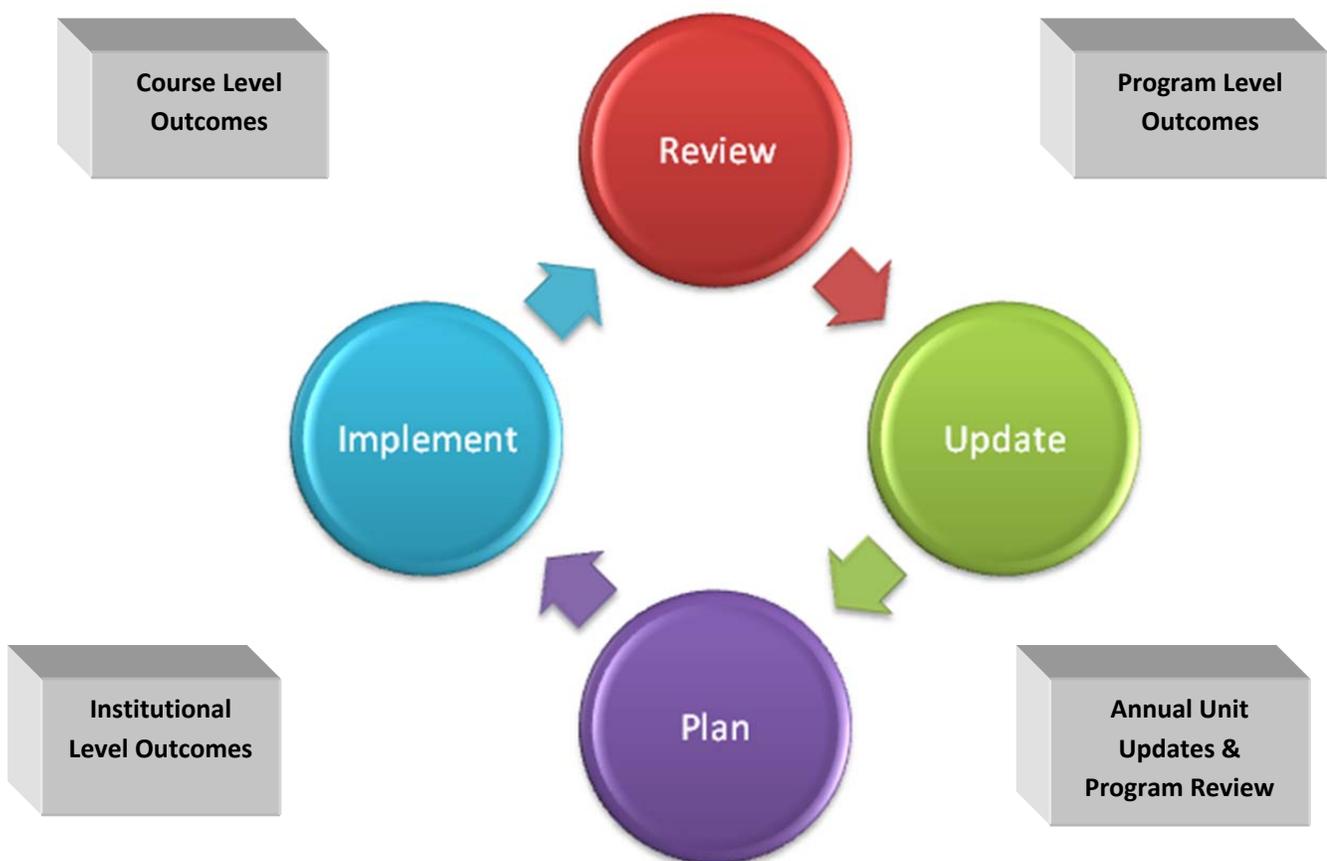


Lake Tahoe Community College's Instructional Student Learning Outcome & Assessment Process Guide, Manual and Forms



Lake Tahoe Community College's mission and vision states that they will provide outstanding educational opportunities for every student in a personal learning community. Guided by our commitment to learning, we will be known for our innovative instructional programs delivered in a student-oriented environment. Academic excellence and strong community partnerships will afford our students the experiences necessary for their future.

