

# SLOs and Campus-Wide Assessments

Accreditation Meeting (SSA-214, 1:00 – 2:00 pm)

3/8/2016

Assessment Committee  
Integrated SLO/Institutional Effectiveness

# Program Review Modules (Annual Unit Planning)

Completion Effectiveness

Curriculum

SEMP Implementation (SAO Forms)

SLO Activity Summary (SLO Forms)

Unit Plan Update\*

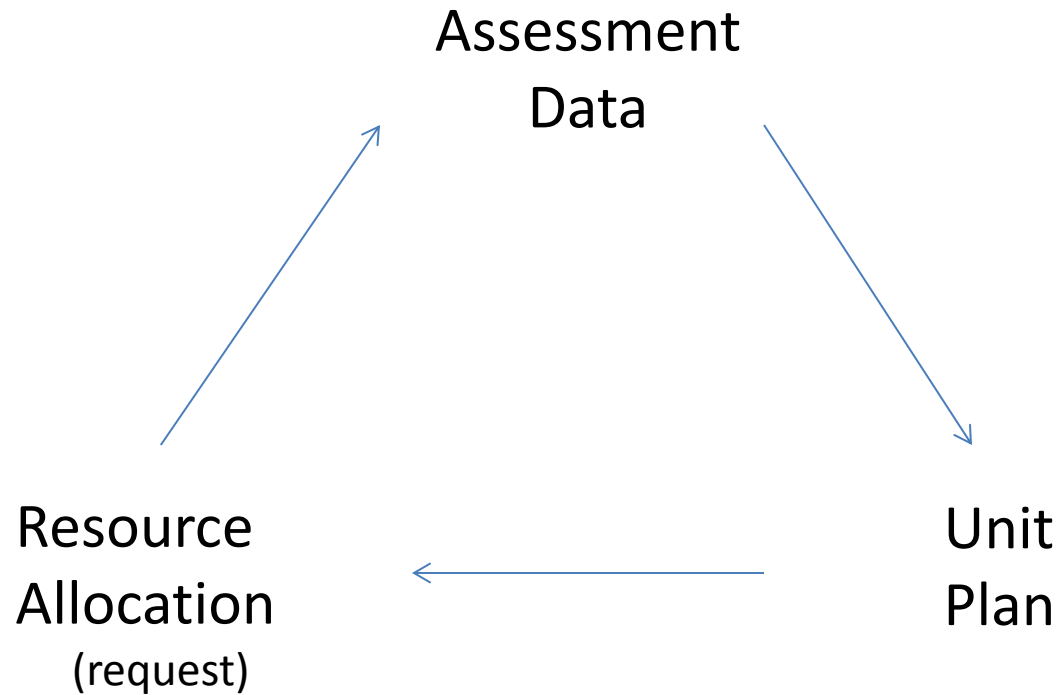
Enrollment Effectiveness

Budget Management

Faculty Hiring

CTE Requirements

# Program Review Modules (Forms)



SEMP Goal 2: Teaching and learning for Success

Objective 1: Student-Centered Learning Environment that Encourages Active Learning

Measure 2: Outcomes Participation Rate

ISLOs



SEMP Goals



SLO Assessment  
Forms  
(Courses and Services)



SAO Assessment  
Forms  
(Services)

# Historical Development of the Assessment Process

Evidence of “Continuous Sustainable Quality Improvement”

- **Phase I** – Introductory period (2002 – 2006)  
Creation of SLO/Assessment Webpages
- **Phase II** – Development and Data Collection (2006 – 2015)  
Assessment Cycle 1 (2006 – 2012) **Past**  
Assessment Cycle 2 (2012 – 2015) **SLO Archive**  
**SLO Inventory**  
Posting of Assessments Using Word-Based Reporting Forms
- **Phase III** – Integration of Assessment, Planning, Resource Allocation  
Assessment Cycle 3 (Fall 2015) **Current**  
SLO/Campus Wide Assessment Guidebook. **SLO Assessment**  
Web-Based Data Management System **SAO Assessment**

**Standard IIA.11** – *The institution includes in all of its programs, **student learning outcomes**, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other **program-specific learning outcomes**. (ER12)*

