

SOUTHWESTERN COLLEGE

Student Learning Outcome Handbook

2020



Prepared by

Learning Outcomes
Advisory Committee

Mission, Vision, and Values

Mission Statement

Southwestern Community College District is the premier public institution of higher education in Southern San Diego County that serves a diverse community of students by providing quality academic programs, comprehensive student support services that ensure equitable access and clear pathways to student success.

Southwestern Community College District promotes learning and success to prepare students to become critical thinkers and engaged life-long learners/global citizens. The District is committed to continuous improvements through the use of data-informed planning, implementation, and evaluation.

Southwestern Community College District utilizes a variety of instructional modalities to provide educational and career opportunities in the following areas: Associate degree and certificate programs, transfer, professional, technical and career advancement, foundational skills, personal enrichment, and continuing education.

Vision Statement

Southwestern College is the leader in equitable education that transforms the lives of students and communities.

Value Statements

Student Success - Southwestern College provides a student-centered environment, through equitable access, opportunity, support, and clear pathways that enable students to achieve their educational and professional goals.

Equity - Southwestern College intentionally identifies and removes barriers to cultivate success for all, and purposely addresses the effects of systemic inequities.

Scholarship - Southwestern College inspires students to become lifelong learners and responsible global thinkers.

Professional Excellence - Southwestern College continuously supports and educates all employees to ensure effective collaboration, support student success, and uphold the highest professional standards.

Cultural Proficiency - Southwestern College engages in cultural proficiency by providing a rich learning environment that embraces our cultural differences and experiences.

Sustainability of Stewardship - Southwestern College utilizes natural, financial and physical resources effectively, equitably, and respectfully.

Community - Southwestern College bridges the gap between higher education, civic engagement, and economic well-being to the community we serve.

Inclusionary Practices - Southwestern College actively honors and respects diversity to foster a safe and welcoming community where all are inspired to participate and realize a sense of belonging.

Definitions for Diversity, Equity, and Inclusion

Diversity

Diversity is all differences and similarities including all human traits, experiences, beliefs, and backgrounds that make each individual unique.

Equity

Equity is intentionally identifying and removing barriers to ensure access and provide meaningful opportunities and support for all to succeed.

Inclusion

Inclusion is actively honoring and respecting diversity to foster a safe welcoming community where all are inspired to participate and realize a sense of belonging.

SWC Student Learning Outcome Handbook

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What are SLOs and where can I find them?

Student learning outcomes (SLOs) are statements describing what students should demonstrate, represent or produce because of what and how they have learned (Maki, 2010).

Course-level SLOs can be found on the course outline of record in CurricUNET and on the Outcomes Assessment Timeline (OAT). OATs can be obtained from the Southwestern College (SWC) website or by contacting the SLO liaison for your discipline.

There are several types of SLOs.

- **Course-level Student Learning Outcomes (CSLOs)** are linked to specific courses, workshops, and tutoring sessions.
- **Program-level Student Learning Outcomes (PSLOs)** are linked to a specific program or major. PSLOs should be assessed after the completion of a series of courses in a program, degree, or certificate.
- **General Education Student Learning Outcomes (GESLOs)** are linked to categories of study within the three general education plans at SWC.
- **Institutional Student Learning Outcomes (ISLOs)** describe the knowledge, skills, abilities and attitudes students should master as a result of their overall college experience.

SLO Assessment Process

What is the assessment process?

Assessment of learning is the process of systematically collecting information about student learning in order to evaluate the effectiveness and quality of instruction. Assessment results are analyzed and then used to make improvements in the classroom and academic programs in order to maximize student learning. Students are supported when assessment results guide institution-wide decision-making ensuring that allocations of human, technology, physical, and financial resources are sufficient to support student needs, learning, and success.

There are many ways to assess student progress, and the measurement of student learning outcomes (SLOs) is one approach. When working with SLO assessment much will seem familiar as Southwestern College has been conducting various types of assessments since the institution's inception.