By believing that students come first, Lake Tahoe Community College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication
- Critical Thinking and Information Competency
- Global Awareness
- Personal Responsibility and Professional Development

Preface

This manual is intended to describe the Student Learning Outcome and Assessment Process to anyone unfamiliar with this process at Lake Tahoe Community College. This manual will contain processes, templates and terminology associated with the SLO and Assessment process. The data entry is handled by Tracdat. The process of assessing Student Learning Outcomes began in fall 2008 and continues currently.

The Student Learning Outcome Process parallels the procedure an instructor uses quite naturally. At the end of the quarter thoughts arise such as “That went well, but next time I would like to ...” or “the students seemed to achieve better lab results now that I began with an easier lab”. The SLO process just formalizes this type of thinking, offers a way of recording enhancements based upon outcomes, and encourages the exchange of ideas and pedagogy with one’s peers. (Taken from DeAnza’s Comprehensive Guide)

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STEP ONE – SLO PROCESS

SLO Process: Terminology & Basics

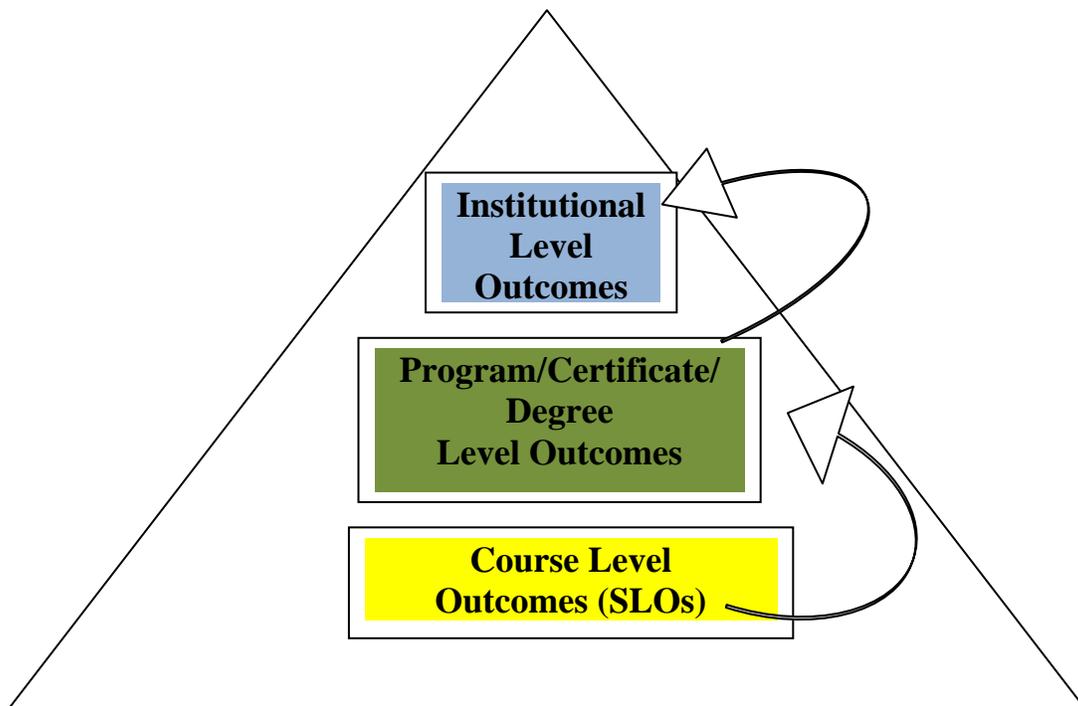
Student Learning Outcomes (SLOs) are directed at assessing and improving the extent to which students are achieving the skills recognized as the outcomes in individual courses. These SLOs have been written for all courses at LTCC and are housed in CMS (Curriculum Manager System) written on each course's official course record.

