

2009

Lake Tahoe
Community
College

[Student Learning Outcome (SLO)
Assessment Plan]

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Student Learning Outcome (SLO) Assessment Plan

Overview

This document provides a description of the process at Lake Tahoe Community College (LTCC) for student learning outcome (SLO) assessment. The following sections distinguish between the processes for assessing course, department/program, degree and certificate SLOs for both instructional and non-instructional programs. This document is meant to provide a formal process that all college constituents agree to follow.

The Assessment Process: Course SLOs

Instructional Process

1. Course SLOs are developed by faculty through collaboration within their respective departments.
2. Appropriate methods of assessing SLOs (MASLOs) are identified and both Course SLOs and MASLOs are submitted for approval by the SLO Committee. If the MASLO is a major exam or project, faculty examines specific groups of questions that address the SLO. MASLOs are assessed using a rubric that articulates specific standards and criteria.
3. Once approved, a certain percentage of Course SLOs are assessed each quarter, as determined by the faculty within each Department and outlined in their respective SLO Assessment Schedules. The goal is to assess each course at least once within three years, or by the end of AY 2011-12.
4. Each quarter, faculty evaluate the results of the assessment activities, noting what student needs and issues were revealed and how the assignment or teaching activities could be altered to improve student learning.
5. Faculty submits the results of assessment, including a written narrative, each quarter to the Assessment Committee for review and recommendations. Submissions are due on the day that grades are due each quarter. The Assessment Committee then passes on the report, along with recommendations, to the appropriate Dean.ⁱ
6. Faculty dialogue about their results in department meetings, sharing their MASLOs, their evaluation of the results, and their ideas for improving and maintaining student learning, *including recommendations for resources needed to achieve those goals*. Recommendations that require funding are then incorporated into the departmental budgeting process, which culminates with a formal request for resources submitted through the annual budget development cycle.



7. Course SLOs are mapped to Program SLOs, Degree SLOs, and Certificate SLOs, as appropriate, to provide for the assessment of those higher-order SLOs.

Non-Instructional Process

In general, non-instructional programs are not required to develop Course SLOs, as these programs do not include courses. Those non-instructional programs that do offer courses will follow the instructional process outlined above.

The Assessment Process: Program (Department) SLOs

Instructional Process

1. Instructional Program SLOs are developed by faculty through collaboration within their respective departments, and represent the desired overarching learning outcomes for all students taking courses within that department.
2. Instructional Program SLOs are submitted for approval by the SLO Committee.
3. Course SLOs are mapped to Instructional Program SLOs to provide for their assessment. *There is no direct assessment of Instructional Program SLOs in the Instructional Process.*
4. Instructional Program SLOs are formally assessed through the Program Review process, and command a separate section within that document.
5. Instructional Program SLOs are mapped to institutional SLOs, known as the Core Competencies, to provide for the assessment of those higher-order SLOs.

Non-Instructional Process

1. Non-Instructional Program SLOs are developed by each non-instructional department through collaboration between the Director and/or Dean, and the staff and/or faculty within that department.
2. Non-Instructional Program SLOs are submitted for approval by the SLO Committee.
3. Non-Instructional Program SLOs represent the desired outcomes of student support activities.
4. Non-Instructional Program SLOs *are directly assessed* during the Program Review process, and command a separate section within that document.
5. When appropriate, Non-Instructional Program SLOs are mapped to institutional SLOs, known as the Core Competencies, to provide for the assessment of those higher-order SLOs. In all other cases, Non-Instructional Program SLOs are mapped directly to the Mission Statement of LTCC.

The Assessment Process: Degree & Certificate SLOs

Instructional Process

1. Degree and Certificate SLOs are developed by faculty through collaboration within the Department that is responsible for awarding the Degree and/or Certificate.



