LOS ANGELES MISSION COLLEGE

First Annual SLO Summit

October 13, 2013
STUDENT LEARNING OUTCOME AND ASSESSMENT SUMMIT

October 11, 2013
8:30 a.m. – 2:30 p.m.
Culinary Arts Institute – Arroyo Room

8:30 – 9:00 Continental Breakfast

9:00 – 9:15 Welcome and Outcomes for the Day
President Perez
Vice President Allen

9:15 – 10:00 Best Practices for Encouraging Student and Faculty
Dialogue about SLOs and Assessment
Todd Matosic

10:00 – 10:45 Authentic Assessment
• What is authentic assessment?
• Examples of developing authentic assessments and evaluating the results
Jason Bordbar, D'Art Phares

10:45 – 11:00 Break

11:00 – 12:00 Interdisciplinary Assessment Discussion Breakouts

12:00 – 12:30 Lunch

12:30 – 2:00 Program Learning Outcomes Assessment Activity
Discussion by departments/disciplines of previous course
SLO assessments and mapping to PLOs
Take away: assessment of at least one PLO

2:00 – 2:30 Report Out, Evaluate, and Wrap Up
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SLO Summit Outcomes
October 11, 2013

Why are we here, why are we doing this?

To benefit our students and ourselves; to improve our pedagogy, curriculum, and approach to teaching and learning; to improve our institution's overall effectiveness.

Summit is a kickoff event for the Deep Dialogue Discussions that will follow and it is an opportunity to promote campus dialogue.

Expected Outcomes for SLO Summit:

At the end of the day, participants will be able to

- Facilitate faculty and student dialogue about learning outcomes and gauge the effectiveness of the discussion.

- Share with other faculty and staff authentic assessments, what has been learned from them, and how the results have been used to improve student learning.

- Analyze course assessment results and assess at least one Program Learning Outcome (PLO).

- Encourage and assist their peers in the outcome assessment process.
SLO Development Best Practices

1. Identify 3-5 course SLOs that align with course objectives.
2. Develop course SLOs that
   - Describe the broadest goals for the activity, 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, educational plan etc. – that applies what they have learned.
3. Include the specific assessment method(s) that will be used to evaluate or assess the product to measure a student’s achievement or mastery of the outcomes.
4. Specify a criterion level (benchmark) that reflects, in the faculty’s judgment, satisfactory performance on the SLO.
5. Ensure a broad range of faculty teaching the course participate in the development of course SLOs.

SLO Assessment Best Practices

1. Be sure to have the same course SLO for each section of the same course. This SLO should be documented on your syllabus.
2. If you are using a qualitative assessment method to assess your course SLO, use a rubric to score it.
3. In assessing multiple sections of the same course, use a common rubric to score the same assessment method.
4. Faculty dialogue is a key part of the SLO cycle and a valuable opportunity for sharing best practices. Consult with each other regarding pedagogy, assessment methods, rubrics, assessment results, and changes based on assessment.
5. To obtain more comparative data, assess as many sections of the same course as is feasible. Consult your department chair for more information.
Faculty Dialogue

Communication with your department chair regarding which sections need to be assessed will be important for you to know. You will most likely hear about the SLO calendar and these types of details in your department meetings when the SLO agenda item is being discussed.

Questions for Generating Faculty Discussion on SLOs

Semester start

- Which courses are ready to be assessed in my division?
- Which outcome(s) am I assessing?
- Where do I find the program SLOs that exist for my discipline?
- Where do I find the course specific SLOs that I need to place into my syllabus?

The Assessment Process

- What assessment instrument will I use to assess the SLO I am going to assess?
- How many sections of my course will be assessed?
- What kind of rubric can I use?
- Do I have to use a specific assessment instrument for assessing my outcome?

The Revision Process

- What assessment instrument did I use to assess the SLO?
- How can I improve the abilities of my students to learn this particular outcome?
- How can I improve this course for the next semester?
- Do I want to recommend any pre-requisites or advisories to my course?
- Is the SLO still effective?
- Is the SLO still measurable?
- Is the SLO in need of re-wording?