Program Level Outcomes (PLOs) or Program SLOs assess how well the program area is reaching the needs of the students. The program as a whole as well as the certificates and degrees offered through the program are considered. Program Level Outcomes or Program SLOs are what the student should be able to do at the completion of a program, certificate, or degree. These statements for certificates and degrees are included in Lake Tahoe Community College's catalogue. Course SLO statements should be associated to the Program Level Outcomes. Both terms are used interchangeably at LTCC.

Institutional Learning Outcomes (ICCs) are aimed at assessing to what extent the Institutional Core Competencies (Appendix A) are being met.

SLOs are assessed individually. ICCs are assessed through the process of mapping each program level outcome to one or more of the ICCs and reviewing the successes of PLOs and ICCs through the Annual Unit Plan (AUP).

All outcome statements should be agreed upon by the group that is responsible for delivering the learning experience; for example, all the instructors who teach the same course should agree to and teach to the SLOs for that course; all members of a program or department should agree to the program/certificate/degree SLOs; the entire college is involved in defining and assessing the institutional SLOs.



SLO Process: Why?

The SLO and Assessment was adopted at LTCC for a variety of reasons:

- Encourages dialogue among peers so that a “culture of inquiry” is established leading to a best practices sustainable process for improving student learning.
- The SLO process is used to make decisions regarding resources by justifying the need for faculty and/or equipment.
- SLO process informs instruction.
- The ACCJC Accreditation requirements.

SLO Process: The Steps for Faculty

1. Write the SLOs (Student Learning Outcomes) for each course. This is a process to be completed in dialogue with your teaching peers. In addition, each certificate, degree, and/or program needs to have program level outcomes (PLOs). These are often based on the SLOs for individual courses within the program. Each SLO will be mapped to the PLOs within Tracdat and the PLOs will be mapped to the College’s institutional Core Competencies (ICCs).

2. Decide on the method or methods of assessment or consider assessment that you already do and see if they apply. The instrument of assessment is your choice. This assessment(s) may be constructed by individual faculty member teaching the course or it may be an assessment created by a group of faculty. All SLOs for a course need to be assessed at the time of assessment. See Appendix B for a list of approved Methods of Assessing Student Learning Outcomes (MASLOs)

3. Conduct the assessments on one or several sections of the course for all SLOs. **This schedule will be determined by the Instruction Office at the beginning of each quarter.**

4. Summarize findings. During the first cycle, your findings will allow you to set a target or benchmark to describe student success in that area.

5. Determine the extent to which students have achieved the stated outcomes. Reflect upon how the course can be enhanced to improve the learning experience for the student. If assessment has been completed prior, reflect upon the successes of the last recommendations. This step is most meaningful when accomplished through dialogue with peers.

6. Submit dialogue to Instruction Office and SLO/Assessment Coordinator (department meetings, all faculty flex days, convocation activities, etc).

6. Conclude with budget considerations (both faculty and/or equipment) that are attached to the Student Learning Outcome process and enhancements.

7. Submit to SLO/Assessment Coordinator at slo@ltcc.edu. **Department chairs of full-time faculty departments are responsible for working with their adjuncts to assess courses within their departments.**

8. The SLO/Assessment Committee will review all assessments submitted. **Non-authentic assessments or incomplete assessments will be returned to the Department Chair for re-submittal. The SLO/Assessment Committee will input assessments into Tracdat upon approval.**

The SLOAC (Student Learning Outcome Assessment Cycle) is illustrated below.



SLO Process: Writing SLO Statements

What are Student Learning Outcomes?

Student Learning Outcomes are the skills that the student will possess at the completion of your course or of the completion of a program. An outcome completes the sentence: “At the completion of this course/program the student will be able to ...”