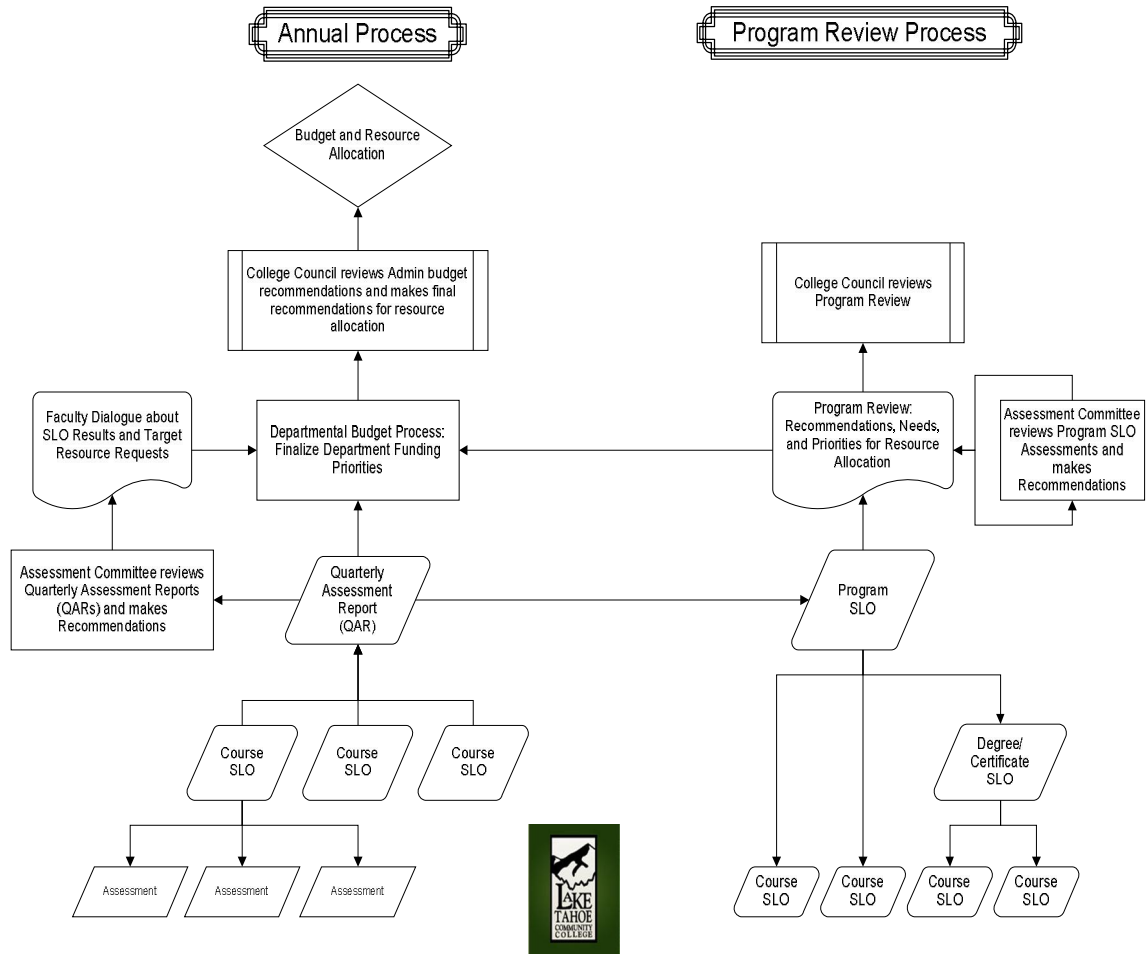
2. For degrees and/or certificates where numerous departments contribute courses to fulfill the requirements of the degree and/or certificate, SLOs are established through collaboration between representatives from each department and the appropriate Dean.
3. Degree and Certificate SLOs are submitted for approval by the SLO Committee.
4. Course SLOs are mapped to degree and/or certificate SLOs to provide for their assessment.
There is no direct assessment of degree or certificate SLOs in the Instructional Process.
5. Degree and/or certificate SLOs are formally assessed through the Program Review process, and command a separate section within that document.
6. Instructional Program SLOs are mapped to institutional SLOs, known as the Core Competencies, to provide for the assessment of those higher-order SLOs.

Non-Instructional Process

Non-Instructional Programs are not required to develop Degree or Certificate SLOs, as these programs do not award Degrees or Certificates.

