Prepared by the
Student Learning Outcomes and
Assessment Oversight Committee (HotShots)
FOREWORD

Citrus College is committed to the process of student learning outcomes and assessment at all levels and in all areas of campus culture. At Citrus, faculty, staff, administrators, and students all share in the student learning outcomes and assessment process. Therefore, the SLO Handbook serves as a resource to all campus units (instruction, student services, institutional support, instructional support) as they continue to write, revise, assess, analyze, and reflect on their student learning outcomes. This handbook details the process from writing SLOs to implementing an improvement plan, as well as how this articulates with our planning/budget allocation process. Recommendations generated from assessment analysis are integrated into institutional planning through the processes of program review.

The purpose of the Student Learning Outcomes and Assessment (SLOA) Committee (also known as “HotShots”), which meets jointly with the Program Review Committee, is to facilitate development, implementation and assessment of student learning outcomes across the campus community. Outcome assessment not only monitors the content and depth of student learning, but it also measures the success of the institution in providing effective learning opportunities. Therefore, the ongoing process of student outcomes assessment leads to improved courses, services, and programs and serves as evidence for institutional planning, resource allocation, and staff and faculty development. The committee strives to provide a resource to both instructional and non-instructional programs in all matters related to student learning outcomes and assessment, and to make collegial and collaborative recommendations that enhance their effectiveness.

If you have questions or need help with student learning outcomes and assessment, you can contact the SLOA coordinator, the “HotShots” Committee, your Academic Senate/Curriculum Committee representatives, or your dean. Additional resources and supporting documents exist on the College’s SLOA website and on the Intranet under Student Learning Outcomes and Assessment.

Student Learning Outcomes and Assessment Committee (“HotShots”)
Becky Rudd, SLOA Coordinator, co-chair
Dave Kary, Program Review Coordinator, co-chair
Lilia Alvarez, ASCC representative
Brian Anderson, faculty
Sarah Bosler, faculty
Jerry Capwell, Academic Affairs (classified)
Elizabeth Cook, faculty
Claudette Dain, Vice President of Admin & Fin Svcs
Robert Fraijo, ASCC representative
Lan Hao, Director of Institutional Research
Dana Hester, Dean of SBS
Yueyi Huang, Research Assistant (classified)
Bob Hughes, Chief Information Services Officer
Barry Kuan, Admissions & Records Coordinator
Martha McDonald, Vice President of Student Services
Eric Odegaard, faculty
Michelle Plug, faculty
Christine Recendez, Academic Affairs (classified)
Gerald Sequeira, Dean of Enrollment Services
Nicki Shaw, Academic Senate, President
Arvid Spor, Vice President of Academic Affairs
Carol Thomas, Director of Financial Aid
Maryann Tolano-Leveque, Dean of Students
John Vaughan, Dean of Visual & Perf. Arts

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Citrus College Philosophy Statement on Student Learning Outcomes and Assessment

Academic Senate action:
Reviewed September 12, 2007
Revised September 13, 2007
Approved September 27, 2007
Reviewed December 7, 2011
Revised February 22, 2012
Approved February 22, 2012

Citrus College affirms its mission to foster a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement. One means of measuring student success is through the use of learning outcomes and assessment. Commitment to learning outcomes and assessment provides crucial underpinning to the mission of Citrus College. It requires that faculty and, indeed, the institution anticipate the impact of educational experiences on students, make critical choices in instruction and services in support of such impact, then assess the effectiveness of these choices and reconsider them based on outcome data.

Citrus College values the accreditation process as a “uniquely American quality assurance process through which institutions collectively set standards for good practice and conduct peer-based evaluations of institutions on a regular basis,” which includes the unifying component of student learning outcomes and assessment in accreditation standards set by the Accrediting Commission of Community and Junior Colleges (Western Association of Schools and Colleges). We promote assessment and assessment documentation that is practical and equitable for all faculty members.

Citrus College has demonstrated its commitment to the importance of learning outcomes and the assessment process through its adoption of educational core competencies and assessment of students’ ability to apply knowledge in the areas of communication; computation; creative, critical, and analytical thinking; community/global consciousness and responsibility; technology/information competency; as well as discipline/subject area specific content material.

Assessment at Citrus College targets improving student learning through appropriate outcome measures and holds as its standard the American Association of Higher Education’s (AAHE) “Nine Principles of Good Assessment” (see attached). Our student learning outcomes and assessment practices also draw from theories in the areas of adult learning, assessment, and research. Outcomes assessment not only monitors what and how well students learn, but it also measures the success of the institution in providing effective learning opportunities. Therefore, the ongoing process of student outcomes assessment leads to improved courses, services, and programs and serves as evidence for institutional planning, resource allocation, and staff and faculty development.