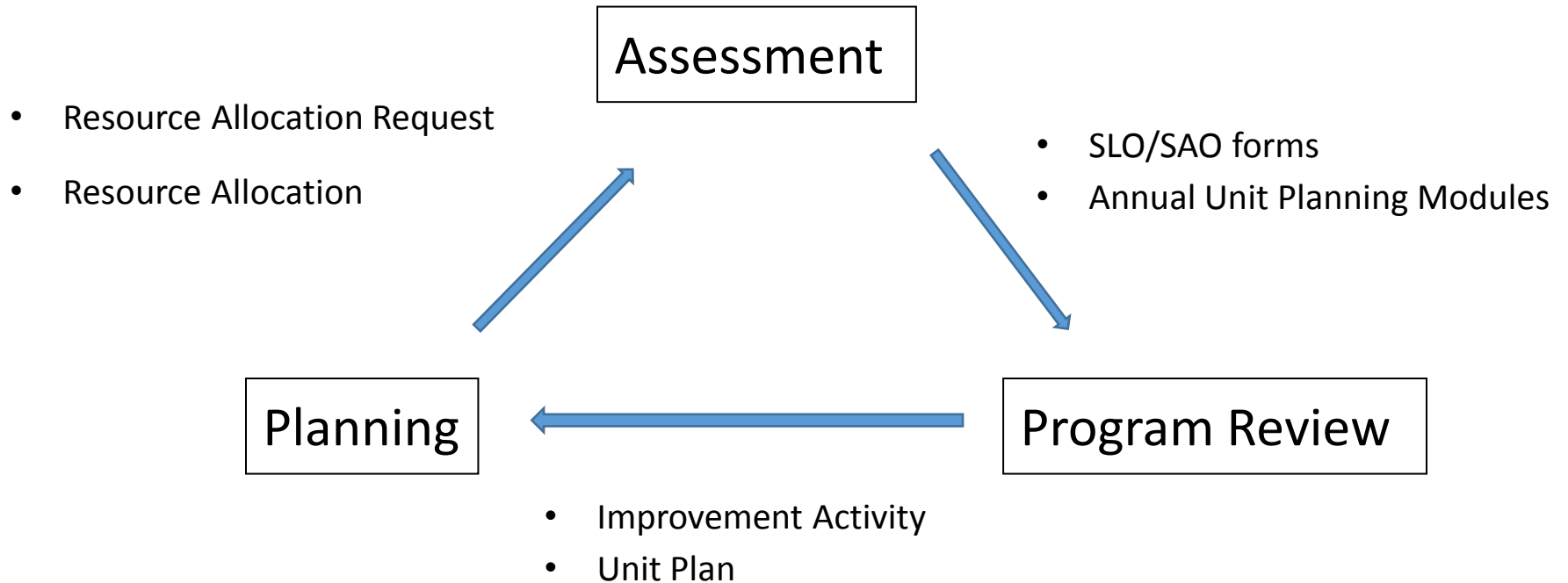
# Institutional Student Learning Outcomes (ISLOs)

## (Institutional Student Competencies)

1. **Communication:** Use language and non-verbal modes of expression appropriate to the audience and purpose. (Reading, Writing, Oral Communication)
2. **Cognition:** Use critical thinking skills to analyze, synthesize, application, and evaluate ideas and information.
3. ***Information Competency and Technological:*** *Information literacy, technological competency, research proficiency.*
4. **Social Responsibility and Ethics:** Teamwork, ethics, values, accountability.

