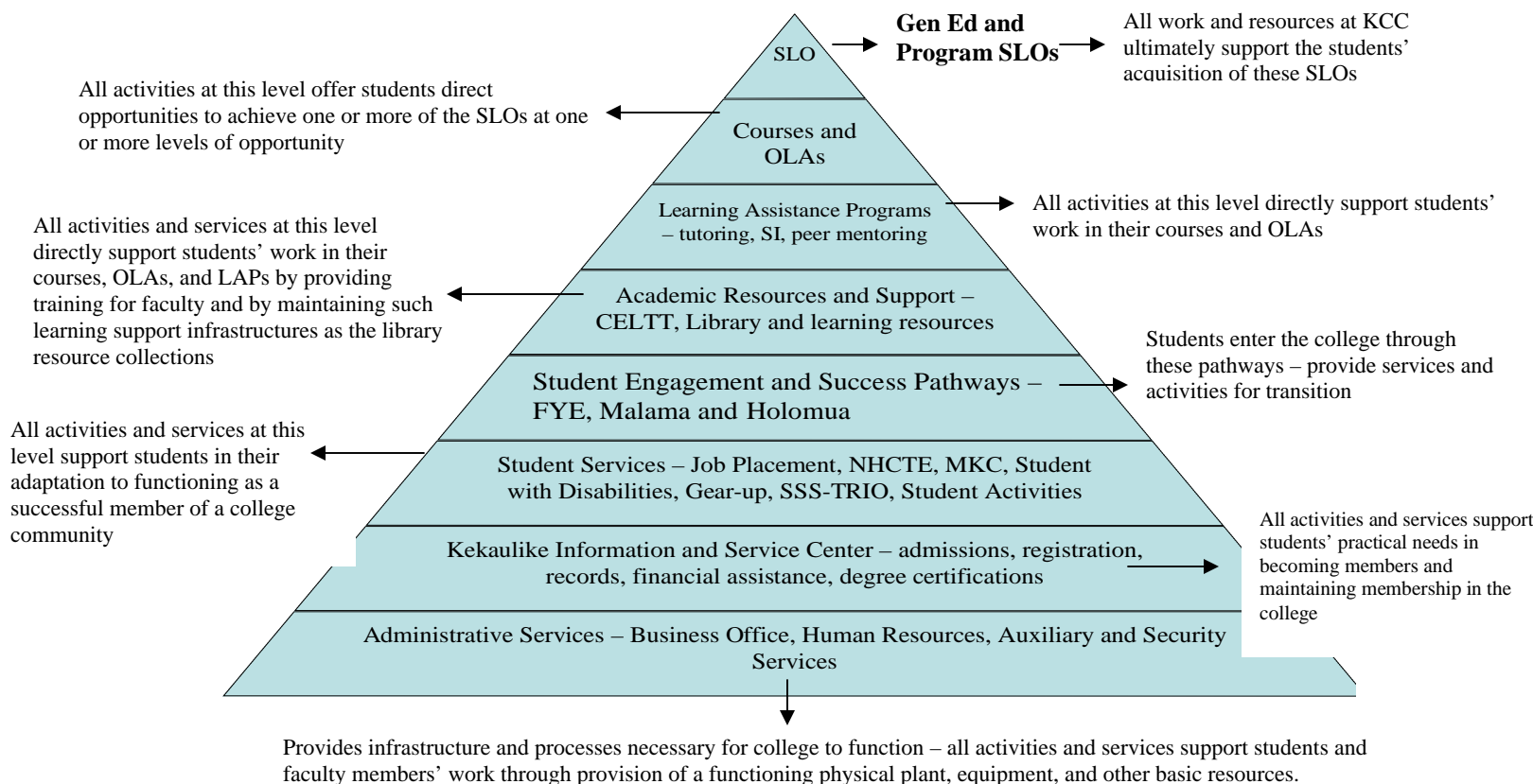
Level 3: Development of this SLO is threaded into the daily classroom activities and assignments. Students will be able to independently apply SLO to new and unfamiliar situation.

Program Map



A program map visually depicts how courses and other organized learning activities result in the cumulative SLOs intended for the program

Academic, Administrative, Student Service, and Support Units



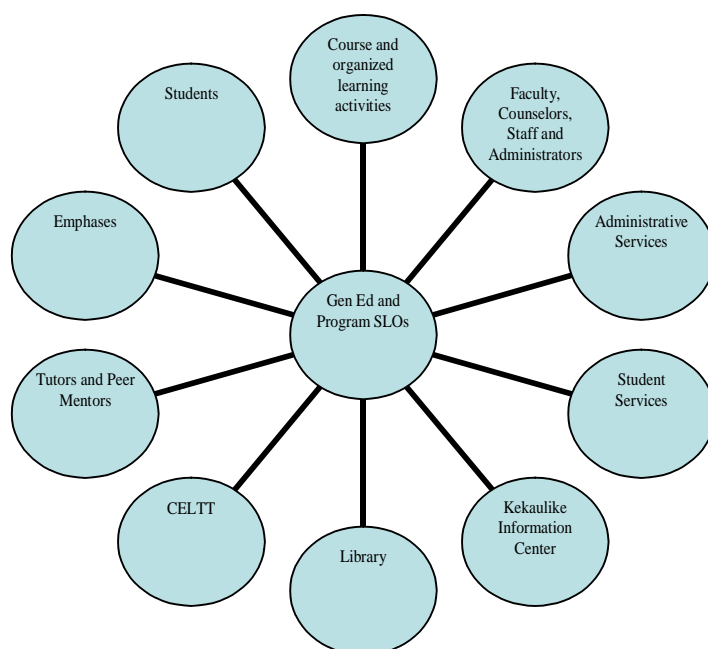
Assessment Plan for Administrative, Student Service, and Support Units

The ACCJC requires that an institution demonstrate how instructional programs as well as student development and support services and learning support services facilitate the achievement of an institution's stated student learning outcomes (www.accjc.org/). To this end, administrative, academic support, student services, and learning assistance units should develop service outcomes and an assessment plan that results in improved quality of activities and services that directly or indirectly support teaching and learning.

Assessment Plan

1. Staff from administrative, academic support, student services, and learning assistance units identify service outcomes. The outcome statements must be clear and measurable, and must provide direction to the unit. Service outcomes relate to a unit's function within the larger context of the College's overall mission and goals. The purpose of the unit is made concrete and specific in the outcomes it identifies.
2. The outcomes are directly addressed by the methods and criteria designed to demonstrate achievement of those outcomes. Develop benchmarks and criteria for success. The criteria identify the specific standards that will indicate successful achievement of the outcome.
3. Determine what data needs to be collected to assess the outcome. Unit can develop assessment instruments, use focus groups, and/or use productivity information.
4. Determine a schedule for assessment
5. The unit collects data and engages in a use of results discussion to determine the extent to which the service outcome has been met, and what actions need to be implemented in the future to improve the unit's effectiveness. The unit will share its findings in its program review. The results of the assessment process inform tactical planning and resource allocation, and become part of an institution wide discussion focused on how well the college achieves its mission and purpose.
6. The unit will implement improvement strategies and assess their effectiveness in the next assessment cycle.

Contributors to teaching and learning and the attainment of SLOs



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