While commitment to learning outcomes and assessment demonstrates an institutional value, primarily, this is a faculty-led curriculum matter. It is the role of the Academic Senate, based on the tenets of academic freedom, to oversee curricular content and standards in the development of outcomes, planning and implementation of the assessment process, and use of assessment results to help shape decisions within academic programs and respective disciplines.

The on-going process of learning outcomes and assessment serves to improve institutional effectiveness. Citrus College will base outcomes and assessment on valid, reliable, and relevant
assessment procedures generated through multiple measures to collect both qualitative and quantitative information in its efforts to improve courses, services, programs, and institutional mission. Resulting data will provide evidence for curriculum reform, planning, resource allocation, organizational leadership, strategic planning, and staff and student development. The results of learning outcomes and assessment are not a means to evaluate faculty; faculty evaluation is addressed in the Citrus College Faculty Association contract.
AAHE Nine Principles of Good Practice for Assessing Student Learning

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the
campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. **Through assessment, educators meet responsibilities to students and to the public.** There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

**Authors:** Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenny; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright

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Citrus College Mission Statement

Citrus College provides innovative educational opportunities and student support services that lead to the successful completion of degrees, transfer, career/technical education and basic skills proficiency. The college fosters personal and professional success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning community. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

Mission Objectives:

Citrus College is a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and cultural development.

As Citrus College continues to advance as a dynamic center for life-long learning, we will:

- provide general, lower division coursework leading to an associate degree in the arts or the sciences;
- prepare students to transfer to four-year colleges and universities;
- offer technological services and support for students, faculty, and staff;
- deliver programs to improve basic math, reading, communication, and ESL skills;
- grant opportunities for students to develop a global perspective through a curriculum with international and multicultural applications;
- furnish support services for the intellectual and personal development of all Citrus College students, including opportunities to participate in campus governance;
- foster a comprehensive and enriching program of extracurricular activities;
- conduct community education programs that encourage learning at every stage of life;
- award occupational certificates and degrees for career preparation and advancement;
- administer customized training programs for business and industry;
- increase career development support for students, faculty, and staff through career exploration, counseling, job preparation, job opportunities, and academic and classified staff development;
- collaborate with local high schools in articulation and curriculum development;
- advance cultural and personal enrichment programs for the college and community members and promote inter-collegiate competition opportunities for students.
Citrus College Institutional Outcomes (ILOs)

Institutional outcomes are not limited to students in programs and services but may apply to the broader community served by the college.

Institutional outcomes demonstrate commitment to the college mission:

*Citrus College delivers high quality instruction to students both within and beyond traditional geographic boundaries. We are dedicated to fostering a diverse educational community and learning environment by providing an open and welcoming culture that supports successful completion of transfer, career/technical education, and basic skills development. We demonstrate our commitment to academic excellence and student success by continuously assessing student learning and institutional effectiveness.*

Institutional Outcomes:
Citrus College fosters a diverse educational community and cultural learning environment that supports student success in the areas of core competencies adopted by the college in order to assure an informed and ethical citizenry.

**Academic Excellence:** (General Education) Students transferring or completing degrees or certificates from Citrus College must demonstrate effectively assessed learning in the six areas of general education competency.
- Instructional programs and services
- Student Support Services
- Institutional Support

**Economic Opportunity:** (Career and Technical Education) Participants preparing for employment and/or career advancement demonstrate effectively assessed learning in the six areas of core competency adopted by the college.
- Instructional programs and services
- Student Support Services
- Institutional Support

**Foundational Skills for Student Success:** (Basic Skills) Participants engaged in development of foundational skills for student success demonstrate effectively assessed personal achievement in the six areas of core competency adopted by the college.
- Instructional programs and services
- Student Support Services
- Institutional Support

January 9, 2009: HotShots
February 20, 2009: HotShots
February 23, 2009 Steering
February 24, 2009: SLOAC Oversight Committee
February 25, 2009: Academic Senate
May 8, 2009: HotShots
June 5, 2009 HotShots
June 8, 2009 Steering Approved
March 1, 2013 Hot Shots Reviewed
April 5, 2013 Hot Shots Approved
June 10, 2013: Reviewed through governance committees and approved by Steering
Citrus College Core Competencies

Competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies. Any student transferring or completing a degree or certificate from Citrus College must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. **Communication**
   - Reading analytically and critically
   - Speaking articulately
   - Writing with clarity and fluency
   - Listening actively

2. **Computation**
   - Math proficiency
   - Decision analysis
   - Synthesis and evaluation
   - Application of mathematical concepts and reasoning

3. **Creative, Critical and Analytical Thinking/ Information Competency**
   - Curiosity
   - Analysis
   - Synthesis
   - Evaluation
   - Creativity
   - Research
   - Learning strategies
   - Problem solving
   - Decision making
   - Aesthetic awareness
   - Information Competency:
     - Determine the nature and extent of the information needed
     - Access needed information effectively and efficiently
     - Evaluate information and its sources critically
     - Access and use information ethically and legally

