

Student Learning Outcomes and Assessment Committee (SLOAC) Handbook

Spring 2024



EVERGREEN
VALLEY COLLEGE

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Part I: SLOAC Membership and Responsibilities

What is SLOAC?

To better serve the college community, Evergreen Valley College has a Student Learning Outcome (SLO) coordinator, a Student Learning Outcome Assessment Committee (SLOAC), and a detailed SLO Canvas Shell.

SLOAC Charge:

The purpose of SLOAC is to oversee and guide the college process for writing/incorporating SLOs and assessment across the curriculum and programs. The committee shapes the college's approach to assessment by providing a common assessment language through SLO assessment Plans and the standardized assessment reporting templates. The committee strives to support a campus culture of assessment by encouraging assessment dialogue and sharing best practices to improve student learning and integrate results into college planning.

Specifically, the committee will:

- Provide guidance in identifying appropriate assessment measures for SLOs.
- Provide structure for mapping outcomes (course, program, institution) and documentation of assessment results.
- Facilitate staff development on SLO assessment and reporting.
- Promote campus assessment dialogue through division/departments and campus activities.
- Provide campus-wide progress reports on assessment activities.

SLOAC Meetings:

- The committee meets in-person every 2nd and 4th Fridays of every month from 10:00 a.m. to 11:30 a.m.
- Meeting location: TBD
- Meeting agenda and minutes can be found in the Canvas Shell.

SLOAC Membership (elected in same manner as all Senate sub-committees):

- **Administration** (2 – appointed by the EVC President. One from instruction and one from Student Affairs)
- **Associated Students** (2)
- **Classified Professionals** (3)
 - Curriculum Specialist
 - Articulation Specialist
 - Student Affairs representative
- **Faculty (One from each division as determined by the Academic Senate):**
 - Business & Workforce Development
 - Counseling & Matriculation
 - Language Arts
 - LLRC, Dual Enrollment, Non-Credit, College Wide Initiatives and Distance Education
 - Math, Science, Engineering
 - Nursing and Allied Health
 - Social Science, Humanities, Arts, and Physical Education (SSHAPE)
 - At Large (elected by the Academic Senate)
 - Curriculum Chair
- **Chair**
 - SLO Coordinator for 2-year term (40% reassigned time)
 - Preferably selected from within SLOAC. If no committee member steps forward, will be elected by the Academic Senate

SLO Coordinator Responsibilities

Duties and Responsibilities may include:

1. Assist members of the college community in developing, promoting, and implementing student-learning outcomes and assessments at the course, program and college level considering the needs of our diverse student population.
2. Increase the awareness of the standards and expectations of the SLOs in the accrediting process at the college.

3. Integrate student learning outcomes with college initiatives such as strategic planning.
4. Serve as the Chair of the SLOAC subcommittee of the Academic Senate.
 - a) Develop SLOAC meeting agenda and facilitate SLOAC meeting
 - b) Forward actions approved by SLOAC committee to the Academic Senate.
 - c) Provide update reports to the Academic Senate
 - d) Provide reports regarding SLO/PLO assessment report completion to the Institutional Effectiveness chair for programs in the Program Review cycle.
 - e) Update the SLOAC Handbook and SLOAC Canvas shell as needed
5. Review course and program level SLO assessment reports.
6. Review course and program level SLO sections of submitted proposals before submission to the Technical and Curriculum committees.
7. Attend ACCC meetings as a voting member.
8. Conduct campus-wide forums and discussions to introduce a dialogue, generate interest and participation in the dialogue and provide an opportunity for inquiry regarding SLOs.
9. Document progress of SLO assessment activities and accomplishments across the campus, including instructional and non-instructional.

The SLOAC Canvas Shell

To facilitate the assessment of SLOs, PLOs, and ILOs, the most current instructional videos are available in the SLOAC Canvas shell. SLOAC meeting agendas and minutes are archived in this Canvas shell as well. Individuals can self-enroll using this URL: <https://sjeccd.instructure.com/enroll/LJ44NA>

Part II: Introduction to Student Learning Outcomes and Assessment

What is a Student Learning Outcome (SLO)?

The Academic Senate for California Community Colleges (ASCCC) defines ***Student Learning Outcomes*** (SLOs) as “specific, observable, or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognition), skills (behavior), or attitudes (affect) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. Course ***objectives*** are small steps that the instructor,

An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs are skills-based; they describe a student’s ability to synthesize numerous discrete skills using higher-level thinking skills and to apply what they have learned. SLOs usually encompass a gathering together of smaller, discrete objectives through analysis, evaluation, and synthesis into more sophisticated skills and abilities” (ASCCC, 2010, p. 13).

SLOs were developed in response to the U.S. Department of Education’s call for colleges and universities to partake in a process of continual self-examination and reflection with the goal of improvement. Because of this, the Accrediting Commission for Community and Junior Colleges, (ACCJC) has elected to use SLOs as part of its accrediting standards. Evergreen Valley College (EVC)’s mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens. Developing, assessing, and reflecting on SLOs are key steps to ensuring that, as a campus, we are collectively and collaboratively meeting this mission. See Appendix A1 for EVC Guiding Principles/Vision, and Mission Statements. See Appendix A2 for ACCJC Accreditation Standards.

■ Types of Learning Outcomes

There are several major types of student learning outcomes.

○ Course-level SLOs:

At EVC, we refer to these simply as SLOs. Every active course in EVC's catalog must have SLOs identified and listed in the official course outline of record (COR). We recommend no more than 5 SLOs per course, with the understanding that some courses may need more; the number should be determined on a department level. The SLOs of a course must be included in the class syllabus. SLOs are approved by the All-College Curriculum Committee and are found in the Course Outline of Record.

SLOs should encompass a broader picture of what a student should accomplish upon successful completion of a course. These outcomes should:

- Describe what students will be able to do (skill or cognitive ability) after completing the course.
- Be clear so that students easily understand the outcome.
- Be observable and measurable skills (career-specific or transferable), knowledge, attitudes and/or values.
- Have clearly identified specific assignments/activities designed to address specific skills students should be learning in the course.

See [Appendix B2](#) for How to Develop and Assess SLOs

○ Program Learning Outcomes (PLOs):

These are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. The development of PLOs should be a collaborative process where all faculty within a discipline discuss expected learning outcomes for students who complete a particular series of courses (those required for the degree or certificate). PLOs are approved by the All-College Curriculum Committee and are found in the Program Outline.

These learning outcomes should encompass a broader picture of what a student should accomplish upon being awarded a degree or certificate. PLOs are often derived from the SLOs of the courses that comprise the program. These outcomes should:

- Describe what students will be able to do (skill or cognitive ability) after completing the degree or

certificate.

- Be clear so that students easily understand the outcome.
- Be observable skills (career-specific or transferable), knowledge, attitudes and/or values.
- Be relevant to meet the needs of students, employers, and transfer institutions.
- Be rigorous yet realistic outcomes achievable by students.

See [Appendix B3](#) for examples of PLOs

○ Institutional Learning Outcomes (ILOs):

Institutional learning outcomes represent the core competencies that EVC believes every student requires in order to become academically successful and civically responsible global citizens.

Communication

The student will demonstrate effective communication, appropriate to the audience and purpose.

Inquiry and Reasoning

The student will critically evaluate information to interpret ideas and solve problems.

Information Competency

The student will utilize information from a variety of sources to make an informed decision and take action.

Social Responsibility

The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision-making.

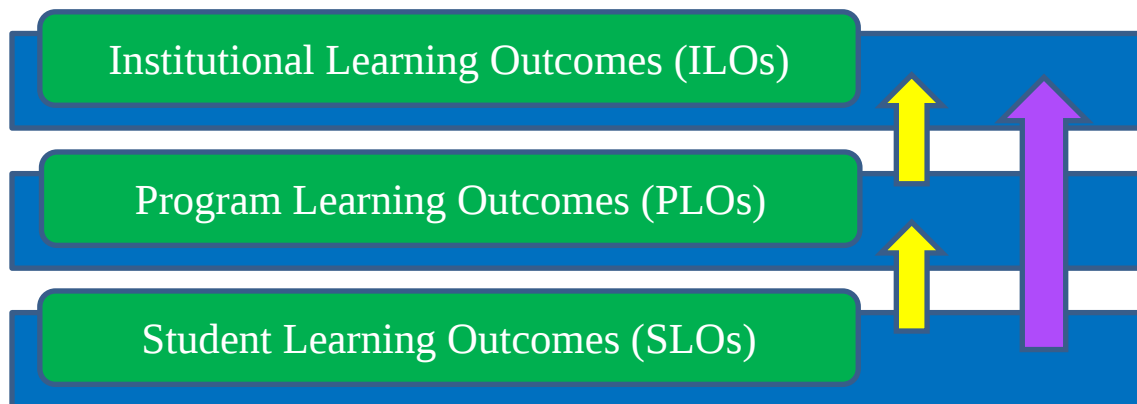
Personal Development

The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

See [Appendix B4](#) for Evergreen Valley College ILO Descriptions and Assessment.

Course-level SLOs are linked to both Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs), see the chart below. PLOs are also mapped to ILOs. SLO mappings to ILOs are found in each course's Course Outline of Record (COR); each SLO to PLO mapping and PLO to ILO mappings are contained in each program's outline. These official outlines are approved by the All-College Curriculum Committee and are located in EVC's online curriculum management system, CurriQunet.

Figure 1: SLO/PLO/ILO Mappings



- Service Area Outcomes (SAOs):

While Student Learning Outcomes (SLOs) are the observable or measurable results subsequent to a learning experience, SAOs are also observable or measurable results, but subsequent to accessing a service or a supported learning experience.

The assessment of Service Area Outcomes (SAOs) provides the institution a means to develop a comprehensive assessment of the quality, integrity, and effectiveness of its non-instructional services and provides a mechanism for continuous improvement. See Appendix B5 for information on developing and assessing SAOs.

What is an SLO assessment?

The assessment process exists to ensure students are learning information and specific skills that educators have deemed are valuable to a course or program. The central mission of EVC is a commitment to student learning. To document our students' progress, the college recognizes the importance of learning outcomes assessment.

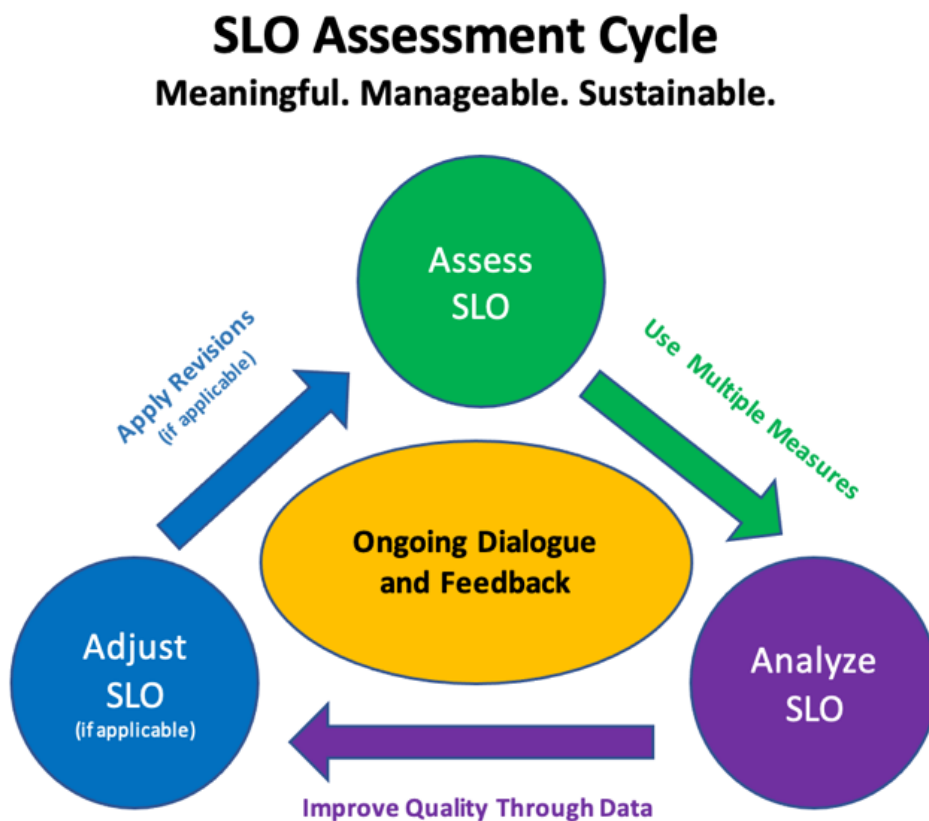
Assessments are not a new concept: every time instructors give a quiz, exam, or assignment to determine the level of understanding students have acquired, they are conducting an assessment. Thus, SLO assessments are simply methods we use to determine whether students can demonstrate that they have gained the skills we have identified as key outcomes for our courses. Although SLOs must be the same for a course (as this is part of the COR), how each faculty member teaching the course decides to address and

assess the SLO may vary.

At all levels (course; program; student services) the college engages in informal as well as formal evaluation procedures. Faculty across the college have an ongoing dialogue with regards to assessment results. This is done with a common goal of improving how the institution delivers material so that students acquire the skills and knowledge each course and program offers as defined by specific learning outcomes.

The process is a continual cycle; a dynamic process of faculty reviewing what they are doing in the classroom / student service so that the student population is better served as well as the mission and principals of the district are not just words on a page. Because outcomes are specific, measurable, and continually assessed, the philosophy of a district can be actively monitored.

Figure 2: The SLO Assessment Cycle



The use of SLO assessments at all levels is meant to increase communication and direct activities that can improve instructional delivery and support systems at EVC. Assessment results are NOT to be used as a basis of evaluation or disciplinary action for individual faculty members. However, as part of professional duties, instructors are expected to participate in the SLO assessment process at all three levels (course, program, and institutional).

Assessing SLOs has pedagogical value, as the approach is learner- centered. The focus is on assisting students achieve well-defined outcomes created by course faculty experts in the field. Communicating SLOs to students (as is required by EVC in the course syllabus) will aid the student in managing their time and attention towards specific skills / tasks within the course. Assessment of Learning Outcomes allows students to become aware of their strengths as well as areas that need improvement; the process also allows the instructor to evaluate which delivery systems / assignments in the course can best assist the student in learning as well as overall program effectiveness. Here are some best practices when determining SLO assessment methods:

- Activities and assignments that address a particular SLO should be clearly identified to students (e.g., This research paper addresses SLO 1, 3, and 5).
- Focus on what students can do. Assessments should be observable/measurable.
- Use active verbs. For example, can you measure understanding? A more specific action might be that the student could: describe, classify, distinguish, explain, interpret, compose, perform, demonstrate.
- Share the learning outcomes with your students. Education works best when the learner clearly understands what is expected.

What is an SLO assessment report?

An SLO assessment report is the formal documentation of an instructor's assessment(s) for a particular SLO over a specified school term (e.g., Fall semester). EVC uses CurriQunet, a curriculum management system that integrates curriculum, assessment, and program review functions all together.

Here are key factors to keep in mind regarding SLO assessment reports:

○ *Who completes SLO assessment reports?*

According to the Guiding Principles of SLO Assessment (2010):

Outcomes and their assessments therefore must remain in the purview of those responsible for teaching the courses and those who are most qualified to make decisions regarding curricular practices. Faculty should have control of assessment processes and take the lead in analysis and use of the data. Collection of data should be led by the faculty members in the courses they teach. In all aspects of SLO development and assessment, faculty should assume primary responsibility (p. 26).