Implementation Process

- What changes have been made as a result of assessment?
- What was the impact of these changes?
- Are the proposed changes going to be temporary or made permanent?
- Are there resources required for implementing this change?
- Is this included in my division’s Program Review?
SLO Awareness in the Classroom
The 2002 Accreditation Standards required that SLOs become an integral part of every syllabus. SLOs should also act as a guide for classroom activities and direct classroom assessments or evaluations. Students will need to understand when they are actually beginning to achieve the outcomes we’ve set for them. So, after discussing the SLOs on the first days of class (as you’re going over the details of the syllabus), remember to refer back to the SLOs during the semester as they’re made more visible or become apparent. This may come early in the semester but more often than not, these will be most evident by a later point in the semester.

For instance, after a student has been given directions as to how to research a topic and has been given the appropriate technology and a rubric to guide him/herself, he or she would be able to begin writing a report. A given SLO may be “student will be able to develop a business report” and at that point, the student will be able to realize the outcome has been achieved.

West would like our faculty members to make student awareness of SLOs more visible in the classroom and to have students realize this by at least 10 weeks into the semester. A survey has been developed for you to give to students that will determine their awareness of SLO achievement, you are asked to submit the form to your division chair and to c.c. the SLO coordinator for division record keeping.

SLO Discussion in the Classroom
It’s one thing to read the SLOs listed in your syllabus on the first day of class. It’s another thing altogether to have students experience the “a-ha” moment when they realize just why the outcome was developed in the first place. You may want to engage your students on their reasons for attending the class. Are they attending because they need units or because they want to attain a certain degree of knowledge before they enter the workforce? Are they studying for a degree leading to a career that they’ve identified? Either way, you can detail the reasoning behind the outcome’s creation and its real world application so that students connect the dots regarding SLOs.

Questions for Generating Student Awareness of SLOs

**Semester start (1st few days of class)**
- Do you know what an outcome is (course SLO)?
- Let’s review the syllabus and the course outcomes (SLOs).
- Why are you in college?
- What are your goals?

**2 to 4 weeks into the semester**
- Do the course SLOs for this course fit with your educational goals?
- Do these CSLOs fit with your own life-learning goals to become more competent and as a knowledge seeker?
- Do you know why we have developed outcomes for you at West?
- Do you know that we have Course, Program and Institutional Outcomes?

**5 to 10 weeks into the semester**
- Review the syllabus again. Where are the course outcomes listed?
- Do you notice a connection between the outcome(s) listed in the syllabus and the current assignment/project you are engaged in?
- Does the rubric help to achieve your goal of achieving the outcome?
- Do you notice other outcomes that are not listed in the syllabus for this course?

**11 to 14 weeks into the semester**
- Do any of you remember a specific course outcome (CSLO)?
- Do any of you remember a specific program outcome (PSLO) or institutional outcome (ISLO)?
- Administer the survey to see if the SLO dialogue has made an impact on your students.
<table>
<thead>
<tr>
<th>Rating</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am aware of what a student learning outcome (SLO) is at the course level.</td>
<td></td>
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<tr>
<td>2. I am aware of what a student learning outcome (SLO) is at the program level.</td>
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<tr>
<td>3. I am aware of what a student learning outcome (SLO) is at the institutional level.</td>
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<tr>
<td>4. The student learning outcomes for this course are clearly identified on my syllabus.</td>
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<tr>
<td>5. The student learning outcomes for this course were verbally discussed at the beginning of class.</td>
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<tr>
<td>6. The student learning outcomes for this course were verbally reviewed on more than one occasion during the semester.</td>
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<tr>
<td>7. The rubric that I was provided enabled me to better achieve the course outcomes(s).</td>
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<tr>
<td>8. I'm confident that I have achieved the course SLO(s) for this course.</td>
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</table>
## Traditional Assessment vs. Authentic Assessment