4. **Community/Global Consciousness and Responsibility**
   - Awareness of environmental issues/sustainable resources
   - Cultural awareness
   - Respect for other beings
   - Community service
   - Ethics
   - Citizenship
   - Integrity
   - Interpersonal skills
   - Lifelong learning
   - Self-esteem
   - Empathy
   - Personal responsibility
   - Physical health and wellbeing
   - Health literacy

5. **Technology**
   - Computer proficiency
   - Basic computing and word processing

6. **Discipline/subject Area Specific Content Material**

August 25, 2004: Academic Senate adoption
December 8, 2008: Approved by Steering
June 10, 2013: Reviewed through governance committees and approved by Steering
Citrus College General Education Student Learning Outcomes

A. Language and Rationality

*Students successfully completing courses in Area A are able to read, write, speak, and think creatively in personal, academic, workplace and community contexts.*

I. English Composition
II. Communication and Analytical Thinking
III. Mathematics

B. Natural Sciences

*Students successfully completing courses in Area B are able to investigate and explain physical phenomena through application of empirical knowledge using mathematical and scientific processes and concepts.*

I. Biological Sciences
II. Physical Sciences

C. Arts and Humanities

*Students successfully completing courses in Area C are able to appreciate, critically understand, and express artistic, philosophical, and cultural sensibilities in historical and contemporary contexts.*

I. Arts
II. Humanities

D. Social and Behavioral Sciences

*Students successfully completing courses in Area D are able to identify, analyze, and communicate an understanding of self and society through systematic investigation of social behavior, institutions, and culture.*

I. History and Political Science
II. Behavioral sciences

E. Kinesiology and Dance

*Students successfully completing courses in Area E are able to demonstrate personal responsibility, health literacy, and understanding of the importance of physical health and wellbeing.*

I. Kinesiology
II. Dance

*Revised: April 21st, 2010; February 6, 2014
Academic Senate: March 12, 2014*
The “HotShots” Committee approved a mapping mechanism to link course level outcomes to program/degree/certificate outcomes. This map is called the curriculum map. Course-level SLOs are mapped to higher-level SLOs in the following ways:

1. Via curriculum maps to program SLOs;
2. Via curriculum maps to discipline-specific degrees and certificates;
3. Via core competency to General Education (GE) pattern and broader degrees;
4. Via assignment to GE, and/or degree, and/or certificate (institutional-level outcomes) to college mission.
Student Services, Instructional Support and Institutional Support
SLO Flowchart

SLOs

ILOs
Institutional Level Outcomes

PROGRAM

Stored and Revised

SLOA Website
Catalog

Taskstream

Published

Program Website
Part I: Writing SLOs

Overview

Student Learning Outcomes (SLOs) give us the opportunity to assess the effectiveness of instruction and programs on campus. Making improvements to instruction and programs via assessment, reflection, and analysis will enhance student learning and success. According to The Academic Senate for California Community Colleges’ SLO Terminology Glossary, “Student learning outcomes (SLOs) are “the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process.” This encompasses experiences that include, but are not limited to, those found within a course, a program of study, a degree or certificate program, or services offered by the college.

Outcomes vs. Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Objectives describe skills, tools or content that a student will master by the end of a course.</td>
<td>Outcomes describe over-arching goals that a student will be able to demonstrate by the end of a course.</td>
</tr>
<tr>
<td>Objectives require the use of basic thinking skills such as knowledge, comprehension and application.</td>
<td>Outcomes require the use of higher-level thinking skills such as analysis, synthesis and evaluation.</td>
</tr>
<tr>
<td>Objectives do not necessarily result in a product. Most often, objectives are synthesized or combined to produce something that measures an outcome.</td>
<td>Outcomes result in a product that can be measured and assessed.</td>
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</table>

Sample Outcomes

Instructional

Upon completion of the course, students will be able to:

Class: ARCH 100
SLO: Analyze the architectural education and design profession's history, progress, future, diverse occupational roles and responsibilities.
Assessment: Exam (test, midterm, Final Exam is Architectural Board History Exam ), Class discussion or activity, Research (lab reports), Quiz, Written work (essay/assignment), presentation (oral presentation, video), Homework and Survey.
Student Services

Admissions & Records: Students will be able to utilize technology to accurately and successfully apply online.
Assessment: Survey tied to online CCCApply application.
Counseling and Advisement: In-person orientation will help students understand the process of registration, how to read their assessment/placement results, and learn about campus resources that can help them succeed.
Assessment: Pre and post-tests.

