The SLO Assessment Process
A Round Table Discussion

Facilitated by
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Purpose of this Session

To facilitate discussion on the SLO assessment process leading to the development of resources available to guide the process at all Community Colleges looking for guidance.

- Present the various components of the SLO process
- Compare different approaches
- Discuss pros and cons of different approaches
- Develop a list of ‘Best Practices’
- Develop a list of resources for distribution
SLO Assessment Cycle

- Develop Course, Program and Institutional SLOs
- Develop appropriate assessment tools
- Perform assessments
- Report results
- Review results
- Develop and implement an Action (Improvement) Plan
- Repeat Annually?
Developing Course, Program and Institutional SLOs

- Components of good SLOs
- Course SLOs
  - How many?
  - How specific?
  - Objective vs. Outcome
- Program SLOs
  - Degree/Certificate oriented?
  - Job oriented (CTE)?
- Institutional SLOs
  - Separate GE SLOs?
Assessment Tools for SLOs

- Course
  - Embedded or Separate?
  - Type (Quiz, Exam, Paper, Assignment, Lab/Classroom Activity, Other)
- Program (Mapped or Separate?)
- Institutional (Mapped or Separate?)
Assessment Timing for SLOs

- **Course**
  - How often?
  - All or specifically selected SLOs

- **Program**
  - Mapped?
  - Separately Assessed? (How often)

- **Institutional**
  - Mapped?
  - Separately Assessed? (How often)
Reporting SLOs and Results

- What should be reported?
  - Course Level
  - Department Level
  - Area/Division level
  - Institutional level

- How often should the information be reported?

- Who should get the information?
  - Course Level – Department Faculty
  - Department Level – Department Faculty
  - Area/Division level – Deans, VPs
  - Institutional level – ACCJC, Community Served
Reflection and Action Plans

Action plans can be individual, course, program or institutional

- Faculty should be encouraged to reflect on individual results personally
- Course coordinators facilitate discussion and reflection on specific courses
- Department coordinators facilitate discussion on program level outcomes
- Division/Area coordinators (Deans, VPs) facilitate discussion on division, area and institutional level outcomes
Action Plan Possibilities

- Revise the SLO
- Revise the assessment method
- Develop a new/revised classroom activity
- Develop a new Directed Learning Activity (DLA)
- Revise the curriculum
- Other
Final Discussion

- SLO Cycle
- SLO Development
- SLO Assessment
  - Tools/Type
  - Timing
- SLO Results Reporting
- SLO Action (Improvement) Plans
California Academic Senate
Guiding Principles for SLO Assessment

Faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is good professional practice that can benefit programs and students.

(Principle Number 11)
Resources

- Academic Senate SLO Coordinator Page
  - https://asccc.org/slo-coordinators
- National Institute for Learning Outcomes Assessment
  - http://learningoutcomeassessment.org/
- ACCJC Publications and Documents
  - https://accjc.org/publications/
- Lumina Foundation
  - https://www.luminafoundation.org/about
- Cerritos College SLO Committee Webpage
  - http://cms.cerritos.edu/slo/