- **SLOs:** Ideally, all faculty teaching sections of the same course should meet and discuss diverse ways they assess the same SLO (multiple sections can be reported in one SLO assessment proposal).
- **PLOs:** All faculty who teach both core and elective courses of a program should also collaborate and engage in collegial dialogue when reflecting on the SLOs mapped to each specific PLO of a program.
- **SAOs:** Service Area Assessment teams within each service area should also collaborate and discuss SAO assessment results before a designated lead submits the SAO report.

○ *What goes into an SLO assessment report?*

- The SLO assessment worksheet is a spreadsheet that enables faculty to collect the information needed for an assessment report. This includes:
 - ✓ Course identification information such as the course number, section, semester, year, and number of students registered (after census) of each section being reported.
 - ✓ SLOs from the official COR of the course
 - ✓ The assessment tool(s) used to determine student level of SLO acquisition.
 - ✓ The results from the assessment tools, including the number of students who participated in the assessment, how many achieved an instructor-specified level of mastery in the SLO, and how level of mastery was defined (e.g., earning a score of 75% or higher).
 - ✓ A reflection of how results from the SLO assessments indicate how well students acquired mastery in the ILOs to which course SLOs are mapped.
 - ✓ An overall analysis of the approach used in the course.
- Assessments of each course SLO should occur every time a course is taught (e.g., discussions, exams, homework, etc.).

- The requirement is for SLO assessments to be reported at the course-level, not section level. Deans may differ in this approach. Some deans require all faculty to report SLO results of all sections every semester, while others allow a minimum of one section of a course to be reported per year. Data from multiple sections can be included in a single report.
- *Where are SLO assessment reports submitted?*
 - All SLO, PLO, and SAO assessment reports will be reported in the Assessment Module in CurriQunet, EVCs curriculum management system.
 - Workshops for familiarizing faculty with using CurriQunet are offered every semester.
 - **SLO assessment report naming convention:** SUBJECT, COURSE #, SEMESTER and YEAR TAUGHT (e.g., PSYCH 018 Fall 2023)
- *When are SLO assessment reports submitted?*
 - Frequency
 - ✓ At a minimum, every SLO for every course must be reported within a one-year cycle, starting Fall 2023.
 - ✓ At a minimum, every PLO for every program must be reported every two years. Because PLO reports rely on SLO assessment report data, the PLO cycle will begin Fall 2023, unless programs are up for review. In this case, the reporting may be accelerated.
 - ✓ At a minimum, every SAO for every service area must be reported within a two-year cycle, starting Fall 2021.
 - Timing
 - ✓ Can be reported any time.
 - ✓ For Fall semester, assessment reports are due by **March 1**.
 - ✓ For Spring semester, assessment reports are due by **October 1**.
- *How can I obtain CurriQunet access?*
 - In order to obtain CurriQunet access, faculty members must do the following:
 1. Consult with their Division Dean to discuss the purpose/ goal that they plan to address by obtaining CurriQunet access (e.g., completing SLO assessment reports, course updates, etc.).
 2. Review the appropriate CurriQunet training video or attend a CurriQunet training workshop.

3. Inform the dean that the training requirement has been completed.
4. Ask the dean to email the Curriculum Coordinator for access.
5. Look for communication from the Curriculum Coordinator who will email access information directly to the faculty member.
 - ✓ See the CurriQunet Instructions for the SLO Assessment Module for step-by-step instructions on creating SLO/PLO/SAO assessment report proposals in CurriQunet.

○ *Why do we complete SLO assessment reports?*

- The assessment process allows EVC to better measure if the institution is, in fact, delivering on its mission and ILO promise made to all students.
- Stating clearly what one can expect from an experience promotes an atmosphere of transparency and encourages communication between faculty and student. The education process is a means to an end (career advancement, skill development, personal improvement, etc.) and outcomes clearly state for the student what should be expected from each course or program completion.
- Assessing student learning outcomes promotes an ongoing dialogue between faculty members in relation to what is happening inside the classroom. These discussions can lead to an exchange of ideas and pedagogical techniques which enrich faculty development and over time lead to greater career satisfaction.
- One of the many advantages of being a part of an institution of higher learning is that the work is ever changing. Just as the needs of a community are never stagnant, the needs of students and how these educational needs are delivered are always evolving. The assessment process allows one to review each semester what has worked well and what may need adjustments.
- A critical aspect of the assessment cycle is reflecting on results to improve student learning through collegial dialogue. This is a continuous cycle of collecting assessment results, evaluating them, using the evaluations to identify alterations in classroom delivery as well as activities/assignments, implementing those alterations, and then reviewing how well the changes worked with another cycle of assessment.
- All accrediting agencies today require colleges to engage in ongoing assessment. Reviewing progress in this area provides the accrediting agency with evidence of student learning and program quality.

Frequently Asked Questions

Q: What does the SLO Coordinator look for in New Section Level SLO Assessment or Update Section Level Assessment Report proposals?

A: The SLO Coordinator reviews all components of each [New Section Level SLO Assessment](#) or [Update Section Level Assessment Report](#).

MAIN PAGE: The **Course** should have [Active](#) selected (see red boxes), and the **Version** should be either [Current](#) or [In Review](#) (see blue boxes) to ensure that the most current SLOs will be reported.

Main	5/5	Originator * Estrada, Grace
Outcomes		Status * Full Time
Co-Contributor (option)		Are you completing this report with data from associate faculty from your department? * No
Section Information	0/1	Implementation Date
Assessment Methods		
Assessment Results		
Student Data Assessment & Analysis		
Attach Files		

Note: Choose the current version of the Course unless it has been modified and the version you assessed is no longer active.

Subject *	(PSYCH) Psychology
Course *	PSYCH 018 - Introduction to Research Methods (Active)
Version *	PSYCH 018 - Introduction to Research Methods (12/21/2022) Current

OUTCOMES PAGE: At least one SLO should be selected. Ideally, all outcomes of the course will be reported.

Main	5/5	Outcomes
Outcomes	1/1	Outcomes
Co-Contributor (option)		
Section Information	0/1	
Assessment Methods		
Assessment Results		

- ☒ Explain the basic principles of the scientific method.
- ☒ Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research.
- ☒ Synthesize a body of research findings, critically evaluate research reports, and assess the generalizability of study results.
- ☒ Develop hypotheses that demonstrate knowledge of general experimental and non-experimental research designs as well as standard research practices by selecting appropriate research designs to test hypotheses.
- ☒ Demonstrate proficiency in APA style.

CO-CONTRIBUTOR PAGE: Co-contributors are listed here. Associate faculty should have full-time faculty members added as co-contributors to any proposals (curriculum and assessment) in CurriQunet.

Main	5/5
Outcomes	1/1
Co-Contributor (option)	
Section Information	0/1
Assessment Methods	
Assessment Results	
Student Data Assessment & Analysis	

Co-Contributor (option)

***If there is a Co-Contributor, they must be chosen before proposal is launched**

☐ Show selected

- ☐ Abohatab, Carol (carol.abohatab@evc.edu)
- ☐ Abraham, Tina (tina.abraham@evc.edu)
- ☐ Adkins, Walter (walter.adkins@evc.edu)
- ☐ Albrecht, Renee (renee.albrecht@evc.edu)
- ☐ Alexander, Andrea (andrea.alexander@evc.edu)
- ☐ Allen, Daniel (daniel.allen@evc.edu)
- ☐ Anderson, Caritha (caritha.anderson@evc.edu)

0 of 329 items are selected

SECTION INFORMATION PAGE: All components of course information should be provided (i.e., section number, modality, time, duration, location, and number of registered students).

Main	5/5
Outcomes	1/1
Co-Contributor (option)	
Section Information	1/1
Assessment Methods	
Assessment Results	
Student Data Assessment & Analysis	

Section Information

Term

 **201**

Year: 2023
Modality: Face to Face (100% synchronous instruction, virtual or in-person)
Time: Day/Evening
Duration: 16 weeks
Location: Evergreen Valley
Number of registered Students: 45
Semester: Fall

ASSESSMENT METHODS PAGE: Each SLO that was selected in the [Outcomes](#) page will be listed in blue, with checkboxes for distinct types of assessment methods listed beneath it. At least one assessment method for each SLO must be selected. The assessment method should be appropriate to assess the verbiage of the SLO. For example, if the SLO is for students to be able to *explain* a concept, an appropriate

assessment method would be a discussion, oral presentation, etc., not a book review.

Main	5/5	Assessment Methods Outcomes Explain the basic principles of the scientific method. Assessment Tools ☐ Book Reviews ☐ Class Participation ☐ Clinical Performance ☒ Discussion
Outcomes	1/1	
Co-Contributor (option)		
Section Information	1/1	
Assessment Methods	5/5	
Assessment Results		

ASSESSMENT RESULTS PAGE: This is the page the SLO (Student Learning Outcomes) Coordinator will most carefully examine. There are two areas in which information is needed. The top part of the page is where the SLO assessment results are reported. At the bottom of the page is where the ILO (Institutional Learning Outcomes) reflection is reported. Let us look at each part separately.

- In the first part of this page, each SLO selected in the [Outcomes](#) page will be listed in blue. Beneath each SLO are three dialog boxes – one for each type of teaching modality (Face to Face, Hybrid, and Online). Ensure that the assessment results reported in the dialog box matches the teaching modality indicated on the [Section Information](#) page. For example, the [Section Information](#) page indicated that the section was taught in a Face to Face modality. The green line below indicates the results were reported in the correct dialog box.

Main	5/5	Assessment Results Outcomes For each SLO, summarize results of all classes assessed, keeping results from each instructional modality separated (i.e., online sections results grouped together, face-to-face results grouped together). Indicate the number of students assessed, how you determined level of mastery (e.g., scoring a "C" or above), and discuss what needs and issues were revealed. Explain the basic principles of the scientific method. Rating* 4: Almost all (90%+) of the students have mastered the competency. ✓ Summarized results for Face to Face sections (if applicable) The average was 94% - 36/38 (94.7%) students scored 80% or higher in the discussion assignment about the scientific method. Words: 20, Characters: 104
Outcomes	1/1	
Co-Contributor (option)		
Section Information	1/1	
Assessment Methods	5/5	
Assessment Results	1/1	
Student Data Assessment & Analysis		
Attach Files		

- | | |
|------------------------------------|-----|
| Main | 5/5 |
| Outcomes | 1/1 |
| Co-Contributor (option) | |
| Section Information | 1/1 |
| Assessment Methods | 5/5 |
| Assessment Results | 1/1 |
| Student Data Assessment & Analysis | |
| Attach Files | |

What do these selected SLO assessment results tell you about how well students are mastering the following ILO(s)?

Communication: The student will demonstrate effective communication, appropriate to the audience and purpose.

Comment*

Source

SLO 1 Communication: Students were able to effectively communicate their understanding of the scientific method through their homework responses.

SLO 2 Communication: Students were able to effectively communicate their understanding of the scientific method in their discussion posts.

SLO 3 Communication: Students were able to effectively communicate a summary of a body of research findings.

SLO 4 Communication: Students communicated their understanding of different research designs by selecting one that was appropriate to investigate student-generated hypotheses.

SLO 5 Communication: Students used APA 7 format to efficiently develop a research proposal.

body p

Words: 90, Characters: 572

- Each SLO should have a statement of analysis regarding the assessment results. Answers will vary. If results were strong, the faculty may decide that no changes are necessary. Faculty may also use this area to make notes of changes and how those changes impacted student outcomes.

Main	5/5	Student Data Assessment & Analysis What assessment methods were used? Explain the basic principles of the scientific method. Discussion Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research. Discussion Develop hypotheses that demonstrate knowledge of general experimental and non-experimental research designs as well as standard research practices by selecting appropriate research designs to test hypotheses. Final Exam/Project Synthesize a body of research findings, critically evaluate research reports, and assess the generalizability of study results. Essays Demonstrate proficiency in APA style. Essays Exams Final Exam/Project Homework Research Paper/Project Quizzes ☰ Outcomes Explain the basic principles of the scientific method.
Outcomes	1/1	
Co-Contributor (option)		
Section Information	1/1	
Assessment Methods	5/5	
Assessment Results	1/1	
Student Data Assessment & Analysis	1/1	
Attach Files		

- Beneath the statement of analysis (red box), there is a checkbox (blue box) for the statement, "Future improvements require resources that will be requested in the next annual program review cycle." If the checkbox was selected, a dialog box will have information regarding resources such as a request for an embedded tutor, supplementary learning materials, equipment (e.g., calculators), etc.

Main	5/5	☰ Outcomes Explain the basic principles of the scientific method. Summarize your analysis/discussion (Include discussion of how your current assessment data compare to earlier assessment data, and the impacts of any changes made since previous assessment; you can also include other data here.)* This semester, a change in the wording of the homework seemed to result in higher success rates. The new format will continue to be used. Words: 25, Characters: 113 ☐ Future Improvements require resources that will be requested during the next annual program review cycle
Outcomes	1/1	
Co-Contributor (option)		
Section Information	1/1	
Assessment Methods	5/5	
Assessment Results	1/1	
Student Data Assessment & Analysis	1/1	
Attach Files		

ATTACH FILES: This component is optional. If faculty included any supplementary attachments, ensure that they are relevant to the assessment proposal.

If all pages and components are complete, the SLO Coordinator will approve the assessment proposal.

Q: What does the SLO Coordinator look for in New PLO Assessment or Update PLO Assessment Report proposals?

A: The SLO Coordinator reviews all components of each [New PLO Assessment](#) or [Update PLO Assessment Report](#) proposals.

MAIN PAGE: The [Assessment Report Title](#) should include the subject, type of program, and the year (e.g., PSYCH AA-T 2023). The [Originator](#) field should display the first and last name of the faculty member completing the report. The [Date of Submission](#) field will be auto filled when the PLO Assessment has been submitted. The [Select Program](#) component is a drop-down list that should indicate the name of the program that is consistent with the [Assessment Report Title](#). The [Implement Date](#) field will be auto filled when the PLO Assessment has been approved (activated) by the SLO Coordinator.

New PLO Assessment Report: Test (Estrada, Grace)

Status: Draft Remaining Launch Requirements: 1 [Launch](#) [Delete Draft](#)

Main	2/2
Outcomes	
Co-Contributors	
Contributing Course	0/1
Co-contributor Summary and Analysis	
Assessment Methods / Tools	
Assessment Results	
Reflection	

Assessment Information

Assessment Report Title *

Originator *

Date of Submission

Select Program *

Implement Date

OUTCOMES PAGE: At least one PLO should be selected. Ideally, all outcomes of the course will be reported.

New PLO Assessment Report: Test (Estrada, Grace)

Status: Draft Remaining Launch Requirements: 1 [Launch](#) [Delete Draft](#)

Main	2/2
Outcomes	
Co-Contributors	
Contributing Course	0/1
Co-contributor Summary and Analysis	

Outcomes

- ☒ Read critically about topics in psychology thereby identifying problems, theses, arguments, evidence, and conclusions.
- ☒ Write critically about topics in psychology thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.
- ☒ Think critically in speaking about topics in psychology thereby articulating problems, stating theses, posing arguments, explaining evidence and communicating conclusions.

CO-CONTRIBUTOR PAGE: Co-contributors are listed here. Associate faculty should have full-time faculty members added as co-contributors to any proposals (curriculum and assessment) in CurriQunet.