# Integrated Planning-Assessment Cycle

## “The Holy Trinity”





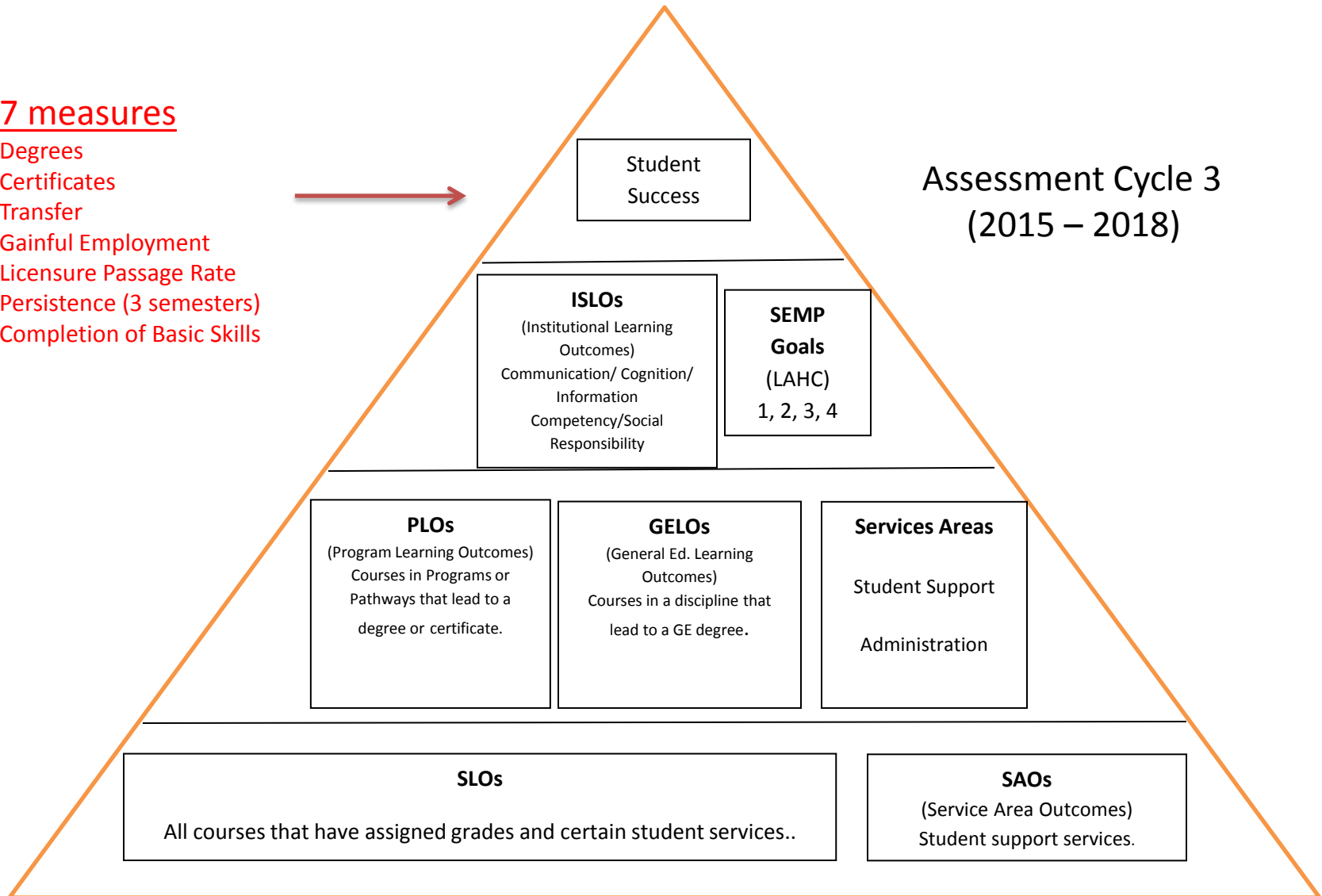
# Assessment Student Pyramid of Success

## 7 measures

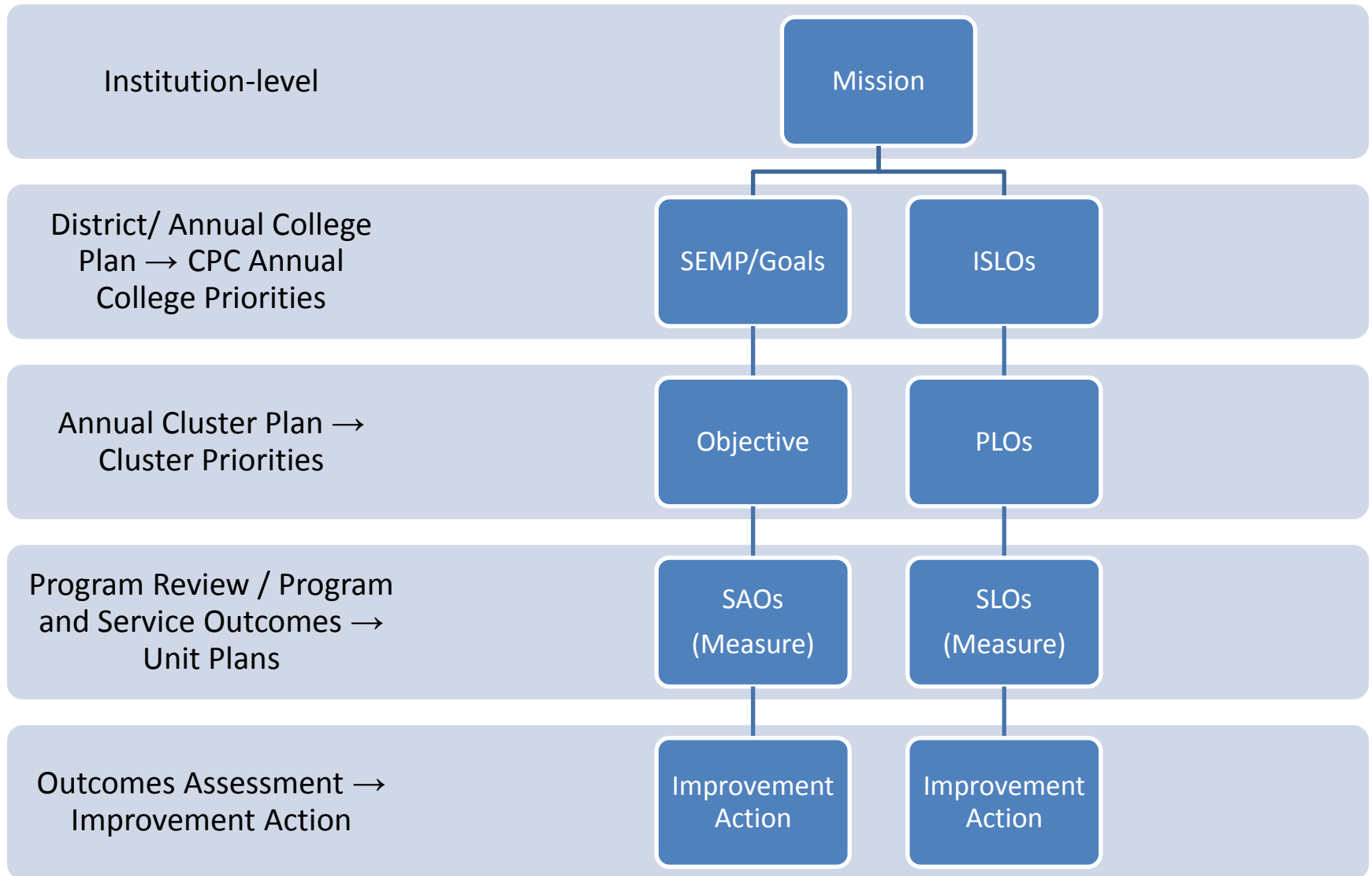
Degrees  
Certificates  
Transfer  
Gainful Employment  
Licensure Passage Rate  
Persistence (3 semesters)  
Completion of Basic Skills



Assessment Cycle 3  
(2015 – 2018)



# Harbors Assessment-based Planning System (HAPS)



# Course Objectives vs Learning Outcomes

*Course Objectives* are key elements that must be taught each time the course is taught. This should be clearly outlined in the course outline of record and refers to the specific content that must be covered in a course. (Measures)

*Learning Outcomes* are specific Institutional Competencies or Institutional Student Learning Outcomes (ISLOs) developed as a result of completing the course objectives. (Accreditation Standard IIA.11)

# Program Assessment

(Summary of ISLOs covered)

Accreditation Standard IIA.11

**Example:** Associate of Arts Degree in Chemistry

- Discipline Courses

Chemistry 101, 102, 211, 212

- Major Preparation Courses

Math 267

Physics 37

- General Education Courses (Accreditation Standard IIA.12)

Plan A or B

IGETC

CSU Breadth

# General Education Program

(Summary of ISLOs Covered)

Accreditation Standard IIA.13

Associate of Arts Degree in Liberal Arts and Sciences with Emphasis in:

## Liberal Arts:

- Arts and Humanities
- Health and Fitness
- Mathematics and Natural Sciences
- Social and Behavioral Sciences

## Liberal Studies

- Liberal Studies (CSU Dominguez Hills/CSU Long Beach)