Primary Aim of Student Learning Outcome Assessment

The primary purpose of SLO assessment is to improve student learning. Engaging in this process can assist faculty and staff in developing the methods and programs that can facilitate students’ efforts to accomplish their goals.

Guiding Principles for SLO Assessment

- SLO assessment is developed and implemented by faculty and student service professionals and is driven by educational values.
- SLO assessment includes the systematic collection, analysis, interpretation, and use of information to understand and improve teaching and learning.
- SLO assessments are often the most meaningful and practical when they are embedded in our ongoing pedagogical and service practices.
- SLO assessment focuses on outcomes, but also on the context and unique experiences that may be associated with those outcomes, so that the academic and personal diversity of our students are considered.
- The institutional focus of SLO assessment is on the continuous improvement of programs and services in order to improve student learning.
- Methods of SLO assessment complement mandates of accreditation or any other external form of accountability and are not prescribed by them, thus maintaining the primary focus of providing meaningful insight into student learning.
- SLO assessment is an institutional expectation and professional obligation. It is not limited to any subset of instructional, student service, or other units.
- Our institutional expectations of SLO assessment are respectful of the expectations made on individual units by their external accrediting agencies.
- SLO assessment develops visible evidence, which is distributed widely and acted upon.
- SLO assessment is implemented in a decentralized fashion, with centralized coordination.
Benefits of SLO Assessment

- 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.

- Focused SLO assessment efforts can play a major role in curriculum development at the course and program levels. They can help facilitate alignment between course or program objectives, the activities that facilitate those objectives, and associated outcomes.

- SLO assessment efforts facilitate collaboration within and across departments/units, full-time and adjunct faculty, and instruction and student service units.

Protections

- SLO assessment will be protective of academic freedom, faculty rights, and principles of good practice in both Instruction and Student Services and will not be used in a punitive way.

- At all levels, the SLO assessment process will be diversified and flexible and will not prescribe any specific instructional or student service delivery methods.

- Guidance and assistance will be provided to faculty for the design of SLO assessments that are embedded in curriculum and service functions in order to prevent undue demands on faculty time and responsibilities.

- Data resulting from SLO assessment will not be used in the performance review evaluation of faculty or staff.

- Any reporting of SLO results will be done in consultation with the faculty or student service professionals involved in the assessment effort and presented in aggregate form to protect the privacy of faculty, student service professionals, and students.