The SLO assessment process involves:

1. Writing and/or revising outcomes
2. Communicating outcomes (including providing instruction and/or services)
3. Measuring outcomes and collecting disaggregated data
4. Storing disaggregated data
5. Meeting to discuss and analyze disaggregated data
6. Creating a plan for improvement, if deemed necessary
7. Implementing new plan(s) by restarting this cycle and collecting more data

Please Note:

- SLO assessment is a process. Although the term “assessment” has been used synonymously with the term “measurement,” they are not the same. The act of measuring an outcome is only one part of the assessment process. The end result of SLO assessment is to improve student learning. If action is not taken on the assessment results collected then the process is incomplete and the collection of assessment results is futile.
- According to Southwestern College [Board Policy 4350](#) and [Administrative Procedure 4350](#), SLO assessment results cannot be used in the following ways:
 - Punitively or as a means of determining faculty or staff salaries or rewards;
 - To impinge upon the Academic Freedom or professional rights of faculty established in the education code;
 - To evaluate the end of the student's experience or merely to be accountable to outside parties;
 - As a single mode of assessment to answer all questions or strictly determine program or unit decisions.

- Assessment data will be used to:
 - Inform teaching practices;
 - Improve student services and support;
 - Guide the design of courses and programs, and
 - Guide decision-making processes regarding the allocation of human, technology, physical, and financial resources.

The assessment of SLOs falls under the umbrella of “action research.” Its specific purpose is to improve processes and guide decision-making. While the collection of data should be systematic and disciplined, its aim is not to collect empirical and generalizable data for controlled scientific inquiry. The data collected should be reliable enough so that your discipline or unit at SWC can make informed decisions, but does not need to be generalizable beyond your area or our campus.

Data from outcomes assessment is integrated into program review. Program review is used as the basis of institution-wide decision-making and guides decisions regarding the allocation of human, technology, physical and financial, resources. The reporting of outcomes assessment in program review is required.

SLO Responsibilities

What are my SLO responsibilities?

“The Accrediting Commission for Community and Junior Colleges (ACCJC) has indicated its position that outcomes assessment is not an optional activity, but rather an obligation to be included in the regular work activities of faculty and other college personnel and a practice that should be incorporated into decision making and other processes of all colleges” (Academic Senate for California Community Colleges (ASCCC), 2010).

According to the Southwestern College Education Association’s (SCEA) contract July 2017-June 2020 (pages 68-69), faculty shall:

- Work collaboratively to establish (or in some cases review/adjust) a three year SLO assessment timeline and process for assessing all SLOs in courses, programs, and/or services in said discipline unit.
- Ensure that the SLO timeline for assessment is aligned with the Program Review Cycle.
- Review, write, and/or revise outcomes as needed, analyze outcomes, and develop and evaluate plan(s) for course/program/services improvement.
- Assess all discipline SLOs once over a three-year timespan.
- Not assess more than three SLOs per class in a single semester.
- Consider and use results of SLO assessment when developing and implanting plans to improve the delivery of instructional/non-instructional services as needed.
- Enter disaggregated student learning outcome data into the data system adopted by SWC.

Other SLO Assessment Guidelines

When are SLOs assessed?

Assessment dates for SLOs are recorded on the Outcomes Assessment Timeless (OATs). The OATs detail when an SLO should be assessed and when the results are to be discussed. OATs can be obtained from the SWC website or by contacting the SLO liaison for your discipline.

Who can help with SLO assessment?

Generally, faculty work with faculty on SLO assessment. SLO results are discussed among faculty members at discipline meetings, SLO breakout sessions, and other meetings as arranged by faculty. Meetings organized through professional development are available for flex and hurdle credit.

To assist with SLO assessment Southwestern College has implemented discipline SLO liaisons. SLO liaisons:

1. Advise faculty on the creation and modification of SLOs as needed
2. Advise faculty in the creation of rubrics and assessment tools for collecting SLO data
3. Advise faculty in the creation of outcomes assessment timelines (OATs) and informing faculty of deadline stated in the OATs
4. Facilitate faculty input of SLO data into eLumen and storage of discussion notes
5. Coordinate faculty discussions on assessment data review, creation of action plans, and use of SLO assessment results in program review
6. Input and manage all approved new, modified, and inactivated SLOs into eLumen as needed
7. Create and distribute SLO packages to faculty as stated in OATs via eLumen each semester
8. Run eLumen reports for discipline faculty review
9. Facilitate workshops on SLO assessment as needed

Further, two SLO Co-Coordinators support SLO liaisons efforts. Faculty may also contact an SLO Co-Coordinator as well.

Acknowledgments

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