A student learning outcome is a measurable outcome of an educational experience. Something the student *knows* or *can do* or *feel* after completing the educational experience successfully. It is an over-arching goal that is achieved by the completion of the course, certificate, degree, or program.

Since one needs to assess or measure whether the outcome is being achieved by the students it is well to consider the assessment instrument as one is crafting the student learning outcome itself. The assessment tool will be asking students to produce something – papers, projects, portfolios, demonstrations, performances, art works, exams, educational plan, etc. – that applies what they have learned.

Crafting SLO statements for your course

Begin the statement or at least the thought process with the phrase: “At the end of the course the student will be able to do/think/feel _____”

Some pointers:

- Keep the number of student learning outcomes to a minimum.
- Consider how you will measure the outcome as you are writing the outcome. It is best to employ a table with a column stating the outcome, another to state how you will assess the outcome, and a third

stating when the assessment will occur. Perhaps, a fourth column suggesting a benchmark or target for how you will know that the student has achieved the outcome.

- *A team approach to SLO assessment is highly encouraged.* The student learning outcome statements and the assessment methods should be discussed with one's peers. All instructors who teach the same course should agree on and teach to the same outcomes. The methods of assessment may vary.
- Student Learning Outcome Assessment tools may or may not be the same instruments used to directly determine the final grade of an individual student at the end of the course.
- Avoid the use of the words such as —"understand" and "know". Instead choose a higher level thinking skill from Blooms Taxonomy. (Appendix C)
- Determine how you will share your expectations with your students *Will you show them a rubric that defines criteria for success on your "capstone" assignment? Will you place your SLO(s) on your syllabus? Or will you create your own transparency/PowerPoint?*

SLO PROCESS: Changing your SLOs or PLOs

The process for changing your SLOs for an individual course or you PLOs resides with the Curriculum Committee.

How should I change my current Student Learning Outcomes (SLOs) or MASLOs?

- Submit your changes to CMS.
- The SLO/Assessment Committee will review your changes and forward the new or deletion of SLO or PLO to the Curriculum Committee for approval. This change will be reflected in Tracdat upon its approval by the committees.
- If you have assessed your class previously, note this change/recommendation in the narrative portion of your assessment (ie: *After assessing this class, I have chosen to add another SLO that I feel is relevant in mastering this class content.*)

STEP TWO: Assessing SLOs

Assessing SLOs: Rubrics

How good is good enough? By what criteria are you going to define “mastery, some understanding and no understanding” . . . define that the students have did well enough? Set a benchmark? Is your course online, improvement-based, etc?

LTCC’s general rubric has been set as follows:

Rubric for assessing SLOs:		
Mastery: Student shows complete understanding of material and has little to no errors.	Some understanding: Student shows average understanding, but lacks detail.	No understanding: Student clearly did not understand the material.

Other rubrics have been adapted for various courses (see below). What does your rubric look like? Where do your benchmarks lie?

Mastery: Student shows complete understanding of material and has little to no errors.	Some understanding: Student shows mediocre understanding, but lacks detail.	Poor understanding: Student either clearly did not understand the material or has not completed the assignment.	
Greatly Improved: Student shows great improvement in skill related activities.	Moderately Improved: Student shows moderate improvement in skill related activities	Slightly Improved: Student shows slight improvement in skill related activities.	No Improvement: Student did not show improvement in skill related activities.

Thanks to Tim Johnson of the Physical Education department

Rubric for assessing SLOs for an online course:		
Mastery: <u>Discussion</u> contributions are timely, the appropriate length and follow instructions—e.g., showing knowledge of facts, concepts and arguments in the reading. <u>Essays</u> are carefully organized, offer a viable argument based on evidence and are supported with references to scholarship, as well as visual and narrative details from a feature film.	Some understanding: <u>Discussion</u> contributions are on time and show some knowledge of the reading, but are not the appropriate length. <u>Essays</u> are loosely organized and show some acquaintance with scholarship, as well as the assigned feature film.	No understanding: <u>Discussion</u> postings are late or missing entirely, are too brief, and do not follow instructions—e.g., show no acquaintance with the reading. <u>Essays</u> do not advance an argument, show little or no organization, do not refer to scholarship or present meaningful details from a relevant feature film, and are not based on evidence gleaned from course materials.