<table>
<thead>
<tr>
<th>Traditional Assessment</th>
<th>Authentic Assessment</th>
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</thead>
<tbody>
<tr>
<td>Assessment task asks students to select a response, usually in the form of a forced-choice measure test, i.e., multiple choice, fill-in-the blank, true/false, matching, questionnaires, etc...</td>
<td>Assessment task asks students to apply knowledge and skills to create/do something. See examples below.</td>
</tr>
<tr>
<td>The only task might be done in isolation with no application for a real-world situation. For example, “If $y = (x + 3)^2$, then $(-2x - 6)^2$ must equal which of the following?”</td>
<td>Students perform a task that replicates a more real-world challenge, i.e., “The student will “produce” an ENG (Electronic News Gathering) video production, including scheduling an appointment for recording an interview of a subject on camera, and sitting in during editing.”</td>
</tr>
<tr>
<td>Involves students’ ability to recall and recognize information</td>
<td>Involves students’ ability to apply learning in a substantial manner (construct, analyze, synthesize, etc...)</td>
</tr>
<tr>
<td>Relatively simple assessment task</td>
<td>More complex assessment task</td>
</tr>
<tr>
<td>Students memorize facts and information, does not require critical thinking</td>
<td>Students apply facts and information, requires critical thinking</td>
</tr>
<tr>
<td>No rubric needed to evaluate – the answer is either right or wrong</td>
<td>Evaluated using a rubric</td>
</tr>
<tr>
<td>Does not allow for much variability in students’ answers</td>
<td>Students have some choice and creativity in how they demonstrate what they have learned</td>
</tr>
<tr>
<td>Scoring is often mechanical</td>
<td>Scoring is less mechanical and generally requires subjective judgment</td>
</tr>
<tr>
<td>Usually students work alone</td>
<td>May involve students working collaboratively</td>
</tr>
<tr>
<td>May encourage memorization and “cramming”</td>
<td>May encourage deeper learning that requires learning over time</td>
</tr>
</tbody>
</table>

“Multiple choice tests, in particular, provide little evidence of the analytical power, creativity, resourcefulness, empathy, and abilities to apply knowledge and transfer skills from one environment to another that students will need for college success.”


### Examples of Authentic Assessment

- Capstone Projects
- Case Studies
- Oral Examinations
- Essays/Short Answer Questions on Assignments/Exams
- Artwork – films, drawings, sculptures
- Performances – sport, musical, mechanical, etc...
- Journal Entries/Reflective Writings

- Portfolios – digital or paper
- Service Projects/Internships
- Team Projects
- Speeches
- Charts/graphs/maps
- Self-assessments
- Student Debates
PLO/SLO for Law/Paralegal Studies:
Demonstrate the appropriate application of ethics to legal matters

Case Study: Reporting Inflated Numbers by Jessica Silliman

Barbara King graduated from Santa Clara University at the perfect time. It was the peak of the dot-com boom and businesses were competing for recent graduates. Barbara had no problem getting her first job in the high-tech industry as a corporate communications specialist.

Many of her friends struggled when entering the corporate world, but Barbara didn't have any problems. The workplace had a casual atmosphere, she enjoyed a salary far above that of her friends, she received perks regularly and she enjoyed Mai-Tai Fridays at the office every week.

She was at the job for less than two months when the company released the quarterly numbers. As the internal communications representative, Barbara was responsible for reporting the numbers to all the employees within the company. Because the company was not publicly traded, only those within the organization were privy to the information.

"I was aware something wasn't quite right with the numbers," said Barbara. "But I was so young and naive-I never thought they could be wrong." She knew the company was doing well, but Barbara had been tracking the high-tech industry and was conscious of the usual financial targets. She also knew that the industry was getting out of control and each company was willing to do anything to get ahead.

After asking her coworkers, she realized that they all knew the numbers were intentionally inflated every quarter. Barbara took the hints from her coworkers and passed the numbers on without question. "We were a young company and we needed our stock price to rise so that we could stay competitive in the booming industry," said Barbara. "Everyone questioned the numbers, but, because of the hip work culture that everyone enjoyed and the potential for riches, there was an underlying pressure to be loyal."

The inflated numbers became another part of the culture. Barbara observed coworkers laughing when they picked up the paper and read the headlines about their company's booming quarter. "Everyone was just enjoying the ride and didn't want it to end," said Barbara. "Venture capitalists were practically throwing money at our company and we were spending it faster than we thought possible."

"I was new at the company, was making great money and had great benefits-why would I jeopardize all of that?" said Barbara.

Discussion Questions:
1. Describe the ethical dilemma that Barbara faces.
2. List other ways that the situation might have been handled and the likely outcomes of those approaches.
3. What are Barbara's possible choices to make in this situation? Which of these would be good or right choices, and why?
4. For each alternative approach, who benefits (gains) and loses (is harmed) as a result?
Critical Thinking Steps

Get the Facts

1. What are the relevant facts of the case? What facts are not known? Can I learn more about the situation? Do I know enough to make a decision?
2. What individuals and groups have an important stake in the outcome? Are some concerns more important? Why?
3. What are the options for acting? Have all the relevant persons and groups been consulted? Have I identified creative options?