Instructional Support Services

Online Education Program: The Online Education program will enhance, maintain, and promote extensive online academic student services to support student retention and success.
Assessment: Outcomes are assessed by semester/session surveys from both faculty and students. Any CCCSE information with respect to DE is also used in the assessment.

Institutional Support Services

Facilities and Construction: This program committed to providing improved indoor air quality and lighting for students which directly impacts student success in the classroom.
Assessment: The program analyzed current facilities and practices and enacted improvements based on industry standards.

Human Resources: As a result of the Office of Human Resources’ role as a strategic partner with all areas of the District, students can expect an educational experience delivered by a well-qualified faculty, support staff, management and supervisory/confidential teams that strives to reflect the diversity of the student population.
Assessment: Campus Survey
Guide to Writing SLOs

Academic Affairs

SLOs for the classroom describe the knowledge, skills, abilities or attitudes that a student can demonstrate by the end of your course.

Don’t think about content or coverage—consider what students should be able to DO with what they’ve learned by the end of the semester. You will also want to consider the following:

• How will students demonstrate this?
• What can they produce to show faculty that they have learned to apply their new knowledge?

When trying to define SLOs for a course, think of the big picture.

SLOs:

• Describe the broadest goals for the class, ones that require higher-level thinking abilities.
• Require students to synthesize many discreet skills or areas of content.
• Ask students to then produce something -papers, projects, portfolios, demonstrations, performances, art works, exams etc. – that applies what they have learned.
• Require faculty to evaluate or assess the product to measure a student’s achievement or mastery of the outcomes.
• Does the outcome represent specific knowledge/skills/abilities/attitudes students will acquire as a result of an experience in the intended forum (classroom, program, service area)?
• Is the outcome measurable in a continuous and sustainable way?

Student Services, Instructional Support, & Institutional Support

Service Area SLOs are statements that identify the program or department’s client, service provided, and the experience or service that the department provides. Service Area SLOs identify critical and central services, processes, and function expected of a program or department and the desired quality (timeliness, accuracy, responsiveness, effectiveness, etc.).

Writing of service area SLOs should begin with a collective discussion about how the individual area supports students. The group can include all employees who work in an area. After brainstorming, the outcomes can be written using action language about what students will be able to “DO” as a result of contact with the service area. The outcomes should be broad and overarching goals that might encompass many detailed activities leading to the overall successful support of a student. The service area outcomes should also be connected with the mission and need to be measurable.

Student Support Service Areas include Student Services and Student Instructional Support. Service Area SLOs include support services and structured events that occur outside of the classroom, complement the academic programs, and enhance student learning and the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, and recreational and governance programs by:

• Encouraging engagement in the campus community and society
• Encouraging exploration of activities that provide opportunities for growth in individual and group settings
• Exposing students to various cultures and experiences, ideas and issues, art and musical forms, and styles of life
• Informing students regarding college policies and procedures and how these relate to their lives and activities
• Aiding in the awareness and utilization of college facilities and resources
• Assisting with developing leadership, decision-making and related skills

Source: Student Life/Leadership, Maricopa Community Colleges, Arizona (www.maricopa.edu, 7/23/07)
SLO Revision on CourseLeaf for Instruction:

1. Go to the curriculum page on the Citrus College website as shown below and click on the “CourseLeaf CIM Courses” link.

![Curriculum Page](image1.png)

2. Log-in using your usual network log-in user name and password.

![Log-In Page](image2.png)

3. Click on the small icon in the middle of the log-in page shown below.

![Log-In Icon](image3.png)
4. Once you’re logged in, type the name of the class you want to create a modification for (in this case, Engl 101), select “search” and it will open the current course outline.

Course Inventory Management

Search, edit, add, and deactivate courses.
Use an asterisk (*) in the search box as a wild card. For example, MATH* will find everything that starts with “MATH”, “MATH” everything that ends with “MATH”, and “MATH” everything that contains “MATH”. The system searches the Course Code, Title, Workflow step and CIM Status.
Quick Searches provides a list of predefined search categories to use.
Click here to navigate to Approve Pages.
Click here to navigate to Program Admin.

5. Click on the “edit course” link and a new window for your modification will pop up.

Course Inventory Management

Search, edit, add, and deactivate courses.
Use an asterisk (*) in the search box as a wild card. For example, MATH* will find everything that starts with “MATH”, “MATH” everything that ends with “MATH”, and “MATH” everything that contains “MATH”. The system searches the Course Code, Title, Workflow step and CIM Status.
Quick Searches provides a list of predefined search categories to use.
Click here to navigate to Approve Pages.
Click here to navigate to Program Admin.

Changes saved but not submitted
6. The pop-up window should look like this. For “Modification Type” select “SLO Modification”.

7. Scroll down to the Student Learning Outcomes section. To add an SLO, click on the green circle with a white plus sign and it will open a new window to add an SLO.
8. Fill out the information for each SLO in a separate entry—you will need to repeat steps 7 and 8 for each SLO being added, hitting the green “Save” button after each added text.

