SLO Assessment Cycle Planning

Use the worksheet as part of your collaborative discussions with faculty to accomplish several important components of the SLO Assessment Cycle. Please use one worksheet per course. At the end of this worksheet, use the table provided to map out your systematic approach to the SLO assessment cycle for the SLOs for this course for the coming 2-3 years.

Course Name: type the name of your course/context here  Course Number: type the number of the course/context here

CSLO #1  Click here to enter text.
CSLO #2  Click here to enter text.
CSLO #3  Click here to enter text.

Creating and Evaluating SLOs Based on Course Objectives or Department Mission

SLOs state what skills/knowledge/abilities students will possess after completing one or more course objective(s). Review your course objectives for the major skill/knowledge/ability taught. Write an SLO that expresses the expectation of what a student can perform or demonstrate after completing the course objective(s).

<table>
<thead>
<tr>
<th>SLO – Expectation of What Students can Do (Draft or Current)</th>
<th>Course or Mission Objectives</th>
<th>Major Skills/Concepts/Skills or Abilities Taught or Gained by the CO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>
Creating Assessments in eLumen

Assessments in eLumen are evaluation criteria and parameters established and tailored to measure accurately the degree to which a student can perform or demonstrate those skills/knowledge/abilities established by the outcome.

When you create an assessment in eLumen think of it as creating an “assessment box.” The characteristics of the box are the parameters and criteria for collecting the data and your data is what you put in the box. You can use a generic box to house data for an SLO, a specific box with unique criteria/parameters, or you might create several boxes with different criteria to measure on SLO. Each SLO gets at least one “assessment box.”

Key Questions for Building an “Assessment Box” in eLumen

<table>
<thead>
<tr>
<th>SLO</th>
<th>Is it a formative, interim or summative assessment?</th>
<th>What is an effective assignment/method for measuring this SLO?</th>
<th>Should faculty teaching sections of the course all use the same method/assignment to collect data?</th>
<th>How will I know students have achieved the outcome?</th>
<th>What should my 5-point rubric look like? How much detail?</th>
<th>Will we put in scores collectively or for each individual student?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Creating Action Plans

After collecting data on an SLO, faculty and staff might consider implementing changes to improve student success. Some common actions resulting from assessment are the following:

- Changes to curriculum
- Structural changes to the program
• Policy changes regarding textbooks or standards
• Identifying resource needs
• Need for faculty or staff development

Action plans, once agreed upon by faculty and staff, are housed in eLumen. Over time, more data will be gathered from their experiences implementing actions in an action plan in eLumen, which lead to more discussion and increased student achievement.

Planning a Timeline

The chart below is a more detailed rendering at the micro level of the assessment timeline departments are asked to complete as part of program review. This detailed chart explains steps that can be taken to engage in effective outcomes assessment that creates meaningful improvement in student achievement. This table uses a 2-year window for completing the assessment cycle. Complete one table for each SLO

SLO Plan for Click here to enter text.

<table>
<thead>
<tr>
<th>SLO</th>
<th>Click here to enter text.</th>
<th>Persons Responsible</th>
<th>Status</th>
</tr>
</thead>
</table>
| **Spring 2015 Plan** | • Faculty/Staff meet to review Student Learning Outcomes for a course/context and to create “assessment boxes”  
• SLO liaison makes any changes in CurricUNET through curriculum process (faculty)  
• SLO liaison makes changes to SLOs in eLumen and notifies all faculty/staff  
• SLO liaison creates appropriate “assessment box” in eLumen based on faculty/staff dialog | | |
| **Fall 2015 Implement** | • At the beginning of the semester, the SLO liaison “distributes” an “assessment box” for all SLOs to be assessed that semester.  
• The SLO liaison notifies faculty/staff which SLOs are being assessed, the due dates, and if a specific assessment activity is required. | | |
• The SLO liaison sets up a meeting to discuss the results of the assessment of SLOS early in the next semester.

**Spring 2016 Evaluate**

• The SLO liaison meets with faculty/staff to review data collected in the previous semester.
• Faculty/staff determine what, if any, actions should be taken to improve student achievement of the outcomes.
• The SLO liaison creates an action plan in eLumen for implementation in the following semester. If resources are needed, the action plan may be set aside until those resources are allocated through the program review process.
• If no resources are needed to implement the action plan, the SLO liaison “distributes: the action plan to faculty teaching the course or staff responsible for gathering data.
• The department includes the expected outcome of the action plan as a goal in its next program review.

**Fall 2016 Evaluate/Plan**

• If an action plan was implemented in the previous semester, faculty/staff meet to discuss the results of the plan and what significance it will have on the department and the program.
• New goals and resource needs identified should be included in program review
• SLOs may be revised, new ones created.

### Now It’s Your Turn

Using the model above, create a detailed plan for accomplishing the steps of the assessment cycle for one or more SLOs for your course. Complete one table for each SLO

<table>
<thead>
<tr>
<th>SLOs</th>
<th>Click here to enter text.</th>
<th>Persons Responsible</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to</td>
</tr>
<tr>
<td>Enter text.</td>
<td>• Click here to enter text.</td>
<td>Enter text.</td>
<td>Enter text.</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>• Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>