New PLO Assessment Report: Test (Estrada, Grace)

Status: Draft Remaining Launch Requirements: 1 Launch Delete Draft

Main	2/2	Co-Contributors
Outcomes		*Co-Contributor must be chosen before proposal is launched
Co-Contributors		Show selected Clear All
Contributing Course	0/1	☐ Abohatab, Carol (carol.abohatab@evc.edu) ☐ Abraham, Tina (tina.abraham@evc.edu) ☐ Adkins, Walter (walter.adkins@evc.edu) ☐ Albrecht, Renee (renee.albrecht@evc.edu) ☐ Alexander, Andrea (andrea.alexander@evc.edu) ☐ Allen, Daniel (daniel.allen@evc.edu) ☐ Anderson, Caritha (caritha.anderson@evc.edu)
Co-contributor Summary and Analysis		0 of 331 items are selected
Assessment Methods / Tools		
Assessment Results		

CONTRIBUTING COURSE PAGE: This page presents a list of the SLO assessment reports of courses in the Student Learning Outcome Map of the Learning Outcomes (PLO) page of the Program Proposal. The date of assessment report creation and the name of the report originator are listed. Ideally, the originator should have selected the most recent SLO assessment reports of the core courses of the program or SLO assessment reports that would best represent student PLO acquisition for each PLO.

New PLO Assessment Report: Test (Estrada, Grace)

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Outcomes	Contributing Course
Co-Contributors	Listed below are SLO assessment reports for courses within the program. Select SLO assessment reports for courses that have SLOs mapped to each PLO you are assessing and reporting. You may want to refer to the Learning Outcomes (PLOs) section in the program proposal to determine which courses to select.
Contributing Course	Read critically about topics in psychology thereby identifying problems, theses, arguments, evidence, and conclusions.
Co-contributor Summary and Analysis	☒ PSYCH 060 - Personal Growth and Adjustment **New Section Level SLO Assessment Report** Created: Mar 3 2024 11:23PM Originator: Grace Estrada
Assessment Methods / Tools	☒ PSYCH 025 - Psychology of Women: Global Perspective **New Section Level SLO Assessment Report** Created: Mar 3 2024 8:34PM Originator: Marjorie Clark
Assessment Results	☒ PSYCH 001 - General Psychology **New Section Level SLO Assessment Report** Created: Mar 3 2024 1:33PM Originator: Grace Estrada
Reflection	☒ PSYCH 100 - Human Sexuality **New Section Level SLO Assessment Report** Created: Mar 3 2024 1:09PM Originator: Grace Estrada
Action Plan	
Attach Files	
Codes/Dates	

CO-CONTRIBUTOR SUMMARY AND ANALYSIS PAGE: This component will contain an auto generated list of co-contributors from the SLO assessment reports that were selected in the Contributing Course page. For the first question (*List any additional co-contributors...*), there should be a statement indicating any faculty who contributed to the SLO assessment reports or N/A (not applicable) if there were no unlisted additional faculty were contributors. For the second question (*Summarize faculty participation in collecting data and discussing results.*), there should be a statement regarding faculty contribution to these activities.

New PLO Assessment Report: Test (Estrada, Grace)

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Co-contributor Summary and Analysis

Read critically about topics in psychology thereby identifying problems, theses, arguments, evidence, and conclusions.

List any additional co-contributors that may not have been included in the contributing SLO assessment reports. Use N/A if there are no additional co-contributors.

The following associate faculty contribute data consistently in order for the assessment reports to be completed:

body p Words: 16, Characters: 98

Summarize faculty participation in collecting data and discussing results. If more meaningful participation is necessary, discuss how you will increase this for next time.

Most associate faculty cooperated by submitting data from their sections. _____ and _____ completed their own SLO assessment reports and both full-time faculty completed SLO assessment reports for their respective sections. Results from the assessment reports were discussed in department meetings.

ASSESSMENT METHODS/TOOLS PAGE: This component will contain an auto generated list of assessment tools/methods from the SLO assessment reports that were selected in the Contributing Course page. It provides a comment box for faculty to add details about any additional PLO assessments that may have been used. Comment boxes may be empty or contain N/A if no additional PLO assessment methods were used.

New PLO Assessment Report: Test (Estrada, Grace)

Status: Draft Remaining Launch Requirements: 0 Launch Delete Draft

Assessment Methods / Tools

Read critically about topics in psychology thereby identifying problems, theses, arguments, evidence, and conclusions.

Describe any assessments used in addition to those from the SLO reports.

N/A

body p Words: 1, Characters: 3

ASSESSMENT RESULTS PAGE: This component will contain an auto generated list of the assessment results from the SLO assessment reports that were selected in the Contributing Course page. There are two comment boxes for each PLO. The first comment box provides a space for faculty to add details about any of the additional PLO assessments that may have been used.

PSYCH AA-T 2023 (Estrada, Grace) (09/19/2023)

Status: Active [View Proposal History](#)

Outcomes	
Co-Contributors	
Contributing Course	
Co-contributor Summary and Analysis	
Assessment Methods / Tools	
Assessment Results	
Reflection	
Action Plan	
Attach Files	
Codes/Dates	

Write critically about topics in psychology thereby addressing problems, formulating theses, making arguments, analyzing and weighing evidence, and deriving conclusions.

Describe the results from any additional assessments used in addition to those from the SLO reports. Include information about how many students participated and how the level of mastery was determined.

N/A

Words: 1, Characters: 3

What do the selected SLO assessment results tell you about how well students are mastering the selected PLO?

The second comment box (*What do the selected SLO assessment results tell you about how well students are mastering the selected PLO?*) should contain a reflection that evidences consideration of the SLO assessment results.

PSYCH AA-T 2023 (Estrada, Grace) (09/19/2023)

Status: Active [View Proposal History](#)

Outcomes	
Co-Contributors	
Contributing Course	
Co-contributor Summary and Analysis	
Assessment Methods / Tools	
Assessment Results	
Reflection	
Action Plan	
Attach Files	
Codes/Dates	

Words: 1, Characters: 3

What do the selected SLO assessment results tell you about how well students are mastering the selected PLO?

The SLO results from the selected courses indicate that our psychology students are receiving sufficient opportunities to develop and master their ability to write critically about topics in psychology and identify problems, theses, arguments, evidence, and conclusions. The majority of students seem to be able to acquire this learning outcome regardless of modality or term length.

Among the selected courses, PSYCH 092 Developmental was offered in the most varied modalities (i.e., FTF, online, and hybrid) and terms (Fall, Intersession, Summer, and Spring). Surprisingly, there was lower achievement in the FTF section than in the online section. This may be a result of FTF students being less comfortable with Canvas and technology. More support and pre-class Canvas training may be necessary. There were no discernible outcome differences based on term length.

Strong student performances in our capstone course, PSYCH 018 Research Methods, suggest that our PSYCH major students are well-prepared for continuing their development of this PLO when they transfer.

REFLECTION PAGE: This component will contain an auto generated list of the Student Data and Analysis pages from the SLO assessment reports that were selected in the Contributing Course page. There are two questions that must be answered for each PLO. The first question pertains to whether any planned actions were implemented to improve student learning outcomes. The answer should contain details about planned actions and their results.

PSYCH AA-T 2023 (Estrada, Grace) (09/19/2023)

Status: Active [View Proposal History](#)

Outcomes	
Co-Contributors	
Contributing Course	
Co-contributor Summary and Analysis	Read critically about topics in psychology thereby identifying problems, theses, arguments, evidence, and conclusions.
Assessment Methods / Tools	After reviewing previous and current assessment results, discuss the efficacy of planned actions from past assessments of the same SLO. Did your previous action plan result in better student learning? What worked, what didn't work, etc.?
Assessment Results	
Reflection	Students have consistently been performing well in SLO assessments. There were no major plans for change. However, monthly department meetings provide instructors with the opportunity to share best practices. Faculty, regardless of the course being taught, were encouraged to make use of library databases to expose students to peer-reviewed articles and practice how to analyze them. Repeated practice in different PSYCH courses and by different instructors helps to convey the importance of learning the valuable skills of reading critically about topics in psychology, thereby identifying problems, theses, arguments, evidence, and conclusions.
Action Plan	
Attach Files	
Codes/Dates	

The second question asks how the PLO assessment results demonstrated regarding student acquisition of learning selected ILOs. The response should address each ILO specifically.

PSYCH AA-T 2023 (Estrada, Grace) (09/19/2023)

Status: Active [View Proposal History](#)

Outcomes	What do the selected PLO assessment results tell you about how well students are mastering the ILO(s) listed?
Co-Contributors	
Contributing Course	
Co-contributor Summary and Analysis	The SLO assessment reports revealed that most psychology students have acquired the PLO of reading critically about topics in psychology. In the process of gaining those important skills, students also gained competency in the selected <u>ILOs</u>
Assessment Methods / Tools	
Assessment Results	
Reflection	
Action Plan	
Attach Files	
Codes/Dates	

body p Words: 36, Characters: 205

ILO's

☒ Communication: The student will demonstrate effective communication, appropriate to the audience and purpose.

Details

Students demonstrated effective communication, appropriate to the audience and purpose through discussion posts, essays, research papers, and presentations in various PSYCH courses.

ACTION PLAN PAGE: This component will contain an auto generated list of and resource requests from the Student Data and Analysis pages from the SLO assessment reports that were selected in the Contributing Course page. For each PLO, there is a comment box provided for faculty to address the question regarding how requested resources will help students acquire the PLO.

PSYCH AA-T 2023 (Estrada, Grace) (09/19/2023)

Status: Active [View Proposal History](#)

Outcomes	Read critically about topics in psychology thereby identifying problems, theses, arguments, evidence, and conclusions.
Co-Contributors	
Contributing Course	
Co-contributor Summary and Analysis	
Assessment Methods / Tools	
Assessment Results	
Reflection	
Action Plan	Timeline for Implementation How will any requested resources result in better mastery of the PLO listed above? Describe your action plan and timeline for implementation. Add information or comment about additional priorities here. The current technological needs of the Psychology Department are as follows: • Access to more robust Psychology databases such as EBSCO Academic Search Complete and APA PSYCArticles These databases will provide our PSYCH students with access to current PSYCH peer-reviewed studies and scholarly journals that they need for class research papers. Additionally, students will benefit from exposure and opportunities to analyze peer-reviewed studies from professional journals. We are requesting models of a human brain and neurons. These models will be beneficial for all of our PSYCH
Attach Files	
Codes/Dates	

- There is a comment box provided for any additional comments which may be left blank or have N/A entered. Finally, the plan for the next PLO assessment should be selected (no more than 2 years).

PSYCH AA-T 2023 (Estrada, Grace) (09/19/2023)

Status: Active [View Proposal History](#)

Outcomes	
Co-Contributors	
Contributing Course	
Co-contributor Summary and Analysis	
Assessment Methods / Tools	
Assessment Results	
Reflection	
Action Plan	Additional Comments (Make any additional comments, focusing on top priorities) N/A Next PLO Assessment 2 Years

ATTACH FILES: This component is optional. If faculty included any supplementary attachments, ensure that they are relevant to the assessment proposal.

CODES/DATES PAGE: This is auto filled by the CurriQunet system, based on the originator and date approved.

If all pages and components are complete, the SLO Coordinator will approve the assessment proposal.

Q: What does the SLO Coordinator look for in New Course or Modify Course Proposals?

A: The SLO Coordinator focuses on the Student Learning Outcomes component of course proposals.

Status: Active	
DE Addendum	
Main	
Co-Contributor	
Units/Hours	
Lecture and/or Lab Content	
Student Learning Outcomes	
Methods of Evaluation and Examination	

- Each SLO is reviewed to ensure that the action verbs used in the SLO are specific, observable, and measurable. Verbs such as “understand” or “learn” should not be used because instructors can only infer understanding and learning through other actions, such as analysis or identification. See Appendix B2 Table 1: Bloom’s Revised Taxonomy.

Explain the basic principles of the scientific method.

SLO Change resulting from assessment data (Only complete if SLO change is a result of assessment data): -

Assessment Methods for SLO

- Quizzes
- Discussion
- Exams/Tests
- Essays
- Class Participation
- In-Class Work
- Homework

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- Inquiry and Reasoning: The student will critically evaluate information to interpret ideas and solve problems.
- Information Competency: The student will utilize information from a variety of sources and make an informed decision and take action.
- Communication: The student will demonstrate effective communication, appropriate to the audience and purpose.

- Each SLO must have recommended assessment methods selected. For equity purposes, more than one SLO assessment method is recommended.
- Each SLO must be mapped to at least one of the five ILOs. Consider what the students are being asked to do to demonstrate learning or acquisition of the specific competency. Often, the action verb in the SLO will indicate which ILOs are appropriate. SLOs are often mapped to more than one ILO.
 - ✓ For the **Communication ILO** (i.e., The student will demonstrate effective communication, appropriate to the audience and purpose), SLOs that use verbs that require the student to convey knowledge to others (e.g., describe, explain, demonstrate) would be appropriate mappings.
 - ✓ For the **Information Competency ILO**, SLOs that require students to demonstrate knowledge of subject matter (e.g., apply, model, organize, contrast, examine, etc.) would be appropriate mappings.
 - ✓ For the **Inquiry and Reasoning ILO**, SLOs that use verbs that indicate exploration and analysis (e.g., evaluate, analyze, examine, infer, etc.) would be appropriate mappings.
 - ✓ For the **Social Responsibility ILO**, SLOs that involve acquisition of skills that involve interactions with diverse or underrepresented populations and/or addressing environmental concerns (e.g., researching solutions for world hunger or pollution) would be appropriate mappings.
 - ✓ For the **Personal Development ILO**, SLOs that indicate acquisition of skills that will enhance students' abilities beyond the classroom, (e.g., time-management skills) would be appropriate mappings.
 - Example 1: The SLO uses the verb [describe](#). The ILOs of Communication and Information Competency would be appropriate for mapping.
 - Example 2: The SLO uses the verb [explain](#). The ILOs of Communication and Information Competency would be appropriate for mapping.
 - Example 3: The SLO uses the verb [evaluate](#). The ILOs of Information Competency and Inquiry and Reasoning would be appropriate for mapping.

Q: What does the SLO Coordinator look for in New Program or Modify Program proposals?

A: The SLO Coordinator focuses on the Program Learning Outcomes component of program proposals.

Main	
Co-Contributor	
Description	
Course Blocks	
Learning Outcomes (PLOs)	
Completed by Dean	
Attach Files	

- Each PLO should have an appropriate recommended assessment (red box). The assessment may be the same assessment used for a course level SLO or it may be an assessment assigned specifically developed to evaluate PLO acquisition.
- Each PLO should be mapped at least one ILO (blue box). The verbiage of the PLO will indicate which ILOs are appropriate for mapping. See the explanation of SLO to ILO mappings above to help determine which ILOs are appropriate to map with each PLO.
- Each PLO will have a separate Student Learning Outcome Map (orange box). The Student Learning Outcome Map lists each course in the program that was selected to provide students with the opportunity to acquire competency in the PLO. Faculty members indicate whether the PLO is *introduced*, *developed and practiced*, or *mastered* in each course. Introductory courses (i.e., there are no prerequisites) are marked with *introduced* and *developed and practiced* levels of PLO competency acquisition.

 Read critically about topics in psychology thereby identifying problems, theses, arguments, evidence, and conclusions.



Assessment: Research paper or reading assignment

This program aligns to the following Institutional Outcomes (check all that apply):

- Information Competency: The student will utilize information from a variety of sources and make an informed decision and take action.
- Inquiry and Reasoning: The student will critically evaluate information to interpret ideas and solve problems.

Student Learning OutcomeMap

1. **MATH 063:** Conduct and interpret hypothesis tests of population means and proportions. (C-ID Objective: 10, 11, 12, 13, 14, 15, 16)
 1. : true
 2. : 2021-02-17T22:28:40
 3. : 39159
 4. **D - The PLO is developed and practiced in the course:** true
2. **PSYCH 001:** Analyze and evaluate the quality of psychological information found in media with an emphasis on using critical thinking skills.
 1. : true
 2. **D - The PLO is developed and practiced in the course:** true

Q: How are SLOs different from course objectives?