Evaluate Alternative Actions

Evaluate the options by asking the following questions:

1. Which option will produce the most good and do the least harm? (Utilitarian Approach)
2. Which option best respects the rights of all who have a stake? (Rights Approach)
3. Which option treats people equally or proportionately? (Justice Approach)
4. Which option best serves the community as a whole, not just some members? (Common Good Approach)
5. Which option leads me to act as the sort of person I want to be? (Virtue Approach)

Make a Decision and Test It

Considering all these approaches, which option best addresses the situation?

If I told someone I respect—or told a television audience—which option I have chosen, what would they say?

Ethics Case Study Rubric

<table>
<thead>
<tr>
<th></th>
<th>Good 10.00 pts.</th>
<th>Fair 5.00 pts.</th>
<th>Poor 2.00 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td>Student elaborates on the application of the appropriate ethical principles to solve the ethics case study</td>
<td>Student partially elaborates on the application of the appropriate ethical principles to solve the ethics case study</td>
<td>Student does not elaborate on the application of the appropriate ethical principles to solve the ethics case study</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Student is accurate in the selection of the correct ethical principle to apply in solving the ethics case study</td>
<td>Student is somewhat accurate in the selection of the correct ethical principle to apply in solving the ethics case study</td>
<td>Student is inaccurate in the selection of the correct ethical principle to apply in solving the ethics case study</td>
</tr>
<tr>
<td>Relevance</td>
<td>Student provides analysis that is relevant to the solution of the ethics case study</td>
<td>Student provides some analysis that is relevant to the solution of the ethics case study</td>
<td>Student provides little or analysis that is relevant to the solution of the ethics case study</td>
</tr>
<tr>
<td>Depth</td>
<td>Student is able to grasp and discuss the complexities and difficulties of the ethics case study.</td>
<td>Student is able to grasp and discuss some of the complexities and difficulties of the ethics case study.</td>
<td>Student is unable to grasp and discuss any of the complexities and difficulties of the ethics case study.</td>
</tr>
</tbody>
</table>
Examples of Authentic Assessments
Los Angeles Mission College
October 11, 2013

Art
Art 109: Students evaluate a non-western art object at a local museum and write a report of their findings demonstrating their understanding of the religions, customs, mythology, and historical context of the object. Art 201: Students create drawings from observation with full values showing the illusion of three-dimensional space. Art 300: Students paint a landscape using the atmospheric or aerial perspective method. Students select a photograph, prepare materials, draw on the canvas, and use painting techniques to create the illusion of space.

Business
Students construct a business plan and determine the feasibility of creating a business by evaluating income and balance sheet financial statements.

Child Development
CH DEV 23: Students assemble a portfolio that represents their professional growth throughout their practicum course. Contents include a statement of personal philosophy, learning plans, instructors' visitation notes, letters of reference, transcripts and visual representations of children's learning experiences. CH DEV 2: Students do an observation of an early childhood classroom and determine the areas that meet quality standards as well as those that could be enhanced through modifications of the environment and teaching practices. CH DEV 45: Students conduct observations of children with disabilities and identify and evaluate available referrals.

Computer Applications and Office Technologies
Students create, format, and edit business documents using Microsoft Word, Excel, Access, and PowerPoint. Students compose business letters and reports and give individual and group oral presentations using PowerPoint.

Culinary/Food Service Management/Family Consumer Studies/Interior Design
Students utilize concepts and apply practical knowledge in the development of a food service operation. Students apply knowledge of cost control and demonstrate accurate record keeping in the development of a menu, profit and loss statement, and concept for a free standing successful operation.

FAM & CS 21: Students keep a written food diary for 5 days and input data into the Diet Analysis Plus computer program, evaluate the data and provide recommendations to improve their diet. FAM & CS 91: Students keep track of their expenses for a one-month period, record them on a standardized budget form, and answer questions about their saving and spending habits. FSMGMT 101: Student perform knife cuts based on industry standards. INTRDGN 111: Students formulate a portfolio of their original work and present the portfolio at the end of the semester to their peers.
Examples of Authentic Assessments
Los Angeles Mission College

**English**

**ENG 28** – Students produce a 4 to 5-page research paper which supports an argument and maintains unity and coherence.

**ENG 101** – Students produce a 6- to 8-page research paper which utilizes library research materials and documents evidence.

