

## **Student Learning Outcomes and Assessment Philosophy Statement**

The Student Learning Outcomes Assessment Cycle (SLOAC) is an information-generating process that focuses on performance improvement and program planning. This process is a collaborative effort on the part of the entire Hartnell academic community. A key component to the success of this effort is ongoing dialogue among faculty, student service units and administrative units. SLO assessment provides insight to faculty, staff and the college as a whole on the unique needs, strengths and challenges of the diverse groups of students that our college serves

In addition to a means of improving student learning, the Student Learning Outcomes Assessment Cycle is a tool that identifies strengths and opportunities, assists in planning and provides data to support resource allocation.

Clarification of roles and responsibilities is important to ensure the success of this effort. As a curriculum matter, Student Learning Outcomes Assessment falls under the jurisdiction of the Academic Senate whose role is to oversee

- curricular content and standards in the development of outcomes.
- planning and implementation of the assessment process.
- use of assessment results to help shape decisions within academic programs and respective disciplines.

As an institutional matter, it is the role of the college administration to provide the technical and operational support that

- aids in the development of valid and reliable assessment tools.
- assists with the analysis and use of assessment results.
- provides resources to implement changes suggested by the data.
- coordinates the implementation of course, program and institutional outcomes and assessment.

### **METHOD OF ASSESSMENT**

The method to be used for student learning outcome assessment is embedded assessment. Embedded assessment is a process that evaluates student work from courses (major assignments, tests, portfolios, performances, demonstrations, essays, etc.) to measure student mastery of SLOs. Assessment that is embedded in curriculum is minimally intrusive for both faculty and students.

## **Assessment Model for Core Competencies**

The SLO committee reviewed models of assessment for the College's Core Competencies. The model that was agreed upon adheres to the following principles:

- General education is the responsibility of the collective faculty and not individual departments
- The assessment method will be minimally intrusive for both faculty and students using course embedded assessment as agreed upon by the SLO committee and approved by the Academic Senate
- Assessment will utilize "artifacts" or examples of existing student work
- Holistic scoring criteria will be used

The steps in the assessment model are as follows:

- Core competencies to be assessed for a given semester are selected. The selection will be based on the Program Planning and Assessment cycle for a given year
- Sections of courses which will participate in the assessment are identified. Sections will be spread across the curriculum
- 50 artifacts will be collected each semester for assessment of specified competency
- Scoring teams will be used, one team per competency. Each scoring team will have 2 content experts and 3 interdisciplinary faculty
- After scoring is complete, the data will be reported to the Office of Institutional Research to be compiled and analyzed.
- Results will be reported to the appropriate committees and/or academic divisions and management levels.
- Faculty will use assessment results as part of their Program Planning and Assessment cycle.
- Disciplines will examine the data to determine if an intervention will be chosen to address a particular competency. If yes, then intervention will be implemented in the following year of assessment
- Three competencies will be assessed in a given year, thus creating a assessment cycle of six core competencies every two years. Alternating years in the cycle will allow for application of intervention and reassessment in the following cycle, thus closing the loop.
- Opportunities for discussions with faculty across the curriculum will be via town hall meetings, flex day activities, etc.