A: Course objectives are specific teaching objectives that drive course content and activities (ASCCC). Objectives are small steps that lead towards a goal--for instance, the discrete course content that faculty cover within a discipline. Objectives are usually more numerous than SLOs and create a framework for the overarching SLOs, which address synthesizing, evaluating, and analyzing many of the objectives (ASCCC, 2010). See Appendix B1 for more details.

Q: I am an associate faculty member. Can I report my own course SLO assessments?

A: Yes, associate faculty may report their own SLO assessments. Check with your dean for clarification and process.

Q: How much evidence do I need to provide? Exact questions, or just the results?

A: You can be as detailed as you prefer. In the Assessment Tools section, checking a tool will open a textbox in which you can specify the questions you are using for the assessment. For the Assessment Results section, we suggest indicating more specific statistics, such as 45/55 students scored 70% or higher on the exam. If there are multiple sections of the same course being reported, **disaggregate the data by modality**. e.g., Among the evening sections, 235/400 students mastered the competency. In online sections, 376/450 mastered the competency, etc.

Q: I have additional data I want to include. How can I do this?

A: There is an Attachment option available at the end of the proposals. Attachments do not take the place

of including information in the actual assessment report. They are meant to be supplementary.

Q: If I am the lead for a course and am reporting data for multiple faculty members, how do I do that?

A: You can report multiple sections in CurriQunet in both the New Section Level SLO Assessment OR Update Section Level Assessment Report proposals.

- In the [Main](#) component of the report, indicate if you are reporting data for associate faculty.

Status *

Full Time

Are you completing this report with data from associate faculty from your department? *

Yes

- ✓ In the [Co-Contributors](#) component, you may add names of the faculty from whom you collected data If the faculty have CurriQunet access.

New Section Level SLO Assessment Report: (Estrada, Grace)

Status: Draft

Remaining Launch Requirements: 1

Main	5/5	Co-Contributor (option) *If there is a Co-Contributor, they must be chosen before proposal is launched ☐ Abohatab, Carol (carol.abohatab@evc.edu) ☐ Abraham, Tina (tina.abraham@evc.edu)
Outcomes	1/1	
Co-Contributor (option)		

- In the [Section Information](#) component, go to the top right corner, marked Add Item.

Section Information

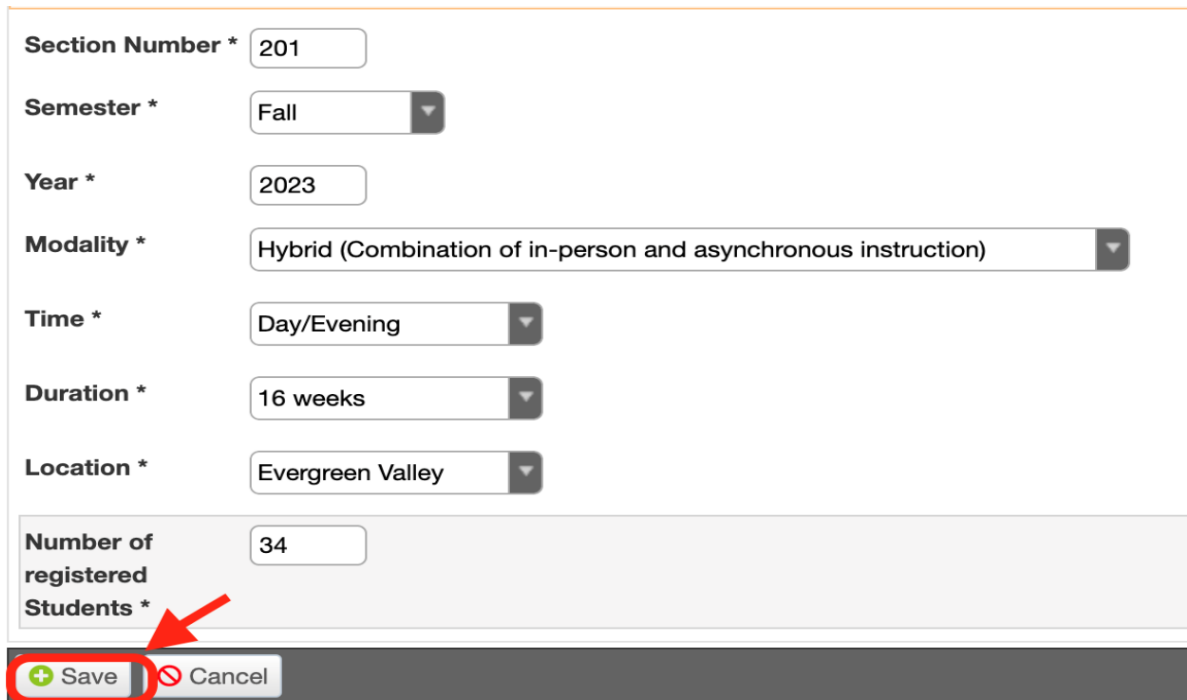
Term

☒ Show Details

Add Item

⚠ Launch Requirement: This list requires a minimum of 1 item

- This will open a dialog box where you enter the information about the section number, semester, year, modality, time, duration, location, and number of registered students for each section separately. Be sure to select [Save](#) once all the information is entered. Once you have completed the information, go back to the [Add Item](#) box, and add the information for the next section you are reporting. Repeat this until all the information from each section you are reporting is completed.



The screenshot shows a form with the following fields and values:

- Section Number ***: 201
- Semester ***: Fall
- Year ***: 2023
- Modality ***: Hybrid (Combination of in-person and asynchronous instruction)
- Time ***: Day/Evening
- Duration ***: 16 weeks
- Location ***: Evergreen Valley
- Number of registered Students ***: 34

At the bottom of the form, there are two buttons: a green '+ Save' button and a red 'Cancel' button. A red arrow points to the '+ Save' button.

- If there are sections with different teaching modalities OR term lengths, the assessment results should be grouped separately.
- In [Assessment Results](#) component, group data by teaching modality (day sections together, evening sections together, online (asynchronous instruction) together, synchronous instruction (virtual or face-to-face together) e.g., Among day sections, 189/200 scored 70% or higher; among online sections, 234/375 scored 70% or higher.
- For the dropdown holistic rating, select the outcome that captures the average of the data (e.g., out of 600 students, what percentage “mastered” the competency).

Appendix A: Guiding Principles

Appendix A1: Evergreen Valley College Vision and Mission Statement

Vision Statement*

To be the leading college advancing opportunity, equity, and social justice through supporting students' aspirations, education, and career attainment.

Mission*

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

*[Educational Master Plan 2022](#)

Appendix A2: ACCJC Accreditation Standards

These are ACCJC standards that pertain to student learning outcomes. For a full listing of ACCJC accreditation standards, please see

<https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards.pdf>

Accreditation Standards

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

- 2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)
- 2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals. (ER 3, ER 9, ER 11, ER 14)

Appendix A3: [ASCCC Guiding Principles for SLO Assessment](#)

[A3.1: SLOAC Recommended Assessment Process](#)

- At the beginning of the academic year, faculty and deans review course and program status (deans will provide time during division meetings) -> complete/review/update Guided Pathways Course and Program Checklist.
- Determine if any courses or programs need to be updated.
 - ✓ SLO assessment reports for the previous semester should be submitted before course updates are initiated.
 - ✓ Course updates will take longer to complete the review process.

I. [Student Learning Outcome \(SLO\) Assessment Process](#)

1. Ensure possession of SLO assessment worksheets at the beginning of each semester (request a copy from SLOAC chair or SLOAC representatives if needed).
2. Conduct assessments for SLOs in classes throughout the semester. Record assessment result data on the Excel worksheets.
3. At the end of the semester, associate faculty will either provide full-time faculty the assessment data (per collective bargaining agreement) or volunteer to enter the assessment data directly in CurriQunet. This should be in coordination with full-time faculty. Full-time faculty should be included as co-contributors in any assessment reports submitted in CurriQunet.
4. We recommend that faculty complete SLO assessment reports soon after grades are submitted at the end of each term. Faculty should be prepared to complete SLO assessment reports in CurriQunet by the second division meeting.
5. Guidelines are that SLO assessment reports are submitted by March 1 (Fall semester) and October 1 (Spring semester). Be sure to include reflection of how SLO assessment result reveals how students have acquired ILOs to which SLOs are mapped.

II. Program Learning Outcome (PLO) Assessment Process

1. Ensure all SLO assessment reports for core courses in a program have been submitted and approved in CurriQunet.
2. Complete PLO Assessment reports in CurriQunet. PLO assessment is based on course SLO assessment reports of contributing courses as outlined in the program outline of record.
3. Include reflection on how PLO assessment results indicate acquisition of ILO(s) to which the PLOs are mapped.
4. This should be a collaborative process.

III. Institutional Learning Outcome (ILO) Assessment Process

1. Reflect on how SLO assessment results demonstrate how well students have attained competency in the ILO to which SLOs are mapped during the SLO assessment process.
2. Reflect on how PLO assessment results demonstrate how well students have attained competency in the ILO to which PLOs are mapped during the PLO assessment process.
3. Use a standardized rubric to guide assessment of student summative projects that assess SLOs mapped to particular ILOs.
4. Have graduating and transferring students complete an exit survey asking for Likert scale self-assessment of ILO acquisition and a qualitative response to the following prompt: *Reflecting on the above learning outcomes, share a story by highlighting how curricular (i.e. class or coursework-related) or co-curricular (i.e., experiences outside of class) helped you gain these skills as a result of your overall experience at EVC.*

IV. Service Area Outcome (SAO) Assessment Process

1. At the beginning of the academic year, managers of service areas review SAOs and are provided SAO assessment worksheets.
2. Service area staff collect data using assessment tools.
3. Record data on the SAO assessment worksheets.
4. Reflect on how SAO assessment results demonstrate how services have helped students attain

competency in ILOs.

5. Complete SAO reports in CurriQunet by July 15.

V. Coordination with Curriculum and Program Review Processes

- The Program Review cycle will be available on the IEC (Institutional Effectiveness Committee) Webpage. Faculty and deans should examine the cycle and prepare the Fall preceding the year the program will be up for review. This will provide faculty with time to update needed programs and courses.
- SLOAC Chair will contact program leads to remind them of need to complete SLO assessment reports of all program courses to complete PLO assessment report. Assessment reports submitted by faculty in departments that are up for program review will be prioritized.
- The Curriculum Chair will contact program leads to remind them of the need to have all courses and programs up to date for program review. Curriculum update proposals should be submitted by the first month of the Fall semester. Curriculum updates submitted by faculty in departments that are up for program review will be prioritized.

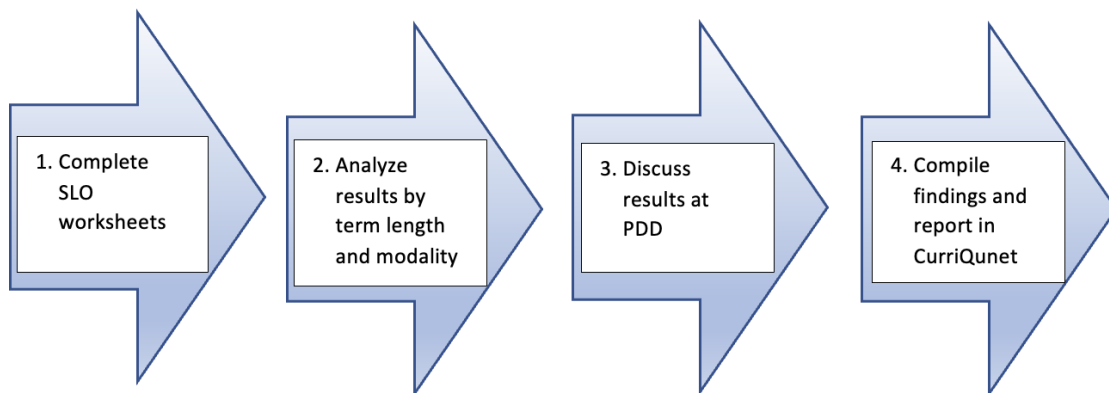
Unanimously approved by SLOAC 9/9/2022

A3.2 SLOAC Recommended Program Learning Outcome (PLO) Assessment Process

1. Ensure all SLO assessment reports for core courses in a program have been submitted and approved in CurriQunet. In Spring, faculty should complete SLO worksheets to collect data for SLO and ILO assessments.
2. Analyze results based on section modality (e.g., asynchronous, hybrid, face-to-face, etc.) and term length (e.g., 16 weeks, 8 weeks, etc.).
3. Fall Professional Development Day (PDD)
 - Bring SLO assessment worksheets for core courses
 - For each core course, discuss assessment results (SLO and ILO) and summarize findings regarding section modality and term length.
 - Goal: 90% of students are achieving 70% or higher in class. If this goal is not achieved -> what is needed to achieve this level of mastery? Consider content coverage, SLO verbiage, assessment tools being used, or the need for additional support (e.g., embedded tutors)

4. Compile SLO and ILO results from all sections (separated by modality and term length) in CurriQunet.
 - Base PLO assessment on course SLO assessment reports of contributing courses as outlined in the program outline of record.
 - Include a reflection on how PLO assessment results indicate the acquisition of ILO(s) to which the PLOs are mapped.
 - SLO assessment report frequency – minimum of once every year
 - SLO Assessment Reports are due:
 - October 1 for Spring and Summer data
 - March 1 for Fall and Intersession data
 - PLO assessment report frequency – minimum of once every two years
 - PLO Assessment Reports are due November 1

Figure 3: The PLO Assessment Process



Unanimously approved by SLOAC 3/14/23

Unanimously approved by the Academic Senate 5/2/23

A3.3: Recommended Standardized Allocation of Time for SLO Assessment Report Completion in CurriQunet

Student Learning Outcome (SLO) Assessment reports are completed as a tool to collect assessment data.

They enable faculty to reflect on student performance and make evidence-based decisions.

The assessment of student learning is part of our contractual faculty responsibilities, regardless of full-time or part-time status. SLOAC recommends the following formula as the standardized allocation of time to complete the assessment reports in CurriQunet:

- The first SLO Report (including time for self-paced learning) = 1 hour + 30 min per additional SLO reported.

To be clear, the compensation is based on how many distinct SLOs have assessment reported, not on how many sections are being reported.

Quarter Hour System: [OBJ]

.0 - .07 min. = 0 .08 - .22 min. = .25 hr. .23 - .37 min. = .50 hr. .38 - .52 min. = .75 hr. .53 - .60 min. = 1.00 hr.

Unanimously approved by SLOAC on 10/14/22

A3.4: Recommended Standardized Allocation of Time for PLO Assessment Report Completion in CurriQunet

Program Learning Outcome (PLO) Assessment reports are completed as a tool to collect assessment data on academic programs. They enable faculty to reflect on student performance and make evidence-based decisions.

The assessment of student learning is part of our contractual faculty responsibilities, regardless of full-time or part-time status. SLOAC recommends the following formula as the standardized allocation of time to complete the assessment reports in CurriQunet:

- The first PLO Report (including time for collegial collaboration and self-paced learning) = 2 hours + 1 hour per additional PLO reported.

To be clear, the compensation is based on how many distinct PLOs are being reported and reflected upon, not on how many courses are included in the report.

Quarter Hour System: [OBJ]

.0 - .07 min. = 0 .08 - .22 min. = .25 hr. .23 - .37 min. = .50 hr. .38 - .52 min. = .75 hr. .53 - .60 min. = 1.00 hr.

Unanimously approved by SLOAC 2/8/24

Appendix B: Instructional SLO Materials

Appendix B1: Distinguishing Objectives from Learning Outcomes

Student learning outcomes (SLOs) are measurable results based on a particular learning experience. For example: knowledge, skills, or attitudes can act as evidence that learning has taken place. Course level outcomes are usually broad goals for a course which require higher levels of skills or information processing. The learning outcome should require the student to produce measurable work (e.g., research papers, projects, portfolios, exams, etc.).