9. If you are editing an SLO, click on the pencil icon next to the SLO to be edited. The same window shown in Step 8 above will open. Identify the competency(ies) and provide the outcome and assessment. Then click on the green “Save” button. That’s it!
10. Once you’ve edited and/or added your SLOs, scroll all the way to the bottom of the page and select the green “Start Workflow” to start the approval process.
Part II: Assessment of SLOs

Course Assessment

Course-level Assessment Defined:

Assessment is an evaluation of student success in acquiring/demonstrating specific behaviors or skills. It is an ongoing process designed to monitor and improve student learning. Faculty explicitly define what they want students to learn, verify that the curriculum is designed to foster that learning, collect empirical data that indicate the extent of the learning, and use these data improve the program.


Assessment is any effort to gather, analyze, and interpret evidence which describes institutional, departmental, or divisional effectiveness. (Upcraft and Schuh, 1996)

The Higher Learning Commission defines assessment of student learning in the following way:

“Assessment of student learning is a participatory, iterative process that:

- Provides data/information you need on your students’ learning
- Engages you and others in analyzing and using this data/information to confirm and improve teaching and learning
- Produces evidence that students are learning the outcomes you intended
- Guides you in making educational and institutional improvements
- Evaluates whether changes made improve/impact student learning and documents the learning and your efforts.”

Assessment provides information about how students acquired or demonstrated desired behaviors or skills. It can also analyze and identify content with which students have the most difficulty or the most success. Additionally, assessment can help to identify whether different student populations have different rates of success.

In instruction, students benefit from assessment of student learning outcomes in many ways. Because expectations are communicated in the syllabus via rubrics and grading standards, students will know the expectations for performance and characteristics of evaluation which will help them to be more successful. Students will be able to reflect on the learning experience and potential areas of growth.

Program Assessment

Instructional

In Instruction, the Program Review process provides an opportunity to combine course-level assessment results with student and college demographic data. Course-level SLOs are mapped to program-level SLOs via a document called the Curriculum Map (see Part III). The Curriculum Map thus provides an opportunity to discuss the success of students in the program based partly on the success of students in
courses. Often degree and/or certificate SLOs will be very similar if not the same as the program SLOs and may be discussed in a similar fashion to the program.

**Student Services**

In Student Services, programs are assessed and analyzed in a systematic manner, reflecting on student feedback through surveys or focus groups which will result in improved support of students. Achievement of student services outcomes often results in students’ ability to navigate the college system, plan and execute their education, or connect with other students. Student Services programs assess SLOs during their annual program review process. Comprehensive program reviews are posted online, and annual program reviews are shared during a fall planning retreat and stored on Taskstream.

**Instructional Support**

In Instructional Support, programs are assessed and analyzed in a systematic manner, reflecting on student and/or faculty feedback through surveys or usage data which will result in improved support of the instructional program. Achievement of instructional support outcomes often results in enhanced student success through their participation in particular activities or programs. Instructional support programs assess SLOs during their annual program review process. Comprehensive program reviews are stored in Taskstream.

**Institutional Support**

In Institutional Support, programs are assessed and analyzed in a systematic manner, reflecting on feedback through surveys, and usage data which will result in improved support of the institution, such as facilities modifications. Achievement of institutional support outcomes results in enhanced student success through their awareness and use of institutional programs and facilities; achievement of these outcomes also results in improved work environments for faculty and staff. Institutional support programs assess administrative unit outcomes during their annual program review process. Comprehensive program reviews are stored in Taskstream.

**GE and Institution Assessment**

Assessment of GE and institutional learning outcomes occur on an annual basis. Initially, the college formed a GE Committee to determine courses to be included in the GE program. This committee also wrote GE SLOs for each of the five GE areas and submitted them to the campus governance committees for review and approval. Beginning in spring 2012, the college held a GE Assessment Dialogue to discuss and assess the GE outcomes. This dialogue generates a report which is shared in an online format with the college. Recommendations are taken to the appropriate constituent groups to plan and implement actions. Institutional learning outcomes (ILOs) are reviewed and/or revised each time the college mission statement is reviewed. Assessments of ILOs utilize broad college data such as number of degrees/certificates earned and are linked to strategic planning and institutional effectiveness at the highest level.
Sample Assessments

Instructional Programs
All course-level assessments are included in the SLOA reflection forms which eventually are included in the annual instructional program review. The following provides an example:

Year 4 Prompt 4: Program/Degree/Certificate/Skill Award SLO Assessment Method

<table>
<thead>
<tr>
<th>Measures</th>
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<tbody>
<tr>
<td>Communications Program SLO Set</td>
</tr>
<tr>
<td>Outcome</td>
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</tbody>
</table>

Outcome: Communications Program SLO 1
Interpret and critically assess a variety of media messages, including those that reflect multicultural perspectives in order to make connections, critically compare and contrast ideas, and produce written, oral, and visual messages as demonstrated by a final product project, portfolio, and/or exam.