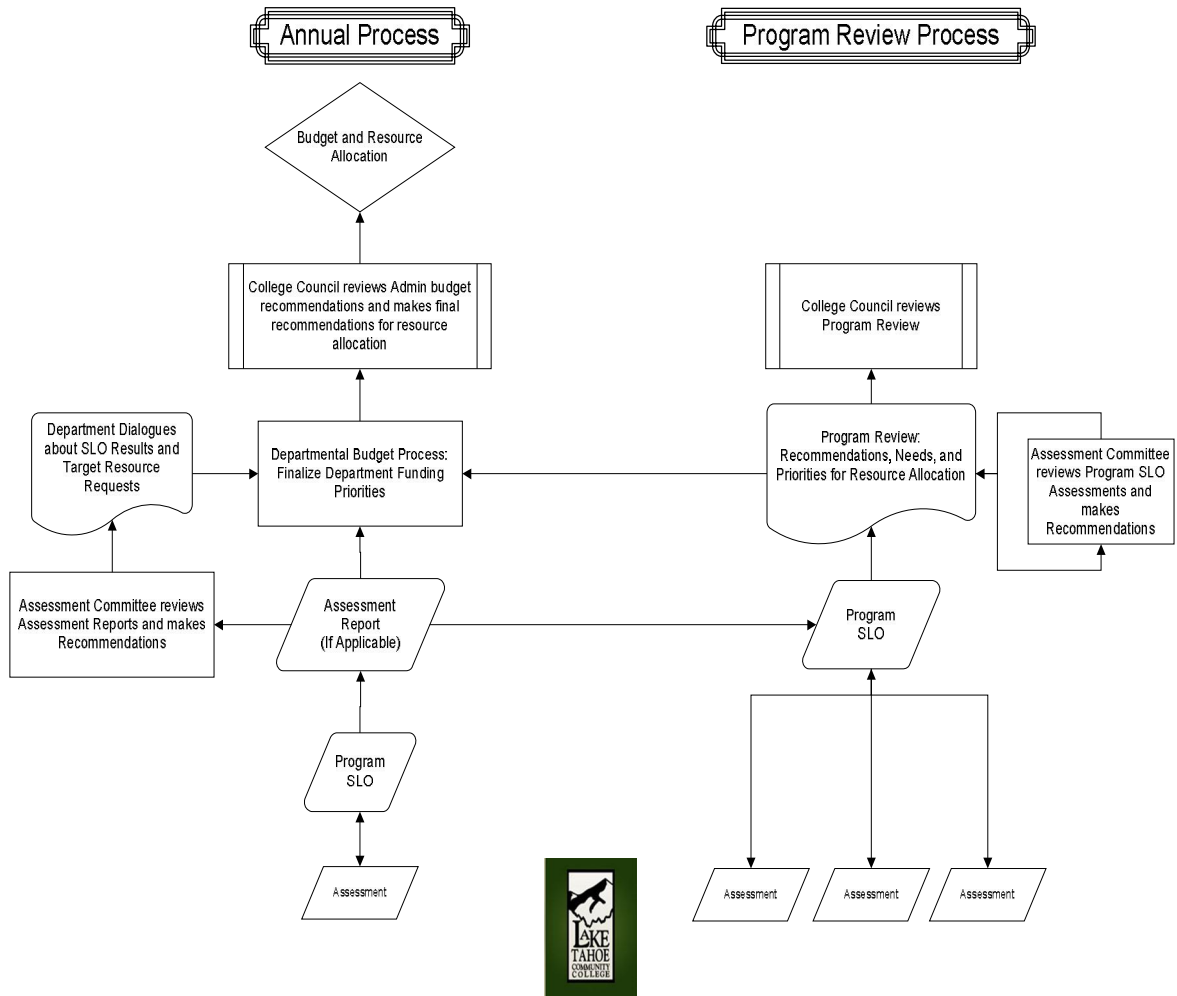


**INTEGRATING STUDENT LEARNING OUTCOME (SLO) ASSESSMENT AND RESOURCE ALLOCATION:
THE INSTRUCTIONAL PROGRAM PROCESSES**





INTEGRATING STUDENT LEARNING OUTCOME (SLO) ASSESSMENT AND RESOURCE ALLOCATION:
THE NON-INSTRUCTIONAL PROGRAM PROCESSES



ⁱ NOTE: All SLO related documents, including course, program, degree, certificate, and institutional SLOs, assessment schedules, assessment reports, and all other related materials, are submitted to both the SLO Assessment Coordinator and the Office of Institutional Research and Planning (OIRP) for record keeping purposes *only*. Departments are responsible for maintaining their own records for use in quarterly reports and the Program Review process.