Objectives are small steps that lead toward a specific goal, such as content that faculty covers within a discipline. Objectives are usually more numerous than SLOs and create a framework for the overarching student learning outcomes which address synthesizing, evaluating, and analyzing many of the objectives. For transferable courses, be sure to consult with <https://c-id.net/descriptors/final> to ensure that the required course objectives are contained in the COR (Course Outline of Record).

In terms of external requirements, Title 5 states that OBJECTIVES must be a component of the COR – § 55002(a)(3). However, ACCJC requires that OUTCOMES – II.A.3: are officially approved and current course outlines include student learning outcomes. In all class sections, students receive a course syllabus that includes learning outcomes from the institution's officially approved *course outline*.

Table 1: Summary of Differences Between SLOs & Course Objectives

OUTCOMES	OBJECTIVES
Focus on student achievement	Focus on instructor “to do’s”- detailed outline of specific skills students need to learn
Are broad and overarching goals for what students will be able to demonstrate after learning objectives	Are aligned with SLOs Detail what will be taught so students can reach SLOs
Must be observable and measurable	Are specific and concrete skills
Often extend beyond the course	Are used for planning and assessment

Table 2: Examples illustrating the differences between outcomes and objectives

SUBJECT	OUTCOMES	OBJECTIVES
Art	Students will be able to apply brushwork techniques and mix colors to create visually appealing paintings	Demonstrate fundamental painting techniques including brushwork, color mixing, and texture creation.
Chemistry	Students will conduct laboratory experiments to apply theoretical concepts and develop practical skills.	Perform laboratory experiments, including accurate measurements, data collection, and analysis.
English	Students will develop proficiency in reading and analyzing literary texts.	Compare and contrast the themes, characters, and settings of two assigned literary works, analyzing how each author explores similar or different ideas and motifs.

Appendix B2: How to Develop and Assess SLOs

SLOs were developed in response to the U.S. Department of Education's call for colleges and universities to partake in a process of continual self-examination and reflection with the goal of improvement. Because of this, the Accrediting Commission for Community and Junior Colleges, (ACCJC) has elected to use SLOs as part of its accrediting standards. Evergreen Valley College (EVC)'s mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens. Developing, assessing, and reflecting on SLOs are key steps to ensuring that, as a campus, we are collectively and collaboratively meeting this mission. See Appendix A1 for EVC Guiding Principles/Vision, and Mission Statements. See Appendix A2 for ACCJC Accreditation Standards.

Specific guidelines:

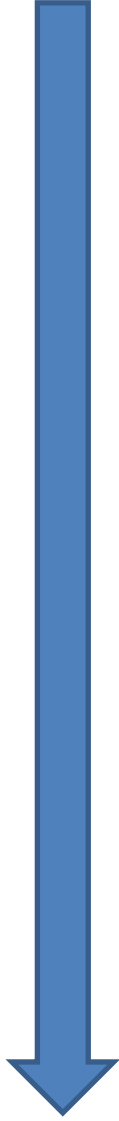
- Each course should have a number (often 2 -6; we recommend no more than 5) SLOs which encompass major areas of learning expected by the end of the semester/session for students enrolled in the course.
- The SLOs of a course must be included in the class syllabus.
- SLO language should be written at a level students can comprehend.
- SLOs must be specific, observable, and measurable. Verbs used in SLOs should focus observable behaviors and skills, such as *identify*, *evaluate*, and *analyze*, not verbs in which the skill must be inferred, such as *remember*, *understand*, or *learn*. It may be helpful to refer to the Revised Bloom's Taxonomy Table 3), as it provides action verbs that are associated with various levels of knowledge acquisition.

Assessing SLOs:

- Although SLOs must be the same for a course (as this is part of the COR), how each faculty member teaching the course decides to address and assess the SLO may vary.
- As part of the assessment process, all faculty teaching the same course should discuss with each other their experience with assessment. This should include a discussion of what instructional delivery methods / activities are working or not working.
- All faculty within your department should contribute to the writing and revising SLOs. The process is meant to be an ongoing, collaborative experience. It is important to reach a consensus on which SLOs are important to the program.

- Modify, alter, change, be flexible. The process is an ever-evolving progression of altering what is occurring in the classroom / program rather than remaining stagnant even in the face of student's poor performance. Part of the flexible process is the potential for an SLO that needs to be altered, which should be considered as part of program review.

Table 3: Revised Bloom's Taxonomy*

ACTIVE VERBS FOR WRITING STUDENT LEARNING OUTCOMES			
Position in Bloom's (1956) Taxonomy	LEVEL	DESCRIPTION	ASSOCIATED VERBS
	REMEMBERING	Exhibit memory of learned material by recalling facts, terms, basic concepts, and answers.	Choose, define, find, how, label, list, match, name, omit, recall, relate, select, show, spell, tell, what, when, where, which, who, why
	UNDERSTANDING	Demonstrate comprehension of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and sharing main ideas.	Classify, compare, contrast, demonstrate, explain, extend, illustrate, infer, interpret, outline, relate, rephrase, show, summarize, translate
	APPLYING	Solve problems to new situations by using acquired knowledge, techniques, and rules in a novel way.	Apply, build, choose, construct, develop, experiment with, identify, interview, make use of, model, organize, plan, select, solve, utilize
	ANALYZING	Examine and break down information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Analyze, assume, categorize, compare, conclude, contrast, discover, dissect, distinguish, divide, examine, function, infer, inspect, list, motivate, relate, simplify, survey, test for
	EVALUATING	Present and defend opinions by making judgements about information, validity of ideas, or quality of work, based on a set of criteria.	agree with, appraise, assess, award, choose, compare, conclude, criticize, decide, deduce, defend, determine, disprove, estimate, evaluate, explain, influence, interpret, judge, justify, mark, measure, opine, perceive, prioritize, prove, rate, recommend, rule on, select, support
	CREATING	Compile information together in a unique way by combining elements in a new pattern or proposing alternative solutions.	Adapt, build, change, combine, compile, compose, construct, create, design, develop, discuss, elaborate, formulate, imagine, improve, invent, make up, maximize, minimize, modify, originate, plan, predict, propose, solve, suppose, test, theorize

*Anderson, L. W., & Krathwohl, D.R. (2001). A taxonomy for learning teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Types of Assessment

Direct assessment involves looking at actual samples of student work. Direct measures assess student performance of identified learning outcomes, such as mastery of a lifelong skill. They require standards of performance.

Indirect assessment is gathering information through means other than looking at actual samples of student work. Indirect measures assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions.

Formative assessment refers to assessment that is carried out throughout the course of study, project, or timeframe to provide feedback regarding whether the outcome is being met. Formative assessments may be conducted for the following reasons:

- To support programmatic or departmental improvement.
- To provide feedback in order to improve instruction, learning, and curricula.
- To identify student strengths/weaknesses.
- To determine if the SLOs and instruction are coordinated.

Summative assessment refers to assessment that is carried out at the end of a course, project, or timeframe to evaluate whether the outcome was achieved (i.e., the overall performance)

Table 4: Examples of Common Direct and Indirect Assessment Methods

Method	Description (Basis for evaluation)	Type
Capstone Project or Course	• Student demonstrates ability to integrate knowledge, concepts, and skills acquired during their study. • Capstones provide a means to assess student achievement within a program.	Direct
Clinical Evaluation	• Student performs skills in a clinical setting. • Clinical performance is scored using a rubric.	Direct
Competition (Juried)	• Scoring of student performance by a judge or external reviewers	Direct

Method	Description (Basis for evaluation)	Type
Demonstration/presentation	Students demonstrate the ability to convey learned information to other students and instructors. Performance is scored using a rubric.	Direct
Document Review	✓ Examination of student course or unit documents and whether information is available and clear.	Indirect
Entrance/Exit Interviews	- Interviews conducted with students when they enter college and when they leave – either through graduation or early departure. - Interviews can be designed to address SLOs or gain insight into SAOs.	Direct/Indirect
Exam – Exit	- A comprehensive exam given near the end of the student's academic career (usually during the final semester prior to graduation). - The exam is given to determine a student's acquisition and application of a particular type or form of knowledge or skill, and the ability to integrate knowledge from various disciplines. - The exam can be written, oral, or a combination.	Direct
Exam or Quiz – in course	Administered in class; can be entirety of exam or embedded among questions in the exam.	Direct
Exam – Standardized/Licensure	A test that was developed outside of the institution for use by a wide group of students using national, regional, or professional norms	Direct
Exhibit	- Students work in a public exhibit. - Exhibit is scored using a rubric	Direct
Field Work	- Demonstration of skills during field work. - Skills demonstration is scored using a rubric	Direct
Focus Group	A series of structured discussions with students who are asked a series of open-ended questions designed to collect data about beliefs, attitudes, and experiences.	Indirect
Frequency/Count	The number or frequency of an event, such as usage of a service.	Direct/Indirect
Group Project	- Student's work in an assigned group project - The work is scored using a rubric.	Direct
Institutional Data	- A review of program and student data collected at the institutional level - Data may include program enrollment, retention, or student GPA.	Direct/Indirect
Internship	- Job performance during an internship or volunteer placement - Job performance is scored using a rubric.	Direct

Method	Description (Basis for evaluation)	Type
Journal Review	• Student's written journals • Entries can be used to determine student's overall engagement with the course material and to assess their understanding of course content.	Direct
Lab Practicum	• Work on practical lab activities • Work is scored using a rubric	Direct
Lab report	• Work on a lab report • Work is scored using a rubric	Direct
Observation/Interview Report	• Work on an observation or interview • Work is scored using a rubric	Direct
Outreach	• Successes, benefits, or quality of outreach activities	Direct/Indirect
Participation	• Course participation • Work is scored using a rubric	Direct
Performance	• Musical theater, athletic, or communications performance • Performance is scored using a rubric	Direct
Portfolio	• Work collected, such as research papers, reports, tests, exams, case studies, videos, personal essays, journals, or self-evaluations • Work is scored using a rubric	Direct
Pre/Post Testing	• Exam administered at the beginning and at the end of a course or program to determine the progress of student learning	Direct
Project	• Work in an assigned project • Work is scored using a rubric	Direct
Reflective Essay	• Used to determine student's opinions and perceptions	Indirect
Survey	• Self-report answers to questions regarding college experiences, satisfaction, perception	Indirect
Writing Assignment	• Work on responses to a prompt • Work is scored using a rubric	Direct

Table 5: Common Academic Assessment Tools

Academic Direct Measures	Academic Indirect Measures	Administrative Measures
• Capstone assignment • Comprehensives • Internship evaluation • Licensure exam • Performance • Portfolio • Pre/post test • Presentation • Project • Standard test • Thesis/project • Student-generated video/audiotape • Written assignments • Writing exam	• Advisory Board • Alumni Survey • Benchmarking • Curriculum • Employer survey • Exit interviews • Focus groups • Graduate acceptance • Honors/Awards • Placement data • Satisfaction • School performance • Student evaluations • Transfer acceptance	• Activity volume • Benchmarking • Climate/ environment • Discussions • Evaluations • Existing data • External report • Focus groups • Government standards • Professional standards • Satisfaction • Service quality

(Black & Williams, 1998)

Appendix B3: Examples of Program Level Outcomes (PLOs)

Table 6: Examples of PLOs from Different Types of Programs from Different Disciplines

Examples of Program-level Outcomes (PLOs)
Upon completion of an AA or AAT degree in Anthropology, students will be able to critically analyze and interpret anthropological data.
Upon completion of an AS degree in Automotive Technology, students will demonstrate skills using online vehicle diagnostic/repair information and specialized test equipment that is consistent with industry standards.
Upon completion of an AS degree in Accounting, students will be able to apply knowledge of managerial, cost and tax accounting to identify and record economic events.
Upon completion of the Patient Community Navigator Certificate of Specialization, students will be able to interpret and clarify healthcare issues in order to help patients make informed decisions.
Upon completion of the Certificate of Specialization in Programming in C++, students will be able to design solutions for applied problems using appropriate design methodology incorporating programming constructs.
Upon completion of an AS degree in Paralegal Studies, students will be able to describe the legal profession's basic ethical guidelines and apply them in hypothetical situations.
Upon completion of a Certificate of Achievement in Advanced Manufacturing, students will be able to demonstrate competence in building, servicing, and testing circuits utilizing safe and industry standard practices and procedures.
Upon completion of an AA degree in English, students will be able to express orally and in writing coherent arguments that evidence clear prose and synthesize diverse bodies of knowledge.
Upon completion of a Certificate of Achievement in Translation & Interpretation, students will be able to translate sentences and texts from English to Spanish.
Upon completion of an AA degree in Biology, students will be able to design and implement controlled experiments or observational studies to test predictions.
Upon completion of a Dance Certificate of Achievement, students will be able to create and perform original dance choreography using the principles of composition in class or for a live public performance.
Upon completion of an AA degree in Engineering, students will be able to identify potential changes in behavior and properties of materials as they are altered and influenced by manufacturing processes and loading conditions.
Upon completion of a Certificate of Specialization in Robotics, students will be able to operate "pick and place" robots and create a system that is capable of voice command recognition.
Upon completion of an AA degree in Surveying and Geomatics, students will be able to use the California coordinate system and boundary control and legal principles in surveys.
Upon completion of an AS-T degree in Nutrition and Dietetics, students will be able to identify the role of nutrients and healthy food preparations for optimal health and well-being.

Examples of Program-level Outcomes (PLOs)
Upon completion of an AA degree in Administration of Justice, students will be able to analyze and consider personal decisions and ideas related to the criminal justice system that are based on civility, civic responsibility, and public perception.
Upon completion of an AS in Art and Design, Design Emphasis, students will be able to evaluate their work and the work of others in terms of how art and design are a reflection of what we value, personally, socially, and culturally.
Upon completion of an AA-T degree in Kinesiology, students will be able to explain the importance of lifetime fitness in today's society.
Upon completion of an AA-T degree in Psychology, students will be able to write critically about topics in psychology thereby addressing problems, formulating theses, making arguments, analyzing, and weighing evidence, and deriving conclusions.
Upon completion of an AA degree in General Studies with Emphasis in Women and Gender Studies, students will be able to define, compare and contrast gender, ethnic and age-based stereotypes in society, literature, and the media.

Appendix B4: Evergreen Valley College ILOs Descriptions and Assessment

Table 7: EVC (Evergreen Valley College) Institutional Learning Outcomes and Outcome Descriptions

Outcome	Outcome Description
<i>Communication</i> The student will demonstrate effective communication, appropriate to the audience and purpose.	• Read and comprehend critically at appropriate level. • Write in a clear, organized fashion, at an appropriate level to express ideas. ○ With clarity of expression ○ Logical in context and organization ○ Correct grammar and punctuation
<i>Inquiry and Reasoning</i> The student will critically evaluate information to interpret ideas and solve problems.	• Define and analyze problems clearly. • Think independently, creatively, and logically. • Apply problem solving skills.
<i>Information Competency</i> The student will utilize information from a variety of sources to make an informed decision and take action.	• Assess the extent of information needed and develop search. • Locate and collect relevant information using appropriate technologies. • Critically evaluate sources and information. • Discuss ethical and legal issues relating to the use of information. • Use information ethically.
<i>Social Responsibility</i> The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision making.	• Demonstrate value and respect for diversity and for multiple perspectives. • Participate actively in group efforts. • Recognize broad social issues. • Demonstrate sensitivity and accountability to society. • Exhibit traits of civically responsible global citizens. • Exhibit civility in classroom and community.