- **Measure: SLO 1 Measure**
  - **Direct - Student Artifact**

Means of Assessment: Program SLO 1 applies to work students do in all COMM courses. Students produce a variety of assignments for both public consumption and for course purposes that reflect the described perspectives. Those can take the form of work produced for the Clarion newspaper, Logos magazine and their associated websites, or in the form of papers, projects or tests for courses not aligned with student publications.

Criteria for Success: Passing grade on the assignments per instructor course standards; successful publication of work in student publication outlets, including newspaper, magazine and website.
## Student Services

All program assessments are included in the annual student services program reviews. The following provides an example:

### Student Learning Outcome and Assessment (SLOA) - 2017-2018

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career/Transfer Center 2017-2018 SLOs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome: Career/Transfer Center SLO 1:</td>
</tr>
<tr>
<td>Students who attend a Career Development/Course of Study workshop will find resources helpful in choosing a course of study.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure: Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: How did you assess the outcomes? What method did you use? What is the criteria for success?:</td>
</tr>
<tr>
<td>Seven Career Development/Course of Study workshops were conducted during the fall 2017 and spring 2018 semesters to introduce students to Focus 2, a career assessment tool designed to help students choose a major and career path. At the conclusion of the workshop, students were asked to complete a two question survey measured on a Likert scale.</td>
</tr>
<tr>
<td>Criteria for success:</td>
</tr>
<tr>
<td>Eighty percent of the respondents will answer helpful or very helpful to the following questions:</td>
</tr>
<tr>
<td>1. Rate the workshop in helping you make a decision about a future career goal.</td>
</tr>
<tr>
<td>2. Rate the workshop in helping you choose an educational goal (major/course of study).</td>
</tr>
</tbody>
</table>

## Instructional Support

### Student Learning Outcome and Assessment (SLOA) - 2017

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library SLOs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome: Library SLO 1</td>
</tr>
<tr>
<td>Students determine the nature and extent of the information need.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure: LibAnswers (SLO Stats)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: How did you assess the outcomes? What method did you use? What is the criteria for success?:</td>
</tr>
<tr>
<td>Starting in June 2017, when answering reference transactions, Reference staff can select if the question is addressing library SLO 1 or SLO 2. Detailed instructions and definitions are attached.</td>
</tr>
</tbody>
</table>
Institutional Support

**Student Learning Outcome and Assessment (SLOA) - 2017-2018**

<table>
<thead>
<tr>
<th>Measures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TeCS Outcome Set</td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td></td>
</tr>
</tbody>
</table>

**Outcome: Service Tickets are resolved quickly**

Citrus College uses an online work order system called Footprints. Requests for service are entered by staff and faculty across campus, or are entered by help desk staff. Tickets should be resolved (closed) in a timely fashion.

<table>
<thead>
<tr>
<th>Measure: Time to Completion Report from Footprints</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: How did you assess the outcomes? What method did you use? What is the criteria for success?:</td>
<td>The Footprints system has a Turn-around Time report that measures the average time between open and closed status of service tickets. The Turn-around status report for April - December 2018 is attached. Criteria for success is a reduction in the amount of time it takes for the average ticket to be closed (resolved).</td>
</tr>
</tbody>
</table>

Assessment Analysis and Reflection

The analysis and reflection of assessment results helps to close the outcome loop; it allows us to celebrate successes or to address any deficiencies discovered through the assessment process by making action plans. Analysis and reflection need to take place in a group dialogue and be used to tie assessment results to the college planning cycle. If the action plan requires allocation of resources, requests/recommendations can be made as part of the program review process. Please see the integrated planning model on pages 7 and 8 of the Integrated Planning Manual, 7th Edition for an explanation and visual display of our planning loop. ([http://www.citruscollege.edu/admin/planning/Documents/2018-20IPM.pdf#search=integrated%20planning%20manual](http://www.citruscollege.edu/admin/planning/Documents/2018-20IPM.pdf#search=integrated%20planning%20manual)).