**ESL**

Reading comprehension is assessed by having the students read a book and summarize the chapters orally and in writing.

**Law – Paralegal Program**

Ethics Case Study used in 12 different law classes: Students read a case study, describe the ethical dilemma the person faces, analyze other ways the situation might have been handled, and the likely outcomes of those approaches, evaluate the possible choices, and for each alternative approach analyze who benefits (gains) and who is harmed (losses) as a result. Criteria for evaluation: clarity (explain and elaborate), accuracy (select the correct ethical principles), relevancy (analysis that is relevant to the solution of the ethics case problem) and depth of analysis (appropriate analysis of the complex issues in the ethics case).

**Mathematics**

PLO: Students demonstrate proficiency in solving problems using mathematical reasoning and drawing inferences using data analysis by solving math problems involving detailed analysis of data.

**Speech**

Students present informative and persuasive speeches utilizing their organizational skills and incorporating vocal variety, visual aids, and demonstrating their understanding of structure, delivery and the oral citing of sources.

**Sciences**

**Chemistry 65**: Students abilities to extract appropriate information, analyze and synthesize experimental results to reach correct conclusions are assessed by student lab reports. Students are assessed on their abilities to maintain a laboratory notebook according to standard scientific guidelines.

**Biology 3**: Students work together as a team to answer standard laboratory questions including metric measurement, use of the microscope, analysis of the pH of an unknown sample to determine the presence of a biological macromolecule in an unknown sample. **Biology 7** – Students critically analyze controversial issues in contemporary ecological biology by evaluating an article and writing a short essay explaining their point of view on the issue. **Microbiology 3**: Students create a pamphlet on a specific contagious disease in a format that will be understandable by a typical patient in a doctor’s office.
**RUBRICS FOR SLOA SELF EVALUATION:**

1. **Assessment is Authentic**  
   Scores are based on Bloom's Taxonomy (see below) of learning, a hierarchical categorization. The six categories are: remembering, understanding, applying, analyzing, evaluating, and creating. Authentic assessments go beyond “remembering” and “understanding” to the “applying” category.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Assessment methods are unknown.</td>
</tr>
<tr>
<td>D</td>
<td>The assessment methods for most of the SLOs in these courses test only the recall of simple information such as names, dates, events, places. (Bloom's category: remembering)</td>
</tr>
<tr>
<td>C</td>
<td>The assessment methods for most of the SLOs in these courses test recall of subject matter, ideas or concepts by simple memory. (Bloom's category: remembering.)</td>
</tr>
<tr>
<td>B</td>
<td>The assessment methods for most of the SLOs in these courses test student understanding of the concepts by requiring student to interpret the facts and make comparisons, contrasts or predictions. (Bloom's category: understanding.)</td>
</tr>
<tr>
<td>A</td>
<td>The assessment methods for most of these courses test the application of the acquired knowledge and/or skill to &quot;real world&quot; situations. Students can use their knowledge and/or skills for problem solving and critical analysis. (Bloom's category: applying.)</td>
</tr>
</tbody>
</table>

2. **Data is Useful and Informative, data is actionable:**  
   Do the assessment results provide data that can be used to support and inform recommendations and action plans? The more broken down (disaggregated) and the more detailed the data the more informative and useful they are.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>No data or completely inappropriate data indicated.</td>
</tr>
<tr>
<td>D</td>
<td>No detail. Only the data required on the SLOA forms were analyzed for most of the SLOs in these courses.</td>
</tr>
<tr>
<td>C</td>
<td>Some of the data/scores analyzed were detailed but most were not. For example, summary differences between sections were analyzed.</td>
</tr>
<tr>
<td>B</td>
<td>Scores are recorded and analyzed for separate components (sub-topics or tasks) of the assessment assignment and for each section for some of the SLOs of these courses. For example, results of an essay assignment were recorded and analyzed separately for: grammar/syntax, organization and content.</td>
</tr>
<tr>
<td>A</td>
<td>Scores are recorded and analyzed for separate components (sub-topics or tasks) of the assessment assignment and for each section for all the SLOs of these courses. For example, results of an essay assignment were recorded and analyzed separately for: grammar/syntax, organization and content. Results of embedded exam questions were grouped and analyzed topic by topic.</td>
</tr>
</tbody>
</table>

