

# Overview of SLO process at Sacramento City College

## General Approach:

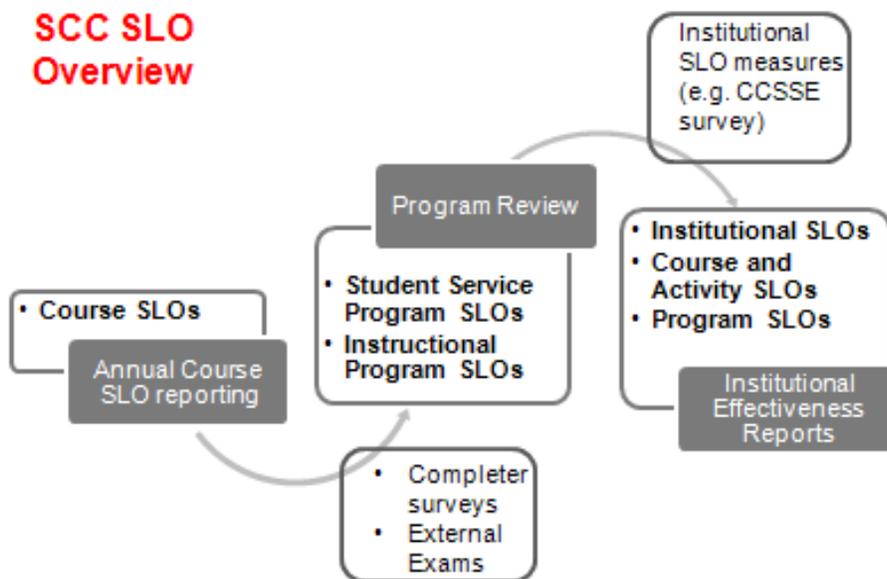
- SLOs at course/activity, program, and institutional levels.
- Assessment is ongoing, reporting is periodic on a defined cycle.
- Planning cycles connect with SLO reporting cycles.
- Professional development & assistance available.

## SLO levels:

- Course SLOs
- Student Service Activity SLOs
- Instructional Program SLOs
- General Education SLOs
- General Student Services SLOs
- GE + General SS = Institutional SLOs

## SLO Mapping

- Course SLOs to Program SLOs (ProLOs)
- Course SLOs to GE SLOs (GELOs)
- Student Service interventions to Student Service activity SLOs.
- Student Service activity SLOs to Student Service General SLOs.
- General Student Service SLOs to GE SLOs





## Examples of SLO information from Annual Course Reporting Forms:

Planning Stage				Reporting Stage	
SLO	Assessment methods			Summary of assessment results	Plans for follow-up changes
(BUSTEC) Compose an analytical formal keyed research paper based on research findings using APA or MLA format.	7-Discussion (guided questions)	2-Homework, essays, papers, etc.	4-Creative projects or portfolios.	The course's capstone research paper required primary and secondary research. Composing the paper, demonstrated a student's ability to synthesize and analyze information gathered through primary and secondary research. The research paper had to be APA-formatted. Seventy-five percent of the students earned 75 percent or higher on their research paper.	To help students more readily grasp APA formatting, its rules and procedures will be introduced earlier in the course and required on all written work.
(GEOL) List and describe the basic components of earth's major environmental spheres.	1-Exams, quizzes, etc. (item analysis).			Students scored 58% on the questions asked relating to this SLO.	The aggregate scoring for this SLO showed unsatisfactory results. Further examination of this geomorphic process, landscape, and locational dynamics (karst) will be infused into subsequent GEOL 300 classes.

## Instructional Program SLO reporting form (part of Program Review report)

Program SLO (ProLO) Assessment Reporting Form for Instructional Programs		
Department and Year:		
Program:		
*Priority ProLO for assessment reporting (a list of Program Outcomes is available in SOCRATES)	Overall Rating of Success	Plans for follow-up changes (Changes in teaching methods, curriculum, etc.)

### Example of an SLO summary from a program review:

Student Learning Outcomes – *Describe any SLO development and assessment efforts since the last program review. Attach any departmental SLO plans or other materials related to these efforts.*

We have actively assessed and adapted new curriculum based on SLO assessments over the last four years to improve our student's success results. We've reported SLO's results for 2008/2009, 2009/2010, 2010/2011, 2011/2012(still in progress).