Documenting Assessment

**Guidelines**

**All SLOs for every course will be assessed at least once within the 5-year program review cycle.** SLOs need to be assessed on a regular basis (every semester that the course is offered and discussed every year for programs at the time of Program Review). As our courses and programs change over time, it is natural for SLOs to change as well. It is important to have a plan in place to provide assessments for all SLOs. It is recommended to assess SLOs multiple times to reduce the likelihood of error. In order to know whether the outcome is met, it is also important to establish clear expectations of achievement prior to administering the assessment. The analysis and reflection of the results will then allow us to react accordingly. Assessment analysis and reflection are recorded in annual program review documents. Please see [Everything You Need to Know about Student Learning Outcomes (SLOs) - Frequently Asked Questions for All College Employees](http://www.citruscollege.edu/sloa/Documents/FAQs.pdf) for more detailed information: [http://www.citruscollege.edu/sloa/Documents/FAQs.pdf](http://www.citruscollege.edu/sloa/Documents/FAQs.pdf).
**Best Practices**

SLO Assessment is as individual as all of our courses and programs. It needs to be meaningful for the reviewer(s), and assessment needs to be regular/continuous. There are many different techniques to assess the same outcome – they may be qualitative and/or quantitative. For instance, for programs with common SLOs, a single assessment can be designed to address multiple SLOs. For programs with many courses like Dance and Music, one can create a plan and group classes together in order to help make assessment documentation more manageable. Another option is to choose one SLO and create an assessment for that outcome and measure it for 3 semesters in a row, and then choose a different outcome for the next 3 semesters, and so on. All SLOs can be assessed within the cycle and patterns can be observed. If the target has been met consistently, consider revising your SLO or developing a new SLO statement.

The important step is to analyze and reflect on the results and use them to make improvements when necessary. We are all striving to improve student success as well as to provide an optimal learning and work environment for Citrus College students and employees. SLO assessment provides us the evidence to make informed decisions about changing our programs.

The point of SLOs is to be able to have tools that do the following: Help the student see what they know and where they need to go; assist the teacher in creating an experience that is an integrated staircase toward "success", "completion", learning, innovation, and academic curiosity; and, provide a framework to see if the methods are creating the desired result.

What can assessment of SLOs be? Anything that will help you to be able to answer the 3 most important questions (listed above if you missed them). What if you created assessments (or already have THEM) that you could review and distill a fundamentally helpful truth? Did this course teach a student about one of the main objectives? Did this content meet the needs of the topic? Did I do something amazing that truly changed the acquisition of knowledge? What if assessment was merely checking to see what worked?

The simple answer is you use the SLOs to decide the course content. For some, the assessments already have multiple SLOs embedded because we are moving students from the individual SLOs as they are introduced to information toward using multiple SLOs at once to show understanding of the total topic for the course. Therefore it makes sense that a single assessment (given later in the course) would be able to assess multiple SLOs, the assessments & activities later in courses are harder. Gathering data using these types of activities lends itself to the sort of "planning, course improvements" that are made after the course ends, not during the sequence.

But for those who want to 'course correct" along the way, quizzes, activities, etc that focus on one type of SLO objective, generally those we use to make sure students are all on the same page during the course can help to guide changes that we make mid-stream and impact the end result.

Both are used to collect data and can be used to assess effectiveness. An assessment/activity that hits only one SLO is not more or less valuable than an activity that evaluates multiple areas. Ultimately, if the course has not been updated in a while, the multi-SLO assessment helps to validate that the sequence is sound, where the single assessment/SLO activities can be helpful with teaching a new/unfamiliar course to assure both the learner and teacher that all are on a solid course forward.
How you pick, or what you pick is immaterial. If you notice an area that is a problem for students- start there. If there's nothing that a glaring issue, then just pick something. Anything can be improved, simplified, or replaced. Without change, we stagnate.
Part III: Supporting Documents

Sample Program Student Learning Outcomes

Automotive Technology
Program Student Learning Outcomes

Students completing courses in the Automotive Technology Program will have acquired the following competencies:

Creative, Critical, and Analytical Thinking, and Information Competency
Acquire skills pertinent to industry level national certification exams in the transportation industry.

Community/Global Consciousness and Responsibility
Exit the program with a personal/professional commitment to uphold the high standards and uplift the integrity of the automotive industry.

Technology
Utilize knowledge acquired in the Automotive Technology program to maximize employment potential in the industry through successful completion of course level outcomes.

Speech Communication
Program Student Learning Outcomes

Students completing courses in the Speech Communication Program will have acquired the following competencies:

Communication (personal expression and information acquisition)
- Students demonstrate college-level understanding of communication theory and its practical application by reading analytically and critically.
- Write in grammatically correct English with clarity and fluency.
- Listen actively and speak articulately.
- Students adapt communication skills to a variety of audiences in a variety of contexts.

Creative, Critical, and Analytical Thinking, and Information Competency
- Students critically analyze communication issues.
- Students exercise creativity in the presentation of speeches.
- Students conduct college-level research and apply findings to support logical arguments.

Community/Global Consciousness and Responsibility
- Students communicate effectively within a diverse society.
- Students understand the vital role of ethics in communication.
Vocational Nursing
Program Student Learning Outcomes

Students completing courses in the Vocational Nursing Program will have acquired the following competencies:

**Communication (personal expression and information acquisition)**
- Use correct medical terminology and nomenclature, in the correct context, in order to effectively communicate health/medical information and concepts to others.

