

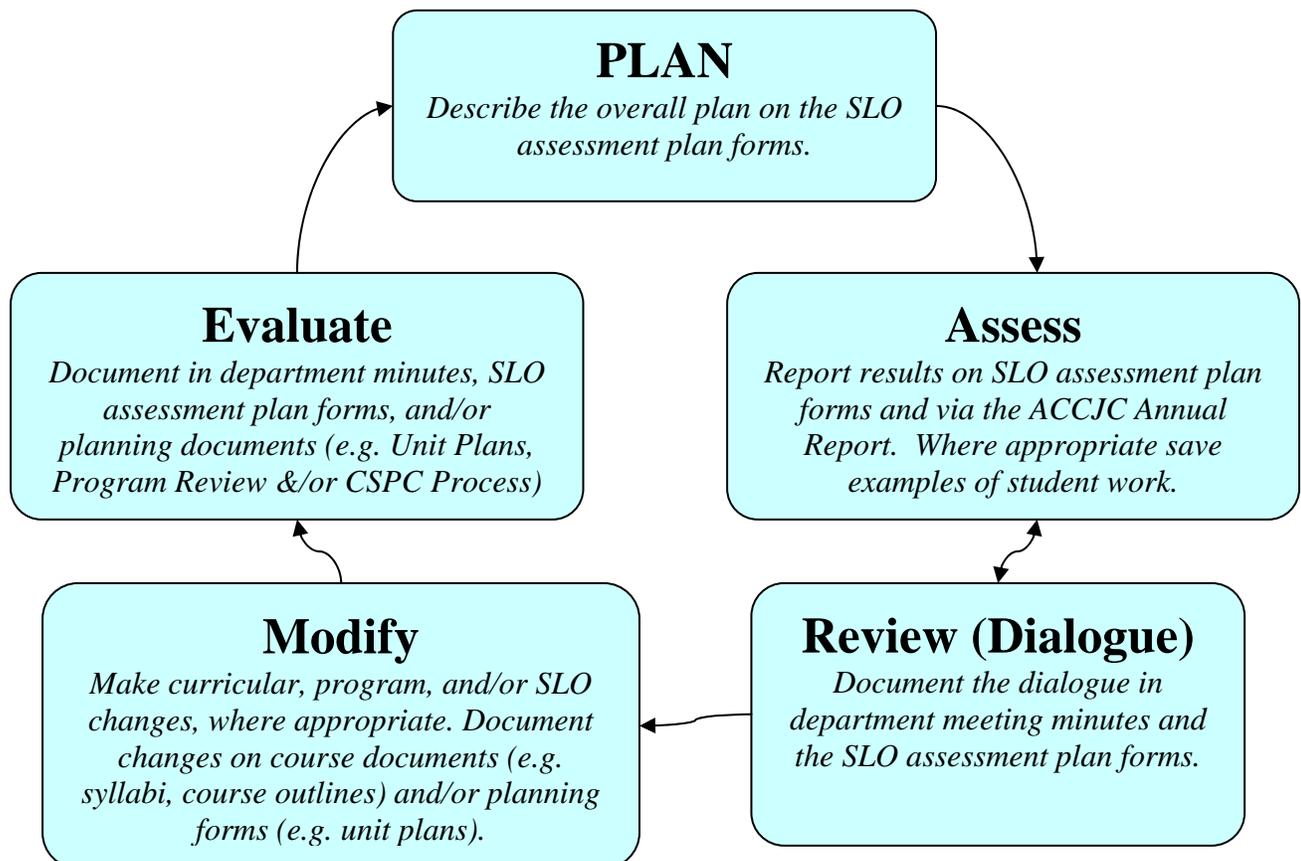
# SCC's SLO Assessment Strategy

## Spring, 2010

SCC's SLO Assessment Strategy was first adopted by Academic Senate in Spring, 2008 to provide a framework for a unit's or department's SLO assessment efforts. This update was adopted on May 6<sup>th</sup>, 2010 and reflects advances made in the SLO assessment process at SCC and input from various groups, including the SLO advisory group, Academic Senate, and Department Chairs Council.

### Cycle of SLO Assessment

- Department faculty and student services staff will develop an SLO assessment plan that includes a cycle of consistent (i.e. regular & ongoing) assessment of their courses, programs and student services interventions. The plan will indicate which SLOs will be focused on each year for SLO reporting purposes.
- The basic cycle is outlined below. This general process can be used by faculty to develop a cycle that allows for the reporting of all SLO assessment results. Assessment of student learning occurs continuously as a normal part of good teaching and service intervention practices. Results of the assessment of focal SLOs are reported as part of a 6-year cycle for instructional departments and a 3-year cycle for student services.



\*ACCJC = Accrediting Commission for Community & Junior Colleges; CSPC = College Strategic Planning Committee; SLO = Student Learning Outcomes

## ***SLO Assessment Best Practices***

### ***Course/Program and Student Service Unit/Division Level***

- Assess course, student service interventions, and program SLOs on an ongoing basis
- Assess *multiple* sections of courses or sessions of Student Service activities, when possible; review and summarize results from these multiple assessments to provide a broad and inclusive examination of the course or service SLOs
- Involve multiple faculty and staff to increase collaboration and dialogue
- Document SLO assessment plans, dialogue and results in unit plans, program review, and meeting minutes
- Use course- and service-level assessments, as appropriate to assess related GE and/or Program learning outcomes
- Engage in departmental review and discussion of assessment results
- Implement changes in response to assessment results
- Share SLO assessment plans, results, and follow-up with SCC community

### ***General Education Level***

- Utilize multiple methods for GELO assessment including course- and program-embedded measures, institutional measures (e.g. CCSSE), and Student Service Division-level SLO measures
- Compile GELO assessment results across divisions and share with college community on annual basis
- Integrate GELO results into planning processes at the unit, program, and college levels
- Implement an annual, college-wide assessment focus on individual GELOs