Outcome	Outcome Description
<i>Personal Development</i> The student will demonstrate growth and self- management to promote life-long learning and personal well-being.	• Demonstrate understanding of ethical issues and make sound judgments. • Demonstrate appreciation for artistic and individual expression.

ILO Modification Process:

In the event that members of the campus community want to propose changes to the ILOs or the ILO definitions, the process is as follows:

1. Start discussion in SLOAC
2. Share proposed modifications with the All-College Curriculum Committee and/or the Academic Senate for feedback and adjustment.
3. Share Academic Senate-approved proposed modifications to College Council for approval.

ILO Assessment Process

EVC has rubrics to directly assess all five ILOs. Faculty are asked (on a volunteer basis) to utilize the rubric in some aspect of a course(s) they are teaching. Assessment results will be presented to the college as the first step in a process to ensure the campus is actively participating in the development of Institutional Learning Outcomes for all students. ILO rubrics are available in the SLOAC Canvas shell.

Figure 4: EVC Communication ILO Rubric

EVC Communication ILO Assessment Rubric

Communication ILO: The student will demonstrate the use of effective communication, with people of diverse backgrounds, appropriate to the audience and purpose.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet the developing level of performance.

	Exceeding 3	Meeting 2	Developing 1
Effective Communication	Effectively constructs and delivers a message to express ideas through speaking, writing, and/or visuals to the assigned communication task(s).	Adequately constructs and delivers a message to express ideas through speaking, writing, and/or visuals to the assigned communication task(s).	Minimally constructs and delivers a message to express ideas through speaking, writing, and/or visuals to the assigned communication task(s).
Diverse backgrounds	Implements an effective understanding of the complexity of elements important to members of diverse audiences.	Implements an adequate understanding of the complexity of elements important to members of diverse audiences.	Implements a minimal understanding of the complexity of elements important to members of diverse audiences.
Audience and purpose	Demonstrates a detailed understanding to the audience and purpose while effectively executing practices particular to a specific discipline and/or writing task (s), including organization, content, and/or stylistic choices.	Demonstrates an adequate understanding to the audience and purpose while successfully executing practices particular to a specific discipline and/or writing task (s), including organization, content, and/or stylistic choices.	Demonstrates a minimal understanding to the audience and purpose while starting to execute practices particular to a specific discipline and/or writing task (s), including organization, content, and/or stylistic choices.

Modified from the AACU Communication VALUE Rubric (for more information, please contact value@aacu.org)

Unanimously approved by SLOAC 10/28/22

Figure 4.1: EVC Information Competency ILO Rubric

Information Competency ILO: The student will utilize information from a variety of sources to make an informed decision and take action.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet the developing level of performance.

	Exceeding 3	Meeting 2	Developing 1
Determines the extent of information needed and participates in iterative research.	Effectively defines the scope of the research question and determines key concepts. Selects types of information (sources) that directly relate to relevant concepts or answers the research question. Actively pursues supplementary research to account for and improve upon gaps, personal biases, and weaknesses in initial inquiry.	Adequately defines the scope of the research question with limited understanding (parts are missing, remains too broad or too narrow, etc.). Determines key concepts. Selects types of information (sources) that relate to relevant concepts or answer the research question. Pursues some supplementary research to account for and improve upon gaps, personal biases, and weaknesses in the initial inquiry.	Minimally defines the scope of the research question and determines key concepts. Selects types of information (sources) that do not relate to relevant concepts or answer the research question. Pursues a linear strategy for research that does not go beyond an initial inquiry.
Locates and selects credible sources through critical evaluation of research using the following criteria: Authority, Bias, Accuracy, Currency, Scope and Relevancy.	Effectively recognizes the academic value of sources after considering the importance of all evaluative criteria. Locates information from a diverse set of resources and tools to identify and use a variety of credible and college-level sources.	Selects sources using adequate evaluative criteria (such as relevance to the research question and currency). Uses a combination of credible and non-credible sources and/or from a limited set of resources/tools.	Selects sources using minimal evaluative criteria (such as relevance to the research question). Does not use a variety of college-level and credible sources from a diverse set of resources/tools.

Figure 4.2: EVC Information Competency ILO Rubric

Uses information to address a specific purpose.	Effectively communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Adequately communicates, organizes, and synthesizes information from sources. Intended purpose is not fully achieved.	Minimally communicates, organizes, and synthesizes information from sources. The information is fragmented, used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), and/or does not synthesize a variety of ideas. Intended purpose is not achieved.
Uses information ethically and legally. <i>Information use strategies (IUS):</i> inclusion of citations and references; choice of paraphrasing, summary, or quoting; interpreting and using information in ways that are true to original context as well as contemporary cultural contexts; distinguishing between common knowledge and ideas requiring attribution.	Effectively uses most of the defined IUS and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Adequately uses a few of the defined IUS and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	May misuse information (misquotes, takes out of context, etc.), so the intended purpose is not achieved. Appropriately uses one of the defined IUS and/or demonstrates a minimal understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Unanimously approved by SLOAC 10/28/22

Figure 4.3: EVC Inquiry & Reasoning ILO Rubric

EVC Inquiry & Reasoning ILO Assessment Rubric

Inquiry and Reasoning ILO: The student will critically evaluate information to interpret ideas and solve problems.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet the developing level of performance.

	Exceeding 3	Meeting 2	Developing 1
Issue/Problem (perspective, context, thesis/hypothesis)	Effectively states and/or recognizes issues/problems clearly. Comprehensively describes issues and delivers all relevant information necessary for full understanding. Develops a unique and/or specific position and carefully considers the complexities of an issue/problem. Acknowledges limits of a position with the understanding of various perspectives. Analyzes own and others' assumptions and biases, thoroughly evaluating the relevance of contexts when presenting a position.	Adequately states and/or recognizes issues/problems to be considered critically, but only delivers some relevant information necessary. Acknowledges specific positions (perspective, thesis/hypothesis) and different sides of an issue. Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions and biases than one's own (or vice versa).	Minimally states and/or recognizes issues/problems without clarification or description. Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious. Starts to question some present assumptions and biases. Identifies some contexts when presenting a position.
Evidence (selecting and using the information to investigate a point of view or conclusion)	Effectively uses information from source(s) with thorough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Adequately uses information from source(s) with some interpretation/evaluation, but not enough to develop a complete analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Minimally takes information from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Conclusions and Related Outcomes (implications and consequences)	Effectively develops conclusions and related outcomes that are logical and reflect informed evaluation. Clearly considers the implications and consequences.	Adequately ties conclusions to information in a logical manner. Identifies some related outcomes.	Minimally ties conclusions to some of the information discussed. Related outcomes are simplistic.

Modified from the AACU Inquiry & Reasoning VALUE Rubric (for more information, please contact valuel@aacu.org)

Unanimously approved by SLOAC 10/28/22

Figure 4.4: EVC Personal Development ILO Rubric

EVC Personal Development ILO Assessment Rubric

Personal Development ILO: The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet the developing level of performance.

	Exceeding 3	Meeting 2	Developing 1
Exploration	Explores a topic effectively in-depth, yielding a rich awareness and/or information indicating a deeper interest in the subject. Knowledge and/or experience are pursued independently and go beyond classroom requirements.	Explores a topic with adequate evidence of depth. Provides insight and/or information indicating some interest in the subject. Pursues additional knowledge and/or experience and shows interest in pursuing independent educational experiences.	Explores a topic at an introductory level. Provides minimum insight and/or information on the subject. Begins to show minimal to some interest in pursuing knowledge independently.
Application	Makes explicit and effective references to previous learning. Applies knowledge and skills in an effective and innovative way to demonstrate comprehension and performance in most	Makes adequate references to previous learning. Applies knowledge and skills to demonstrate comprehension and performance in some situations.	Makes minimal references to previous learning. Applies some knowledge and skills to demonstrate comprehension and performance in few situations.
Reflection	Reviews learning in-depth and effectively. Reveals significant meaning or indication of a broader perspective about educational and personal development.	Reviews learning at an adequate level. Reveals some meaning or indication of a broader perspective about educational and personal development.	Reviews learning at an introductory level. Reveals minimal meaning or indication of a broader perspective about educational and personal development.

Modified from the AACU Lifelong Learning VALUE RUBRIC (for more information, please contact valuel@aacu.org)

Unanimously approved by SLOAC 10/28/22

Figure 4.5: EVC Social Responsibility ILO Rubric

EVC Social Responsibility ILO Assessment Rubric

Social Responsibility ILO: The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision-making.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet the developing level of performance.

	Exceeding 3	Meeting 2	Developing 1
Demonstrates interpersonal skills with people of diverse backgrounds	Effectively demonstrates interpersonal skills when working with people of diverse backgrounds such as empathy, listening skills, and a positive attitude.	Adequately demonstrates interpersonal skills when working with people of diverse backgrounds such as empathy, and/or listening skills, and/or a positive attitude.	Minimally demonstrates interpersonal skills when working with people of diverse backgrounds such as empathy, and/or listening skills, and/or a positive attitude.
Participates in group decision-making	Effectively uses teamwork skills to function in group decision-making, such as respect towards each other, creating a positive work atmosphere, and being responsible/accountable.	Adequately uses teamwork skills to function in group decision-making, such as respect towards each other, creating a positive work atmosphere, and being responsible/accountable.	Minimally uses teamwork skills to function in group decision-making, such as respect towards each other, creating a positive work atmosphere, and being responsible/accountable.

Modified from the AACU Global Learning VALUERUBRIC (for more information, please contact valuel@aacu.org)

Unanimously approved by SLOAC 10/28/22

Appendix B5: Developing and Assessing SAOs

The Accreditation Standards from the Association of Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, clearly outlines that the primary purpose of an accredited institution is to foster student learning and student achievement.

An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation. - ACCJC Accreditation Standards (Adopted June 2014)

While Student Learning Outcomes (SLOs) are the observable or measurable results subsequent to a learning experience, Service Area Outcomes (SAOs) are the same observable or measurable results after receiving direct support through accessing a service or a supported learning experience.

The assessment of Service Area Outcomes (SAOs) provides the institution with a means to develop a comprehensive assessment of the quality, integrity and effectiveness of its non-instructional services and provides a mechanism for continuous improvement. The diagram below illustrates five key steps in the ongoing development and assessment for SAOs

Developing Service Area Outcomes

Intended Outcome

A Service Area Outcome (SAO) is a statement about what a “user” will experience, receive, or know as a result of a given service.

A “user” can be anyone receiving a service, including:

- students
- faculty
- staff
- community members

While an SAO may seem like it is just a goal or an activity the area provides, it is actually intended to be a

measurable user-centered statement of what others will be able to do or how they will benefit as a result of the service provided. Each area performs a number of core services and activities throughout the academic year, and this is a good place to start when defining intended outcomes. Here are some examples to help explain the differentiation.

Table 8: Examples of Connections Between Course Service, Goals, and SAOs.

Core Service/Activity	Goal	SAO
Provide tech support for computer issues	The IT department will provide the necessary services and technology to support a successful college.	Faculty and staff will readily have access to the technology and services provided by the Information Technology department to support a successful college environment.
Patrolling campus	Campus Safety will promote peace, order, and safety on campus by deterring and preventing criminal activity.	Students, staff, and community members will indicate that they feel safe while on campus.
Cleaning buildings	Custodial and facilities maintenance will provide safe, clean, maintained, and visually attractive buildings and grounds	Faculty, staff, and students will report satisfaction with the safety, cleanliness, maintenance and visual attractiveness of the campus buildings and grounds they visit.
Class schedule development	Academic Affairs will collaborate with division offices to develop a complete, accurate schedule meeting scheduling timelines.	Students, faculty, and staff will use an accurate, complete schedule available in order to advise and register by the published deadlines.
Processing timesheets	S-7s and timesheets for all classified and faculty within the division will be processed prior to all required deadlines.	Faculty and staff will report satisfaction with the timeliness of their payments once items are submitted to the office.
Student Check-ins	Connect with students three times each semester	Students will have regular and ongoing connection with program staff to support them throughout the semester.

Each service area should have outcomes defined that focus on either:

- a process, which focuses on services being provided efficiently, accurately, and equitably, or

- user satisfaction, which focuses on support being provided by the program/unit in a satisfactory manner.

An SAO that focuses on a **process** might be written as:

- Faculty and staff will experience a decrease in the amount of time that work orders submitted to the IT area are addressed and issues resolved.
- Faculty and staff will receive accurate and regular operational updates on facilities projects.
- Financial aid students will receive financial aid checks within X number of weeks after the semester begins.

An SAO that focuses on **user satisfaction** might be written as:

- Students will be satisfied with the library facilities.
- Faculty and students will report satisfaction in the services provided by the dean.
- Students will report that the supplemental learning activities they experience in the Tutorial Center contribute to their learning.
- Veteran students who use the Veterans' Center counseling services will report satisfaction with the level of information they receive concerning their educational benefits.

You may find it easier to write your area outcomes if you follow this simple pattern:

Users of the services will (do something) to (do something else)

Students, college employees and community members will have adequate access to the College's PE facilities in order to develop and maintain a healthy lifestyle.

Table 9: Example of Developing an SAO

Users of the services	will (do something)	to (do something else)
Describe the users of your department's services	Describe what they will do with your services	Describe how that will improve student learning and success and/or institutional effectiveness

Remember this is only a suggestion! You may have a better way of approaching writing your SAOs. The important thing to remember is that the **focus is on the end user** and **how they will benefit** from the service being provided.

Final Checklist for Writing Service Area Outcomes

While SAOs (Service Area Outcome) may be written by one person in your area, they should be shared with all others in the area to ensure that the outcomes are reasonable, achievable, and measurable. In addition, it is important that your area can show evidence of broad-based discussion regarding development, assessment, interventions, and improvements relating to established outcomes.

You can ask a representative from the Student Learning Outcomes Assessment Committee (SLOAC) to review them. Then look at your SAO again, using the following checklist:

- ✓ Have you used action verbs in describing your SAOs?
- ✓ Is your SAO written as an outcome rather than departmental goal or activity? Does it describe what the **users can DO** as a result of your services?
- ✓ Does the SAO language indicate the BIG PICTURE rather than nuts and bolts?
- ✓ Is the SAO appropriate for the department? Is it achievable and measurable?
- ✓ Does it represent a fundamental result or outcome of working with the department?