An Example. In this rubric, the score is 2.03, C. That number represents the aggregated results across all the 4 measures. Looking at the disaggregated results, this department is fairly strong on discussion (2.79 or B-) so-so on authenticity (2.42 or C+) but very weak on data and benchmarks (1.37 and 1.53, D). This disaggregated approach indicates where major improvement needs to be made. If you just looked at the overall average there wouldn't be any way of knowing where the strengths and weaknesses lie and without that information there couldn't be any useful, relevant or appropriate analysis or recommendations.
3. **Benchmarks**

Are benchmarks identified? Are they appropriate, justifiable? Does analysis include reference to benchmarks? Is their evidence of progress related to benchmarks?

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>F</td>
<td>No benchmarks are used or indicated.</td>
</tr>
<tr>
<td>D</td>
<td>Benchmarks are indicated for SLOs in these courses but there is no analysis of results in reference to benchmarks. There is no analysis of the appropriateness of the benchmarks.</td>
</tr>
<tr>
<td>C</td>
<td>Benchmarks are indicated for some SLOs in these courses with only minimal analysis of results in reference to benchmarks (no indication of any improvements). There is no analysis of the appropriateness of the benchmarks.</td>
</tr>
<tr>
<td>B</td>
<td>Benchmarks are indicated for most SLOs in these courses with some analysis of results in reference to benchmarks (no indication of any improvement). There is no analysis of the appropriateness of the benchmarks.</td>
</tr>
<tr>
<td>A</td>
<td>Benchmarks are clearly established and justifiable for all SLOs in these courses. Analysis and recommendations refer to benchmarks. Results show continuous improvement in relation to the benchmarks.</td>
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</table>

4. **Department Discussion:**

Are the SLOA results and recommendation and the assessment methods widely discussed across the department or unit?

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>No discussion takes place regarding any of the SLO results in these courses.</td>
</tr>
<tr>
<td>D</td>
<td>Minimal, informal discussions occur by some of the faculty members about some of the SLOs in these courses but without any significant impact on analysis and recommendations.</td>
</tr>
<tr>
<td>C</td>
<td>Discussions occur in an informal manner on some of the SLOs in these courses and contribute to some of the analysis and recommendations.</td>
</tr>
<tr>
<td>B</td>
<td>Discussions occur in a formal manner on most of the SLOs in these courses. Results of the discussions inform the analysis and recommendations.</td>
</tr>
<tr>
<td>A</td>
<td>Substantial, rigorous, inclusive and directed discussions regarding results from all the SLOs in these courses occurs. Analysis and recommendations are based on these discussions and analyses.</td>
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</table>

**Bloom’s Taxonomy**

Old Version

New Version
STUDENT LEARNING OUTCOME LEVELS

Course SLOs
Course Student Learning Outcomes describe knowledge, skills, abilities and attitudes that a student can demonstrate upon the completion of a particular course.

Program SLOs
Program Student Learning Outcomes describe knowledge, skills, abilities and attitudes that a student can demonstrate upon the completion of a particular degree or certificate.

Institutional SLOs
Institutional Student Learning Outcomes describe knowledge, skills, abilities and attitudes that a student can demonstrate upon the completion of the entire learning experience at West.

Student Services | Service Level Outcomes
Service Level Outcomes are means of evaluating the services provided by the college’s student service programs. They are created and assessed by staff and managers of the units and areas. They inform planning and lead to goals of improved support services.

Administrative Services | Service Area Outcomes
Service Area Outcomes are means of evaluating the services provided by the college’s administrative services departments. They are created and assessed by staff and managers of the units and areas. They inform planning and lead to goals of improved administrative services.

General Education Student Learning Outcomes. GE SLOs are the knowledge, skills, and abilities a student is expected to be able to demonstrate following a program of courses designed to provide the student with a common core of knowledge consistent with a liberally educated or literate citizen.

Institutional Learning Outcomes (ILO/GE Outcomes). These are the knowledge, skills, and abilities a student is expected to leave an institution with as a result of a student’s total experience. Because GE Outcomes represent a common core of outcomes for the majority of students transferring or receiving degrees, some but not all, institutions equate these with ILOs. ILOs may differ from GE SLOs in that institutional outcomes may include outcomes relating to institutional effectiveness (degrees, transfers, productivity) in addition to learning outcomes.