We began our efforts with our core program courses (PHOTO 302, 312, 280) for assessment and follow-up. These assessments revealed necessary changes in prerequisites and better structuring of SLO's from course to course. All these changes were applied before and during this program review. Other advanced courses (PHOTO 350, 390, 400) were assessed and again prerequisites and better structuring of SLO's from course to course were the corrective course of action. Teaching methods were discussed at an informal level with faculty responsible for the instructor of the various courses also. Future SLO's changes are anticipated as we move into new facilities by 2014. Our facilities are designed to deliver better instructional opportunities and thus improved and expanded SLO's are anticipated.

*See Attached SLO reports for more detailed results and outcomes of this ongoing effort.*

## Example of Student Services SLO Reporting on Program Review Document (2009)

**Program/Unit-Level Learning Outcomes:** Upon completing service interventions by Financial Aid staff, students will know and be able to do the following:

- (1) identify and effectively use financial aid and other services,
- (2) demonstrate and understand financial aid, and
- (3) create and deliver appropriate communication.

**Program-to-Division Learning Outcomes:** Several Financial Aid staff members participated in a number of focus groups that were conducted to come to a consensus regarding the definition and identification of student learning outcomes on a campus-wide basis. Program specific groups were gathered to identify program specific student learning outcomes. The Financial Aid Office outcomes are aligned with the Division Level Outcomes as listed below:

Student Services General SLOs	Financial Aid SLOs
Information Competency	Identify and effectively use financial aid and other services.
Life Skills and Personal Development Develop	
Critical Thinking	Demonstrate and understand financial aid
Communication	Create and develop appropriate communication
Cultural Competency	
Depth and Breadth of Understanding	
Quantitative Reasoning	

The Financial Aid Office has not been collecting specific information on the progress of these learning outcomes. However, the student survey locally provided information that shows that students are still unclear about the process. This is evidenced by the high number of personal contacts with the Financial Aid Office as well as by comments made regarding a lack of accurate and consistent information provided by the Financial Aid staff.

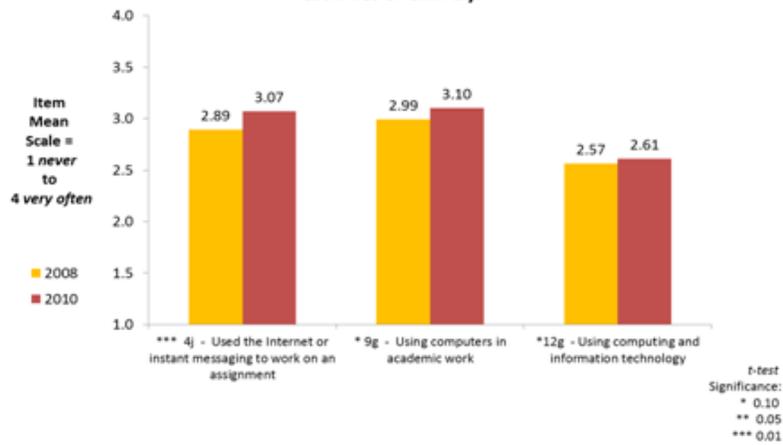
The SLOs need to be reviewed again to determine how the student learning and achievement in this area can be measured. If the existing SLOs can't be measured, then new SLOs should be developed. Further, a regular schedule of student feedback needs to be developed to meet the goal of continual program development.

# Institutional SLOs in 7 Areas (General Education SLOs + General Student Services SLOs)

- Communication
- Quantitative Reasoning
- Depth and Breadth of Understanding
- Cultural Competency
- Information Competency
- Critical Thinking
- Life Skills and Personal Development

## EXAMPLE OF GELO ASSESSMENT VIA CCSSE

**GELO AREA V: Information Competency--Upon completion of the AA or AS degree students will be able to demonstrate knowledge of information needs and resources and the necessary skills to use these resources effectively.**



## Example of course embedded GELO assessment