Assessing Your Service Area Outcomes

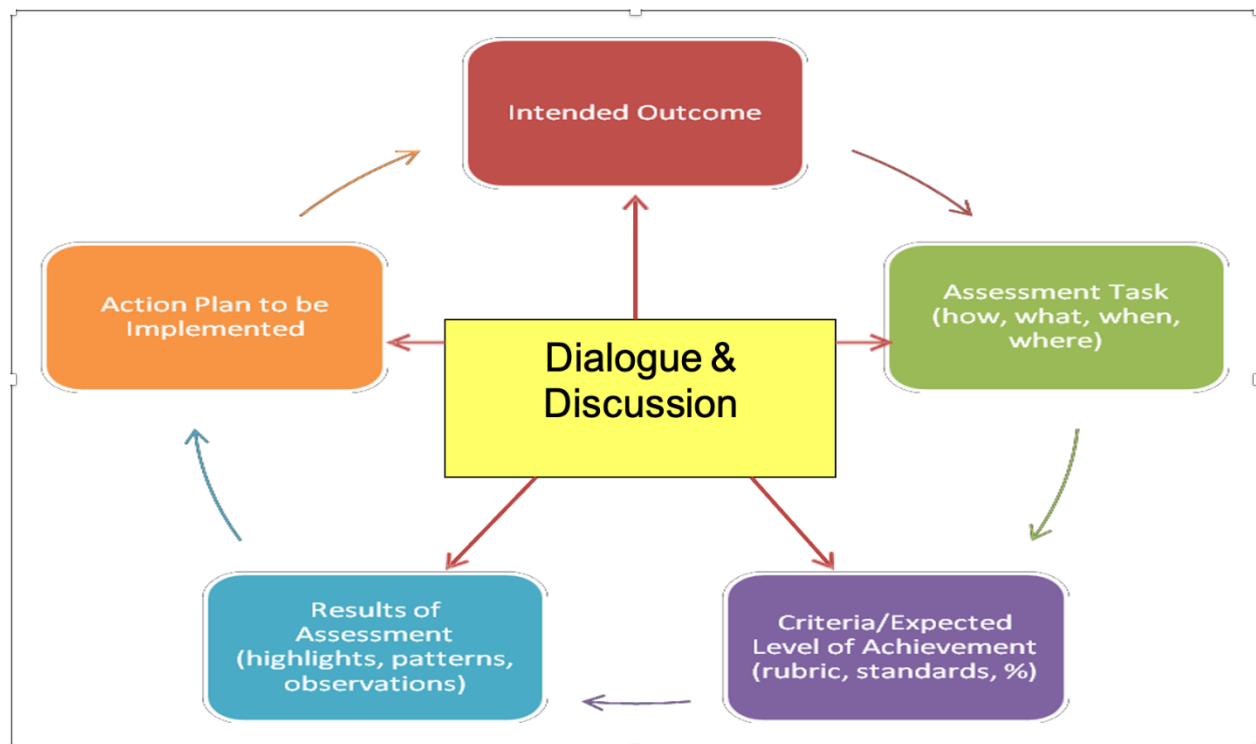
According to the American Association for Higher Education Assessment Forum, "Assessment is not an end in itself but a vehicle for educational improvement." It is a way for us to gather data so that we can ask questions such as:

- How well is my department providing services to its users?
- How do those users use what my department offers to help improve student learning and success?
- What can we do to improve the services that we offer?

The last question, "What can we do to improve?" is a vital component of the assessment cycle.

Improvement is the key—we should always be examining ways by which we can improve. Once we determine the changes to be made to our processes and/or services, we implement those changes and then we assess again to see if improvement has occurred. This is called **closing the loop**.

Figure 5: Service Area Outcome Assessment Cycle (Non-academic)



The Assessment Task (the what, when, how, who, where)

When assessing Service Area Outcomes, the key is to keep the focus on the users' needs and satisfaction and on the effects for them. Once again, "users" may refer to students, faculty, staff, and/or the public. Using data already collected, such as the types and frequencies of services offered, is one option for an assessment method.

The What: First you must decide on your assessment tool. What method will you use to do your assessment? Methods of assessment for Administrative and Student Services Units may include but are not limited to the following:

- Student Satisfaction Surveys (well suited for satisfaction outcomes)
- Focus groups (well suited for satisfaction outcomes)
- Number and types of complaints (well suited for process outcomes)
- Growth in a specific function (well suited for process outcomes)
- Comparisons to professional organizations' best practices

- Time taken to complete a task (well suited for process outcomes)
- Student data on enrollment, retention, success, goal attainment, etc.
- Faculty data on professional development, use of emerging technologies, grant proposal development and subsequent funding, etc.

One of the simplest types of assessment tools for SAOs is surveys. Surveys allow you to simply ask your users what it is you want to know.

The When: When will you assess? You will need to determine which semester or events you will use to measure your intended outcome.

The How, Who, and Where: How will you conduct the assessment? Will it be done through an email survey? Will it be conducted immediately after a service is provided? Where will the assessment be conducted? Who will participate in the assessment? In other words, what is the **procedure**?

Determining the Criteria/Expected Level of Achievement for the Service Area Outcome

This step involves establishing the criteria against which you are going to measure your assessment results. What is the minimum expectation for success? The criteria that answer this question might be 75 percent of clients surveyed will indicate a Likert score of 4 or higher.

When setting your criteria keep these things in mind:

1. Minimum expectation for success. This can be expressed as a %, a fraction, or an actual number.
2. Your first assessment may be used to establish a baseline by which future assessment results will be compared.
3. What is the **achievement standard** (satisfactory, numeric score, a rubric score or Likert scale score, a narrative indicator)
4. Which **students/users count in data** (all queried, those identified within a date range, a random sample, a certain number of academic units completed)

The Results of the Service Area Outcome Assessment

After you have completed your assessment, it is time to **gather, organize, aggregate, analyze and report the data.**

Once the assessment data is collected, analyze the information through small group discussion and in relationship to previous assessment data (if available). The true value of assessment comes from broad-based discussion—talking about the results with your colleagues. This discussion may involve colleagues within your area and outside of your area. You will report the actual results and compare them with the original expectations or the criteria you determined. Using the data, you will highlight key findings and develop supportable conclusions.

Action Plan to be Implemented

We assess and then examine the results to ultimately ask the question, “What can we do to improve?”

When deciding if steps are needed to make improvement to the service you are providing, use the following questions to guide you:

- Were you satisfied with the student performance or user response?
- What changes or improvements are necessary?
- Based on the evidence and analysis, how will you modify the service to better address the user’s needs?
- What should be added, deleted, or modified to improve student learning or user experiences?
- Should the outcome be assessed again? If so, when? It is necessary to assess again if you have implemented a change to improve a process or service. If you don’t assess it again, how will you know if it actually resulted in improvement?

If you decide that action is needed in order to bring about improvement, there are several modifications you can make to improve your processes and/or the service that your area offers. Some of these actions may include:

- increased staff development,
- equipment purchases,
- software modifications,
- process refinement and development.

After you have decided what your refinement or modification will be, the next steps are to:

- establish definite actions and who is responsible
- identify follow-up process and timeframe

Assessment is an on-going cycle. Be ready to cycle through the loop again to see if the implemented changes have brought about improvement! The outcomes and assessment data **are key components for planning and program review.**

Appendix B6: SLO Terminology Glossary from the ASCCC

The following glossary was developed from existing research and feedback from faculty and researchers from the California community colleges in response to Resolution S08 2.02 that asked the Academic Senate for California Community Colleges to address the confusion in the field by researching and developing a glossary of common terms for student learning outcomes and assessment. The glossary does not dictate terminology, nor does it seek to be comprehensive. Due to the increased collaboration between researchers and faculty, dialogue about these terms increases our ability to serve our students and increase student success.

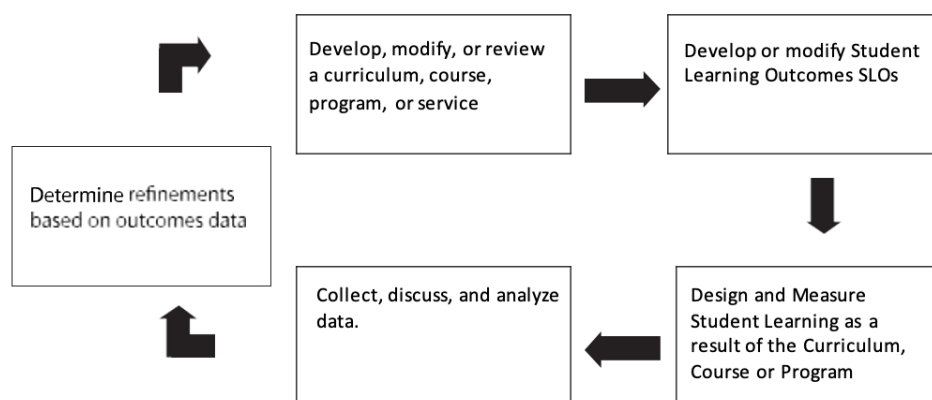
Affective outcomes relate to the development of values, attitudes, and behaviors.

Alignment is the process of analyzing how explicit criteria line up or build upon one another within a particular learning pathway. When dealing with outcomes and assessment, it is important to determine that course outcomes align or match up with program outcomes; that institutional outcomes align with the college mission and vision. In student services, alignment of services includes things like aligning financial aid deadlines and instructional calendars.

Artifact is a student-produced product or performance used as evidence for assessment. An artifact in student services might be a realistic and achievable student educational plan (SEP).

Assessment cycle refers to the process called closing the loop and is figuratively represented below.

Closing the Assessment Loop



Assessment of learning refers to a process where methods are used to generate and collect data for evaluation of courses and programs to improve educational quality and student learning. This term refers to any method used to gather evidence and evaluate quality and may include both quantitative and qualitative data in instruction or student services.

Assessment for accountability. The primary drivers of assessment for accountability are external, such as legislators or the public, and usually entail indirect or secondary data. Application of accountability data for educational improvement requires careful analysis of the alignment of the data and the ramifications of the actions.

Assessment for placement is the process of gathering information about individual students, such as a standardized test or process to determine a student's skill level, in order to place the student in a course sequence, such as math, English, ESL, or reading to facilitate student success. This process involves the validation of the content of the standardized test by the appropriate faculty content experts and analysis of the cut scores to determine the effectiveness of the placement and the development of multiple measures. Title 5 §55502 defines assessment for placement and the requirements for this kind of assessment.¹

Authentic assessment. Traditional assessment sometimes relies on indirect or proxy items such as multiple-choice questions focusing on content or facts. In contrast, authentic assessment simulates a real-world experience by evaluating the student's ability to apply critical thinking and knowledge or to perform tasks that may approximate those found in the workplace or other venues outside of the classroom setting.²

Bloom's Taxonomy is an example of one of several classification methodologies used to describe increasing complexity or intellectual sophistication:

1. **Knowledge:** recalling or remembering information without necessarily understanding it. includes behaviors such as describing, listing, identifying, and labeling.

2. **Comprehension:** Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.
3. **Application:** The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.
4. **Analysis:** Breaking down information into its component parts to see interrelationships and ideas. related behaviors include differentiating, comparing, and categorizing.
5. **Synthesis:** The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. **Evaluation:** Judging the value of evidence based on definite criteria. Behaviors related to evaluation include concluding, criticizing, prioritizing, and recommending.³ (Bloom, 1956)

Classroom assessment techniques (CATs) are “simple tools for collecting data on student learning in order to improve it” (Angelo & Cross, 1993, p. 26).⁴ CATs are short, flexible, classroom techniques that provide rapid, informative feedback to improve classroom dynamics by monitoring learning, from the student’s perspective, throughout the semester. Data from CATs are evaluated and used to facilitate continuous modifications and improvement in the classroom.

Classroom-based assessment is the formative and summative evaluation of student learning within a classroom, in contrast to institutional assessment that looks across courses and classrooms at student populations.

Closing the loop refers to the use of assessment results to improve student learning through collegial dialog informed by the results of student service or instructional learning outcome assessment. It is part of the continuous cycle of collecting assessment results, evaluating them, using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results, etc.

Competencies. See Student Learning Outcomes.

Continuous improvement reflects an ongoing, cyclical process to identify evidence and implement incremental changes to improve student learning.

Core competencies are the integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning which are acquired during a student's course of study at an institution. Statements regarding core competencies speak to the intended results of student learning experiences across courses, programs, and degrees. Core competencies describe critical, measurable life abilities and provide unifying, overarching purpose for a broad spectrum of individual learning experiences. Descriptions of core competencies should include dialog about instructional and student service competencies. See also ***Institutional Learning Outcomes***.

Course assessment. This assessment evaluates the curriculum as designed, taught, and learned. It involves the collection of data aimed at measuring successful learning in the individual course and improving instruction with the ultimate goal towards improving learning and pedagogical practice.

Criterion-based assessment evaluates or scores student learning or performance based on explicit criteria developed by student services or instruction which measures proficiency at a specific point in time.

Culture of evidence. The phrase “culture of evidence” refers to an institutional culture that supports and integrates research, data analysis, evaluation, and planned change as a result of assessment to

inform decision-making (Pacheco, 1999)⁵. A culture of evidence is characterized by the generation, analysis, and valuing of quantitative and qualitative data in decision making.

Direct data provides evidence of student knowledge, skills, or attitudes for the specific domain in question and actually measures student learning, not perceptions of learning or secondary evidence of learning, such as a degree or certificate. For instance, a math test directly measures a student's proficiency in math. In contrast, an employer's report about student abilities in math or a report on the number of math degrees awarded would be indirect data.

Embedded assessment occurs within the regular class or curricular activity. Class assignments linked to student learning outcomes through primary trait analysis serve as grading and assessment instruments (i.e., common test questions, CATs, projects or writing assignments). Specific questions can be embedded on exams in classes across courses, departments, programs, or the institution. Embedded assessment can provide formative information for pedagogical improvement and student learning needs

Evidence includes artifacts or objects produced that demonstrate and support conclusions, including data, portfolios showing growth, as opposed to intuition, belief, or anecdotes. "Good evidence, then, is obviously related to the questions the college has investigated and it can be replicated, making it reliable. Good evidence is representative of what is, not just an isolated case, and it is information upon which an institution can take action to improve. It is, in short, relevant, verifiable, representative, and actionable."

Evidence of program and institutional performance includes quantitative or qualitative, direct, or indirect data that provide information concerning the extent to which an institution meets the goals it has established and publicized to its stakeholders.

Formative assessment is a diagnostic tool implemented during the instructional process that generates useful feedback for student development and improvement. The purpose is to provide an opportunity to perform and receive guidance (such as in class assignments, quizzes, discussion, lab activities, etc.) that will improve or shape a final performance. This stands in contrast to summative assessment where the final result is a verdict, and the participant may never receive feedback for improvement such as on a standardized test or licensing exam or a final exam.

General Education Student Learning Outcomes (GE SLOs) are the knowledge, skills, and abilities a student is expected to be able to demonstrate following a program of courses designed to provide the student with a common core of knowledge consistent with a liberally educated or literate citizen. Some colleges refer to these as core competencies, while others consider general education a program.

Grades are the faculty evaluation of a student's performance in a *class* as a whole. Grades represent an overall assessment of student class work, which sometimes involves factors unrelated to specific outcomes or student knowledge, values, or abilities. For this reason, equating grades to SLO assessment must be done carefully. Successful course completion is indicated by a C or better in California Community College data, such as that reported in the Accountability report for Community Colleges (ArCC).

Homegrown or local assessment is developed and validated by a local college for a specific purpose, course, or function and is usually criterion-referenced to promote validity. This is in contrast to standardized state or nationally developed assessment. In student services homegrown student satisfaction surveys can be used to gain local evidence, in contrast to commercially developed surveys which provide national comparability.

Indirect data are sometimes called secondary data because they indirectly measure student performance. For instance, certificate or degree completion data provide indirect evidence of student learning but do not directly indicate what a student actually learned.

Information competency reflects the ability to access, analyze, and determine the validity of information on a given topic, including the use of information technologies to access information.

Institutional Learning Outcomes (ILO) are the knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student's total experience. Because GE Outcomes represent a common core of outcomes for the majority of students transferring or receiving degrees, some but not all, institutions equate these with ILO's. ILOs may differ from GE SLOs in that institutional outcomes may include outcomes relating to institutional effectiveness (degrees, transfers, productivity) in addition to learning outcomes. Descriptions of ILOs should include dialog about instructional and student service outcomes.

Likert scale assigns a numerical value to responses in order to quantify subjective data. The responses are usually along a continuum such as responses of strongly disagree, disagree, agree, or strongly agree and are assigned values such as 1 to 4.

Metacognition is the act of thinking about one's own thinking and regulating one's own learning. It involves critical analysis of how decisions are made, and vital material is consciously learned and acted upon.

Norm-referenced assessment occurs when an individual's performance is compared to another individual. Individuals are commonly ranked to determine a median or average. This technique addresses overall mastery to an expected level of competency but provides little detail about specific skills.

Objectives are small steps that lead toward a goal, for instance the discrete course content that faculty covers within a discipline. Objectives are usually more numerous and create a framework for the overarching student learning outcomes which address synthesizing, evaluating, and analyzing many of the objectives.