**Computation**
- Demonstrate the ability to perform accurate calculations of intake and output, drug dosages, and IV rates.

**Creative, Critical, and Analytical Thinking, and Information Competency**
- Develop problem-solving and self-assessment skills and make appropriate decisions regarding a variety of procedural situations.

**Community/Global Consciousness and Responsibility**
- Demonstrate the ability to interact with patients and work effectively as a member of the health care team.
- Provide culturally specific healthcare to all people.

**Technology**
- Develop the ability to use and adapt to current technologies used in the healthcare setting.

**Discipline / (Subject Area Specific Content Material)**
- Provide patient care that falls within the scope of practice as set forth by the BVNPT.
Sample Degree/Certificate/Skills Award Student Learning Outcomes

A.S. Degree Level Student Learning Outcomes
Students completing the Administration of Justice A.S. Degree will:
1. Demonstrate an ability to write clearly and accurately about the administration of justice process using an appropriate vocabulary.
2. Demonstrate critical and analytical thinking about issues in the administration of justice system.
3. Demonstrate a comprehension and appreciation of the connections, contributions, experiences, and potential conflicts of various ethnic groups, races, and genders as they interact with the criminal justice system.
4. Demonstrate an awareness of sciences and emerging technologies as it impacts the administration of justice.

A.A.-Transfer Degree Level Student Learning Outcomes
Students completing the Theatre Arts A.A.-Transfer Degree will:
1. Demonstrate acting techniques in a performance setting.
2. Exhibit fundamental knowledge of play structure and analysis.
3. Demonstrate a fundamental knowledge in core theatre elements, including Acting, Technical Theatre, and Theatre History.

Certificate of Achievement Level Student Learning Outcomes
Students completing the Audio Recording Technology Certificate of Achievement will:
1. Communicate effectively using proper vocabulary in written and verbal form to facilitate the technical and creative outcomes of a product.
2. Apply acoustic concepts and mathematical formulas to demonstrate understanding of wave theory, room acoustics, materials, and microphone and speaker placement.
3. Demonstrate understanding of the fundamental principles of audio through developing critical thinking, decision-making and problem-solving skills by applying them to the studio, post-production and live sound environments.
4. Develop interpersonal skills, empathy, and respect for others by completing team projects in order to gain key skills expected of professionals in the field.
5. Demonstrate advanced computer competency by completing production assignments utilizing software-based production and editing systems.
6. Understand the technical, creative and interpersonal skills required by the entertainment industry through demonstrating thorough knowledge of digital audio workstations and all audio hardware as appropriate to each course.

Skill Award Level Student Learning Outcomes
Students completing the Nurse Assistant Skill Award will:
1. Communicate in English verbally and in writing using appropriate medical terminology.
2. Collect, calculate and interpret observations.
3. Develop problem-solving skills and make appropriate decisions regarding a variety of situations.
4. Provide culturally specific healthcare to all people.
5. Develop the ability to use and adapt to current technologies used in the healthcare setting.
6. Provide patient care that falls within the scope of practice as set forth by the California Department of Health Services.
## Sample Curriculum/SLO Assessment Map

### Foreign Language Curriculum Map
Courses and Activities Mapped to Foreign Language Program SLO Set:

<table>
<thead>
<tr>
<th>Courses and Learning Activities</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>C HIN 121 Class I</td>
<td>D</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>C HIN 122 Class I</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>F REN 123 French I</td>
<td>D</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>F REN 124 French II</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>C ERI 121 German I</td>
<td>D</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>C ERI 122 German II</td>
<td>D</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>C GER 301 German III</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>C GER 302 German IV</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>JPN 101 Japanese I</td>
<td>D</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>JPN 102 Japanese II</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>SPAN 101 Spanish I</td>
<td>D</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>SPAN 101H Spanish I - Honors</td>
<td>D</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>SPAN 102 Spanish II</td>
<td>D</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>SPAN 102H Spanish II - Honors</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>SPAN 107 Spanish Civilization</td>
<td>M</td>
<td>D</td>
<td>M</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Intro</td>
<td>Develop</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>SPAN 101</td>
<td>Latin American Culture and Civilization</td>
<td>M</td>
<td>D</td>
</tr>
<tr>
<td>SPAN 140</td>
<td>Beginning Conversational Spanish</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>SPAN 141</td>
<td>Intermediate Conversational Spanish</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>Spanish III</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>Spanish IV</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>SPAN 210</td>
<td>Intermediate Spanish for Spanish Speakers I</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>SPAN 211</td>
<td>Intermediate Spanish for Spanish Speakers II</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

Legend:
- I: Introduced
- D: Developed
- M: Mastered