

First Semester

Step 1: Identifying SLOs and Developing Assessment Plan

What do we want students to know, do, think or feel and how will we know they have learned?

- Develop SLOs for selected courses.
- Develop measures and rubrics, checklists or guided processes for the SLOs.
- Develop a department SLO Plan.

How:

Collaboratively authored, Collectively approved

Who:

Faculty and staff who interact with students where learning is to occur

Plan

Second Semester

Step 2: Data Collection

How do we document what students learn?

- Collect data on the SLOs for these courses.
- Send student performance on data collection sheet/ roster to IR.
- Map these course SLOs to appropriate ISLOs as well as to degree/certificate and/or program SLOs.

How:

Capstone projects, embedded test questions, exams, portfolios, presentations, performances, rating scale, other

Who:

Program faculty and staff

Data

SLO Cycle

SLO

Fourth Semester

Step 4: Closing the Loop and Repeating the Cycle

How do we know that the changes worked?

Close the loop and begin the cycle anew:

- Implement improvement plan and collect data again to assess the intended improvements.
- Develop SLOs, measures and rubrics for new courses.

How:

Reflection and dialogue

Who:

Program faculty and staff

Analysis

Third Semester

Step 3: Analyze/Use Results to Improve Student Learning

What do we know about what students have learned and what changes do we make to improve student learning?

- Analyze SLO assessment results with respect to student attainment of the course, degree/certificate/ program SLOs and ISLOs to which they have been mapped.
- Discuss changes to the SLO itself, assessment methods, materials, or measurements, criteria for success, and/or instructional methods.
- Identify needs for improvement and develop improvement plan.

How:

Dialogue

Who:

Program faculty and staff