Pedagogy is the art and science of how something is taught and how students learn it. Pedagogy includes how the teaching occurs, the approach to teaching and learning, how content is delivered, and what the students learn as a result of the process. In some cases, pedagogy is applied to children and andragogy to adults; but pedagogy is commonly used in reference to any aspect of teaching and learning in any classroom.

Primary Trait Analysis (PTA) is the process of identifying major characteristics that are expected in student work. After the primary traits are identified, specific criteria with performance standards are defined for each trait. This process is often used in the development of rubrics. PTA is a way to evaluate and provide reliable feedback on important components of student work thereby providing more information than a single, holistic grade.

Program. in Title 5 §55000(g), a “Program” is defined as a cohesive set of courses that result in a certificate or degree. However, in Program review, colleges often define programs to include specific disciplines. A program may refer to student service programs and administrative units, as well. ⁷

Qualitative data are descriptive information, such as narratives or portfolios. These data are often collected using open-ended questions, feedback surveys, or summary reports, and may be difficult to compare, reproduce, and generalize. Qualitative data provides depth and can be time and labor intensive. Nonetheless, qualitative data often pinpoint areas for interventions and potential solutions which are not evident in quantitative data.

Quantitative data are numerical or statistical values. These data use actual numbers (scores, rates, etc.) to express quantities of a variable. Qualitative data, such as opinions, can be displayed as numerical data by using Likert scaled responses which assign a numerical value to each response (e.g., 4 = strongly agree to 1 = strongly disagree). These data are easy to store and manage, providing a breadth of information. Quantitative data can be generalized and reproduced but must be carefully constructed to be valid.

Reliability refers to the reproducibility of results over time or a measure of consistency when an

assessment tool is used multiple times. in other words, if the same person took the test five times, the **scores** should be **similar**. This refers not only to reproducible results from the same participant, but also to repeated scoring by the same or multiple evaluators. While the student learning outcomes process should be reliable, it does not suggest statistical reliability analysis for every item and aspect of classroom and program assessment, but rather indicates that assessments should be a consistent tool for testing the student's knowledge, skills, or ability.

Rigor. California community college faculty use the term *rigor* relating to courses in the context of Title 5 §55002, such as referring to course standards of grading policies, units, intensity, prerequisites level, etc. ⁸researchers often refer to *rigor* as statistical rigor or compliance with good statistical practices.

Rubric. A rubric is a set of criteria used to determine scoring for an assignment, performance, or product. rubrics may be holistic, not based upon strict numerical values which provide general guidance. Other rubrics are analytical, assigning specific scoring point values for each criterion often as a matrix of primary traits on one axis and rating scales of performance on the other axis. A rubric can improve the consistency and accuracy of assessments conducted across multiple settings.

Sampling is a research method that selects representative units such as groups of students from a specific population of students being studied, so that by examining the sample, the results can be generalized to the population from which they were selected when everyone in the population has an equal chance of being selected (i.e., random). Sampling is especially important when dealing with student service data.

Standardized assessments are those created, tested, validated, and usually sold by an educational testing company (e.g., [GRE's](#), SAT, ACT, ACCUPLACer) for broad public usage and data comparison, usually scored normatively. There are numerous standardized assessment instruments available for student service programs which provide national comparisons.

Student Learning Outcomes (SLO) are the specific observable or measurable results that are

expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area (such as the library). SLOs describe a student's ability to synthesize many discrete skills using higher level thinking skills and to produce something that asks them to apply what they have learned. SLOs usually encompass a gathering together of smaller discrete objectives (see definition on previous page) through analysis, evaluation and synthesis into more sophisticated skills and abilities.

Summative assessments are a final determination of knowledge, skills, and abilities. This could be exemplified by exit or licensing exams, senior recitals, capstone projects or any final evaluation which is not created to provide feedback for improvement but is used for final judgments.

Validity. An indication that an assessment method accurately measures what it is designed to measure with limited effect from extraneous data or variables. To some extent this must also relate to the integrity of inferences made from the data.

Content Validity. Validity indicates that the assessment is consistent with the outcome and measures the content we have set out to measure. For instance, you go to take your driver's license exam, the test does not have questions about how to make sushi.

Variable. A variable is a discrete factor that affects an outcome.

Endnotes

¹ Section 55502 of Title 5 contains the following definitions related to assessment:

(b) "assessment" means the process of gathering information about individual students to facilitate student success. Assessment may include, but is not limited to, information regarding the student's

study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment involves the collection of such information at any time, before or after enrollment, except that the process of assigning a grade by an instructor shall not be considered part of the assessment process. Once a grade has been assigned and recorded in a student's transcript it can be used in the assessment process.

(c) "Assessment instruments, methods or procedures" means one or more assessment instruments, assessment methods, or assessment procedures, or any combination thereof. These include, but are not limited to, interviews, standardized tests, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, educational histories, and other measures of performance. The term "assessment instruments, methods or procedures" also includes assessment procedures such as the identification of test scores which measure particular skill levels, the administrative process by which students are referred for assessment, the manner in which assessment sessions are conducted, the manner in which assessment results are made available, and the length of time required before such results are available.

Furthermore, Section 55202 states that the use of assessment as a prerequisite for placement into a course requires the use of multiple measures.

(c) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures. Any assessment instrument used shall be selected and used in accordance with the provisions of Subchapter 6 (commencing with §55500) of Chapter 6 of this Division.

² Grant Wiggins, grant (1990). The case for authentic assessment. Practical Assessment, research & evaluation, 2(2). retrieved February 16, 2004, from <http://PAreonline.net/getvn.asp?v=2&n=2>. Copyright 1990, PAreonline.net.

³ Bloom B. S. (1956). Taxonomy of educational Objectives, Handbook: The Cognitive Domain. New

York: David McKay Co Inc.

⁴ Angelo, T. A., & Cross, K. P. (1993). Classroom assessment techniques: A handbook for college teachers (2nd ed.). San Francisco, CA: Jossey-Bass

⁵ Pacheco, D. A. (1999). Culture of evidence. retrieved June 1, 2003, from the California Assessment institute, resources Web site: <http://www.cai.cc.ca.us/Resources/Pacheco.htm>

⁶ ACCJC. 2008. Characteristics of evidence: guide to evaluating institutions.
Page 10. Author: Novato, CA.

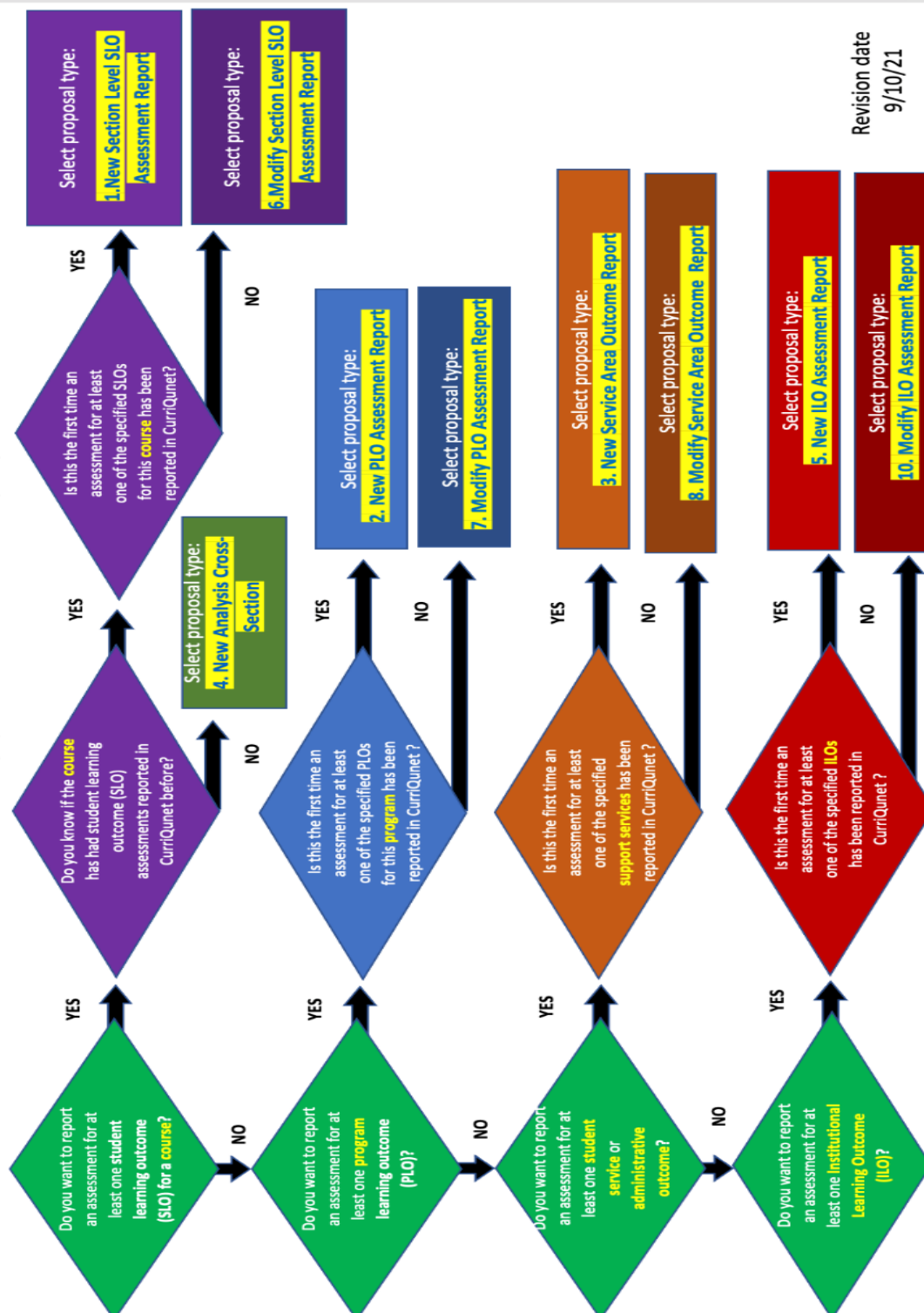
⁷ Title 5 §55000(g) defines an educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education”

⁸ As one example of the use of the term rigor Title 5 §55002 (b) (2) (C) says “in particular, the assignments will be sufficiently rigorous that student's success- fully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

Appendix B7: CurriQunet Flowchart

Welcome to the CurriQunet Assessments Module!

This flowchart will help you determine which proposal to select.



Appendix C: Legacy Documents

Figure 6: Minimum Requirements for SLO Assessment

Evergreen Valley College Instructional Courses and Programs Student Learning Outcomes (SLO) & Program Learning Outcomes (PLO) Assessment Plan							
<i>Note: Assessment is ongoing and documenting results is encouraged during any semester; however, this document serves as the minimum standard required to assessment activities at EVC.</i>							
Semester	Assessment Planning for academic year	Responsible Party	SLO Assessed	SLO Reassessed	Sharing Results	Documentation on EVC Assessment Matrices	Cycle completion- then restarts
Fall	1 st division or department meeting	Dean Faculty Lead	At least one- if course offered	After implemented intervention	Monthly division meetings SLO Meeting Monthly department meetings Faculty meetings	Update/Document if available	
Spring			At least one- if course offered	After implemented intervention	Spring PDD Monthly division meetings SLO Meeting Monthly department meetings Faculty meetings	Faculty to send Updated Assessment Matrix to SLO Coordinator & SLO Division Rep by March 1	ALL SLOs Assessed by 2018
	For instructional courses and programs: All SLOs must be assessed and reassessed within a 6 year cycle, then the process begins again. Assessment is ongoing.						

(LApex) SLO Committee May 5, 2015

Figure 7: Blank Course SLO Matrix



Evergreen Valley College



Course Level SLO and Assessment Matrix

Course: _____

Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline "On completion of this course, the student will..."	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
Add SLO #1				
Add SLO #2				
Add SLO #3				

Print Form

E-mail Form

Save Form

* Modified from Bakersfield College; Approved by SLO Sub-committee 3/9/12

Figure 8: Blank PLO Matrix



Program Level SLO and Assessment Matrix

Program: _____

Date: _____

	Program SLOs	Assessment Plan for each Program SLO	Program Courses								Data/Analysis/Action Plan and Timeline									
			Course/Activity	Course/Activity	Course/Activity	Course/Activity	Course/Activity	Course/Activity	Course/Activity	Course/Activity										
Add SLO #1																				
Add SLO #2																				
Add SLO #3																				
Comments/Recommendations:																				

(Click the Add button to continue grid for each Program SLO)

Program Level SLOs are Student Learning Outcomes for a program that will be assessed to measure the effectiveness of that course of study (program is defined as course of study leading to a degree or certificate)

Write the Program Major Courses in the third section and mark the grid as follows:

I = the SLO is introduced in this course

D = the SLO is developed and practiced with feedback in this course

M = the SLO is mastered and measured in this course

Analysis/Action Plan: Once you collect and analyze assessment data, state what modifications will be made to improve the SLO outcomes and when.

Once completed, provide electronic copy to Division Office and EVC SLO Coordinator



Evergreen Valley College

Student Services SLO and Assessment Matrix



Program/Service:

	Core Activity or Service	Target Population	Student Learning Outcomes Acquired from core activity	Assessment Tool Pre/post test or survey; focus groups; student transfer rates...	Evaluation Timeline	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What changes will be made to program, service or SLO and when?
1 Add Remove							
2 Add Remove							
3 Add Remove							
4 Add Remove							

* Modified from Bakersfield College; Approved by SLO Sub-committee 3/9/12

Print Form

Email

Figure 10: Blank SLO Feedback Form

SLO Feedback Form

This form is provided for each submission of SLO work to the SLO coordinator. The goal is to provide specific details of successful work completed along with (if needed) suggestions on how to improve the work submitted.

Criteria	Completed	Not Completed
ILO mapped under Student Learning outcomes column		
Type of measure to be used stated clearly under <i>Assessment Tool</i>		
Clear dates provided under <i>Evaluation timeline</i> for each SLO to be assessed		
Results are clearly presented under <i>Assessment Results</i> with a clear date for each result presented		
<i>Analysis/Action/ Plan and Timeline</i> Provide dates with results		
<i>Analysis/Action/ Plan and Timeline</i> clearly state modifications that will be made to improve SLO		
Section Number of course SLO assessment was conducted on stated		

_____ of _____ SLOs have completed the cycle correctly.

_____ of _____ SLOs have closed the loop correctly (SLO assessed, a plan was created, an additional assessment conducted based on the implementation of the plan.

***Reminder:** All SLOs for EVERY course taught need to be assessed every TWO years.

Figure 11: Blank PLO Feedback Form

PLO Feedback Form

- This form is provided for each submission of PLO work to the SLO coordinator.
- The goal is to provide specific details of successful work completed along with (if needed) suggestions on how to improve the work submitted. The goal is to provide specific details of successful work completed along with (if needed) suggestions on how to improve the work submitted.

Criteria	Completed	Not Completed
Program SLOs are observable and measurable		
Assessment Plan states Type of measure to be used		
Program Courses: Listed		
Program Courses: I, D, M indicated		
Analysis/Action/ Plan and Timeline Provide dates with results		
Analysis/Action/ Plan and Timeline clearly state modifications that will be made to improve student performance related to the PLO being assessed		
Assessment Plan states a timeline for Future PLO assessment		

_____ of _____ PLOs have been completed correctly.

_____ of _____ PLOs have completed the cycle correctly.

_____ of _____ PLOs have closed the loop correctly (SLO assessed, a plan was created, an additional assessment conducted based on the implementation of the plan.

*** Reminder:** All PLOs for every program must be assessed every TWO years.