Thanks to Ed O’Neill for a Distance Education course example

Rubrics can also be made for individual assessments of SLOs.

Sample rubric for an Aztec report from the World Languages Department for an individual assessment:

Aztec Web Lesson Rubric

Puntos posibles	Poco esfuerzo (little effort)	Bueno (good)	Estupendo (stupendous)	Total
Información de los aztecas. Contenido (content) (40)	The information that is presented is weak, lacks details and only focuses on minimal information on the Aztecs.	There is little information about the deities, calendar, cities, emperors, Aztec history and Aztec people, but the information is not extensive. There is no extra information included.	Paper has elaborate information on the deities, calendar, cities, emperors, Aztec history and Aztec people. Student displays extra information.	
Organización del papel (organization of the paper) (20)	The information is disorganized.	Information is somewhat organized, but paragraphs are not well-constructed.	Information is very organized with well-constructed paragraphs with good sentence structure.	
Formato (format) (20)	Not two pages, hand written and hard to read.	There are almost two pages, web lesson is not typed but still legible.	Perfect. Presented with pride. There are at least two full pages or more, 12-point font, double spaced.	
Conclusión (conclusion) (20)	Very short conclusion or no conclusion at all.	A brief conclusion is included, but it lacks profound ideas, comments and questions. No critical thinking presented in conclusion.	Interesting and profound ideas in conclusion. There are personal opinions of the Aztecs, including questions and comments. Critical thinking is presented.	

Assessing SLOs: Steps Involved with the Assessments of SLOs

- Identify when the assessment will take place. **(The Instruction Office will set this schedule for you.)**
- Choose your means/method off the list of MASLOs for each SLO for your course (Appendix B). If possible define the benchmark or target that means success for the outcome. *What does your rubric look like?*
- Conduct the assessment and summarize the findings. Keep a copy of the assessment tool for your own records. Rubrics can be of great help not only to summarizing the findings but also to the quality of work that students produce. Essentially a rubric translates the standards and criteria that determine the grade into some sort of chart or description.
- Reflect on the findings and decide upon enhancement(s) to better students' learning experience. Keep track of these enhancements/recommendations for your assessment description. See next step.

(Note that this section applies to assessing both course level and program level outcomes.)

STEP THREE: Reflect, Adjust & Enhance

Reflect, Adjust & Enhance: Use of Results

LTCC aims at providing authentic and valuable assessments that inform change. The SLO/Assessment Committee is charged with evaluating the authenticity of these assessments. Unauthentic or incomplete assessments will be returned to the Department Chair for re-submittal. Authentic assessments include the following information in their findings:

1) Whether and to what degree students acquired the targeted skills, knowledge, or other targeted outcome, 2) Whether, how, and why the SLO itself should be changed or eliminated, 3) Whether, how, and why your method of assessment should perhaps be changed, and 4) Whether and how you are considering changing anything about your course or its delivery as a result of your findings; and if so, what specific improvement(s) in outcomes you are aiming for.

The results might show that your students met or surpassed your expectations. But, even so, is there a little something that could make the course more meaningful for the students? Is it time to expect more of your students? Should the SLO statement be reworded?

Reflect on ways that can enhance student learning especially if the target was not met by the students.

Are there other methods of **delivery**? Students appreciate having materials and notes presented in class also online. Some students and/or some topics are best learned in groups. Maybe an assignment is too difficult, not explained well enough, or maybe too easy.

Perhaps too little **time** was spent on the tasks that were to develop the necessary skills.

Perhaps more **resources** are needed. Is there is a simulation available that will assist students in achieving the outcome? What more or better equipment help? Do students need tutoring outside of class?

