STUDENT LEARNING OUTCOMES ASSESSMENT FAQS:

1. What is a Student Learning Outcome or SLO?

Student Learning Outcomes are the knowledge, skills, abilities, and attitudes that students are intended to have achieved at the conclusion of an educational unit, course, program or activity. At Victor Valley College, Student Learning Outcomes must be included in the curriculum proposal for each course and certificate program.

2. What are the different levels of SLOs?

Course SLOs are achieved by students who complete a given course. Program SLOs are achieved by students who complete a given certificate program. General Education SLOs are achieved by students who complete the General Education requirements for the Associate degree. Learning Support SLOs are achieved by students who receive Library and Counseling services.

3. What is SLO Assessment?

SLO Assessment consists in gathering information about whether and how well students have achieved the learning outcomes identified for a course, program, or service. In addition, SLO Assessment includes the review and analysis of this information, as well as its use as a basis for improvement planning. At VVC, faculty are also encouraged to provide documentation of their SLO Assessment practice.

4. What methods are used for SLO Assessment?

Course, program, and General Education SLOs are assessed using course-embedded methods. This means that information about student achievement of learning outcomes is gathered in conjunction with familiar instructional activities and using methods regarded by faculty in the discipline as appropriate and reliable measures of student learning. Typically, assessment tools for instructional SLOs are identical with and integrated into the methods of evaluation already used for grading purposes.

5. Why should faculty practice SLO Assessment?

The several components of SLO Assessment conform to accepted professional responsibilities for faculty—namely, to identify what students are expected to learn, determine whether and how well they are learning, and take steps (if needed) to improve student learning. In addition, SLO Assessment practice supports the Victor Valley College commitment to measurable learning and success as defined in the district mission statement (BP 1200) and policy on Standards of Educational Excellence (BP 4000). Finally, documentation of systematic SLO Assessment is a minimum requirement for the accreditation of Victor Valley College by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

6. Who should engage in SLO Assessment?

The VVC Faculty Senate encourages and recommends that all full-time and part-time faculty practice SLO assessment and reporting within the context of their regular instructional and learning support activities. Accreditation requirements for assessment include not only gathering and reviewing information about student learning but also dialogue about the meaning and use of assessment results. For this reason, the Senate encourages individual faculty to collaborate on the gathering and analysis of assessment data with others within their discipline or General Education area. Department Chairs are also encouraged to facilitate dialogue about the improvement of student learning at periodic Department meetings.

7. What is the current timeline for SLO Assessment and reporting at VVC?

Initially, the Faculty Senate recommends that one General Education or certificate program course be assessed in each discipline during the Fall '08 or Winter '09 term. Faculty are encouraged to collaborate on assessment reporting for selected learning outcomes for two to five sections of one core course. Reports of these assessments will be used as documentation of district progress toward meeting ACCJC standards in the Accreditation Progress Report that is due on 3/15/09. ACCJC standards, however, require SLO Assessment for *all* courses, programs, and Learning Support services. Thus, the Senate recommends that faculty plan to complete assessments for each course, program, and service by Fall, 2010, in preparation for the VVC Accreditation Self-Study report and site visit that is due during the Spring of 2011.

8. How are SLO Assessments to be reported?

The Faculty Senate recommends the use of Senate approved SLO Assessment Report Form. Completed reports may be forwarded to Lisa Harvey, SLO Coordinator, at any time. In addition, assessment reporting is included in Program Review at Victor Valley College, as required by the ACCJC. All Departments are encouraged to document the practice of course, program, and GE assessment by departmental faculty through assessment reports that are submitted in conjunction with Program Review.

9. How often should SLO Assessment be practiced and reported?

As understood at VVC, SLO Assessment is already practiced in conjunction with each faculty member's ongoing instructional activities. As a result, it is expected that learning assessment will occur each term in every active class, program, and service. However, the Senate recommends that assessment practice be *reported* for each course, program, and service at least once every two years.

10. How can I find out more about SLO Assessment?

SLO Workshops and Seminars are being conducted by Jessica Gibbs, SLO Trainer, in the Teaching Learning Center. The presentation-style **seminars** are meant to help explain SLO Assessment purpose and practice, where handouts and examples will be provided. The **workshops** are less formal and offer opportunities to discuss instructors' classes and assessments and answer their questions.

Fall, 2008 Schedule:
Wednesday October 8, 11:30am-12:30pm workshop
Friday October 10, 11:00am-12:30pm seminar and 1:00-2:00 pm workshop
Friday October 24, 10:30-noon seminar and 1:00-2:00pm workshop
Wednesday November 5, 11:30am-12:30pm workshop
Friday November 14, 11:00am-12:30pm *** Last Seminar**** and 1:00-2:00 pm workshop
Friday November 21, 1:00-2:00pm workshop
Wednesday November 26, 11:30am-12:30pm workshop
Friday December 5, 1:00-2:30pm****last workshop****