Where more resources are needed, it is important to be able to tie the request back to student learning outcomes.

Curriculum might not be designed for needs of today. Is the course sequencing and amount of content appropriate?

Ask! Ask students. Converse with your peers!!!!

Maybe the reasons why the SLO may not be working are **outside the control of the faculty** in the department (e.g., earthquake, construction, etc.). It is okay to reflect on both internal and external reasons why students may not be able to demonstrate the goal that was set by the SLO. This information can be included as part of —using the results.

The department or instructor might want to redefine this SLO and start working on the next priority SLO.

Reflect, Adjust & Enhance: Templates for Assessment Conclusions

There have been two predominant templates used by the faculty in order to gather assessments results. See below. (Note: this is the same information gathered in Tracdat)

Template 1

Student Learning Outcome Quarterly Assessment Report

Course: _____

Quarter: _____

Course SLOs

- SLO 1:
- SLO 2:
- SLO 3:

MASLO Used

(enter which MASLO you used for each SLO from APPENDIX B)

- SLO 1:
- SLO 2:
- SLO 3:

Assessment Rubric

Above Average	Average	Below Average
Student shows complete understanding of material and has little to no errors.	Student shows average understanding, but lacks detail.	Student clearly did not understand the material.

Assessment Results

SLO	Above Average	Average	Below Average
1			
2			
3			

Assessment Narrative

*How were you satisfied with the outcome of this SLO? Did students perform at the level that you expected? Why or why not? Do you have any recommendations in the future to improve **student** learning for this outcome? Do you think there is anything that **YOU** could improve upon in your teaching that would improve **STUDENT SUCCESS**? If not, what worked well? Will you change anything in the future with regards to teaching this class after viewing your results? If you have assessed this class in the past, have you implemented any changes from the last time? Did they work? Anything else you want to add? Are you satisfied with the SLOs and MASLOs for this course?*

- SLO 1:
- SLO 2:
- SLO 3:

Budget Recommendations

If your recommendation has budget implications, please give detail below. Please also give a cost estimate! This PROCESS WILL justify purchases in your department!!!! PUT N/A if there are NONE to speak of!

SLO 1:

SLO 2:

SLO 3:

Template 2

SLO Assessment for

Quarter:

SLO 1:	SLO 2:	SLO 3:
--------	--------	--------

Approved Methods of Assessing SLOs:	MASLO used: (take from APPENDIX B)
	SLO 1:
	SLO 2:
	SLO 3:

Rubric for assessing SLOs:		
Mastery: Student shows complete understanding of material and has little to no errors.	Some understanding: Student shows average understanding, but lacks detail.	No understanding: Student clearly did not understand the material.

SLO (# or % of students)	Mastery	Some Understanding	No understanding
#1			
#2			
#3			

Conclusions:

*How were you satisfied with the outcome of this SLO? Did students perform at the level that you expected? Why or why not? Do you have any recommendations in the future to improve **student** learning for this outcome? Do you think there is anything that **YOU** could improve upon in your teaching that would improve **STUDENT SUCCESS**? If not, what worked well? Will you change anything in the future with regards to teaching this class after viewing your results? If you have assessed this class in the past, have you implemented any changes from the last time? Did they work? Anything else you want to add? Are you satisfied with the SLOs and MASLOs for this course?*

SLO #1:

SLO #2:

SLO #3:

Budget Recommendations: *If your recommendation has budget implications, please give detail below. Please also give a cost estimate! This PROCESS WILL justify purchases in your department!!!! PUT N/A if there are NONE to speak of!*

SLO #1:

SLO #2:

SLO #3:

STEP FOUR: Tracdat

For the AY 2012-13, we will use the templates to gather your information, however ALL assessments will be entered into Tracdat by the SLO/Assessment Committee for data collection. Faculty will be responsible for mapping all SLOs to PLOs and PLOs to ICCs. See instructions below.

Tracdat Instructions



- A. Log in to ltcc.tracdat.com
 - a. Login username: last name
 - b. Login password: ltcc
- B. To change password
 - a. Click *Home* tab on the top of the page
 - b. Click *profile* and click change password at the bottom of the page.
- C. Select unit of the top of the page to review.
- D. Mapping *Course SLOs to Related Program Level Outcome (PLO)*.
 - a. Click *Course SLOs to Related Program Level Outcome (PLO)*.
 - b. Relate EACH INDIVIDUAL SLO (SLO 1, SLO2) to each Program Level Outcome.
 - c. **YOU DO NOT NEED TO MAP YOUR COURSE SLOS to RELATED CORE COMPETENCIES unless you DO NOT have Program Level Outcomes (PLOs).**
- E. Mapping Program Level Outcomes (PLOs) to Core Competencies
 - a. Click *Program Level Outcomes (PLOs) to Related Core Competencies*.
 - b. For each PLO, click the accompanying related Core Competency.
- F. Mapping your PLOs to Related Courses.
 - a. Click *Program Level Outcomes to Related Courses*.
 - b. For each PLO, click the corresponding course/s that relate.
 - c. Save changes.
- G. Uploading your MASLOs into Tracdat
 - a. Click *Course SLOS to Assessments*.
 - b. Click *Add New MASLO Description* for each SLO. (This can be done concurrently when you add new assessments as well)
 - c. Click return at the bottom of the page to add another MASLO
 - d. Save changes
- H. Adding your assessment schedule to TRACDAT
 - a. Click *Documents* and *Add New Document*.
- I. Adding an Assessment
 - a. Click *Assessment Results*.
 - b. Click by *Course*
 - c. Choose course to be assessed.
 - d. Add Assessment Narrative. (at bottom)
 - e. Select first SLO.
 - f. Choose MASLO description used to assess SLO. (See E)
 - g. Add Assessment Narrative (Click ? for more information on what is to be provided in this space)
 - h. Add Assessment Narrative date (choose today).
 - i. Reporting Period: Choose quarter.
 - j. Enter the % of students achieving Mastery, Some Understanding and No Understanding.
 - k. Save changes.

- I. Add Recommendation (if any).
- J. Adding a Recommendation to an Assessment
 - a. Click Add Recommendation at bottom of page.
 - b. Click the Recommendation date (today).
 - c. Add appropriate Budget Recommendation, Amount and Resource Description.
- K. Viewing the Assessment schedule.
 - a. Choose Lake Tahoe Community College from the dropdown menu at the top of the page.
 - b. Click documents to Assessment schedule.
- L. Running departmental reports to view assessment results
 - a. Click Reports
 - b. Select Course tab
 - c. Select *run* under Course Assessment Results (a new window will open up where you select the parameters of the report. You can choose just one course or multiple. If you want all courses, you need not select anything).
 - d. Click Open Report.

Need help? Please contact Sara Pierce at x255 or pierce@ltcc.edu, Heather Cade at cade@ltcc.edu or Kurt Green.

APPENDIX A

Lake Tahoe Community College

INSTITUTIONAL CORE COMPETENCIES

The Institutional Core Competency statements are a promise to the communities that support Lake Tahoe Community College that students graduating with an A.A. or A.S. degree, or who will transfer to a four-year college or university, will be able to demonstrate the knowledge, skills, and attitudes contained within all of the five competency areas, based on general education and discipline-specific courses at the lower division level. Students who earn a certificate, or have taken courses for personal educational development, will be expected to demonstrate the knowledge, skills, and attitudes specified within one (or more) of the four competency areas.

Communication	Critical Thinking and Information Competency	Global Awareness	Personal Responsibility and Professional Development
Students will communicate effectively, which means the ability to: read, write, listen, & speak and/or converse.	Thinking critically is characterized by the ability to perform: analysis, computation, research, and problem-solving.	Demonstrate a measurable understanding and appreciation of the world: scientific complexities, social diversity and civics, and artistic variety.	Self-management and self awareness, social and physical wellness, and workplace skills.

APPENDIX B

METHODS OF STUDENT LEARNING OUTCOME ASSESSMENT (MASLOs)

MASLO Categories

	TracDat Category	Inclusive MASLOs
1.	Exam/Test/Quiz	<ul style="list-style-type: none"> • Final exams or mid-terms • Chapter quizzes • Pop Quizzes • Test • Exam • Quiz
2.	Written Assignment	<ul style="list-style-type: none"> • Final paper, mid-term paper, term paper • Homework assignment • Quick write
3.	Presentation/Performance	<ul style="list-style-type: none"> • Oral presentation • Speech • Performance
4.	Portfolio/Project	<ul style="list-style-type: none"> • Portfolio • Compendium • Packet • Project
5.	Self-Evaluation	<ul style="list-style-type: none"> • Self-evaluation • Self-reported learning
6.	Group Activity	<ul style="list-style-type: none"> • Group project • Group work • Group paper
7.	Discussion	<ul style="list-style-type: none"> • Small group discussion • Large group discussion • Class discussion
8.	Observation	<ul style="list-style-type: none"> • Question and answer sessions • Direct observation • Activity observation
9.	Lab Report	<ul style="list-style-type: none"> • Lab assignment • Lab

APPENDIX C

Bloom's Taxonomy

Since the student is being asked to assimilate many discreet concepts or skills the SLO statements need to be written with higher thinking level verbs from Bloom's Taxonomy. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties.

The table below shows words to use when writing meaningful outcomes.



Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	Arrange Define Describe Duplicate Identify Label List Match Memorize Name Order Outline Recognize Relate Recall Repeat Reproduce Select State	Classify Convert Defend Describe Discuss Distinguish Estimate Explain Express Extend Generalized Give example(s) Identify Indicate Infer Locate Paraphrase Predict Recognize Rewrite Review Select Summarize Translate	Apply Change Choose Compute Demonstrate Discover Dramatize Employ Illustrate Interpret Manipulate Modify Operate Practice Predict Prepare Produce Relate Schedule Show Sketch Solve Use Write	Analyze Appraise Breakdown Calculate Categorize Compare Contrast Criticize Diagram Differentiate Discriminate Distinguish Examine Experiment Identify Illustrate Infer Model Outline Point out Question Relate Relate Select Separate Subdivide Test	Arrange Assemble Categorize Collect Combine Comply Compose Construct Create Design Develop Devise Explain Formulate Generate Plan Prepare Rearrange Reconstruct Relate Reorganize Revise Rewrite Set up Summarize Synthesize Tell Write	Appraise Argue Assess Attach Choose Compare Conclude Contrast Defend Describe Discriminate Estimate Evaluate Explain Judge Justify Interpret Relate Predict Rate Select Summarize Support Value

<http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf>

APPENDIX D

Frequently Asked Questions (FAQs)

Is the SLO Assessment Cycle to be used to evaluate faculty?

No. Currently at LTCC, this process is NOT used to evaluate faculty. It has, however, been defined as a requirement of faculty by the Administration (listed as *Other Duties as Assigned*).

The SLO Assessment Cycle is strictly aimed at improving the learning experience of our students. The process invokes dialogue among faculty within programs. A culture of inquiry is instigated by the cycle of assessment, enhancement and re-assessment.

How often should courses be assessed?

All courses and each program should be assessed at least once during a 3-year period. The Instruction Office will set this schedule for you.

Should SLOs be on the course syllabus?

In order for students to benefit the most, the student needs to know and comprehend what he/she is expected to do. Thus, the student needs to know what the Student Learning Outcomes are. Share with your students.

Resources

Sara Pierce pierce@ltcc.edu 530-541-4660, x255

Mary Pape: papemary@fhda.edu

<http://www.deanza.edu/slo>

<http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf>

<http://www.ltconline.net/pierce/Assessment%20Stuff/Assessment.htm>