

DOCUMENT 1

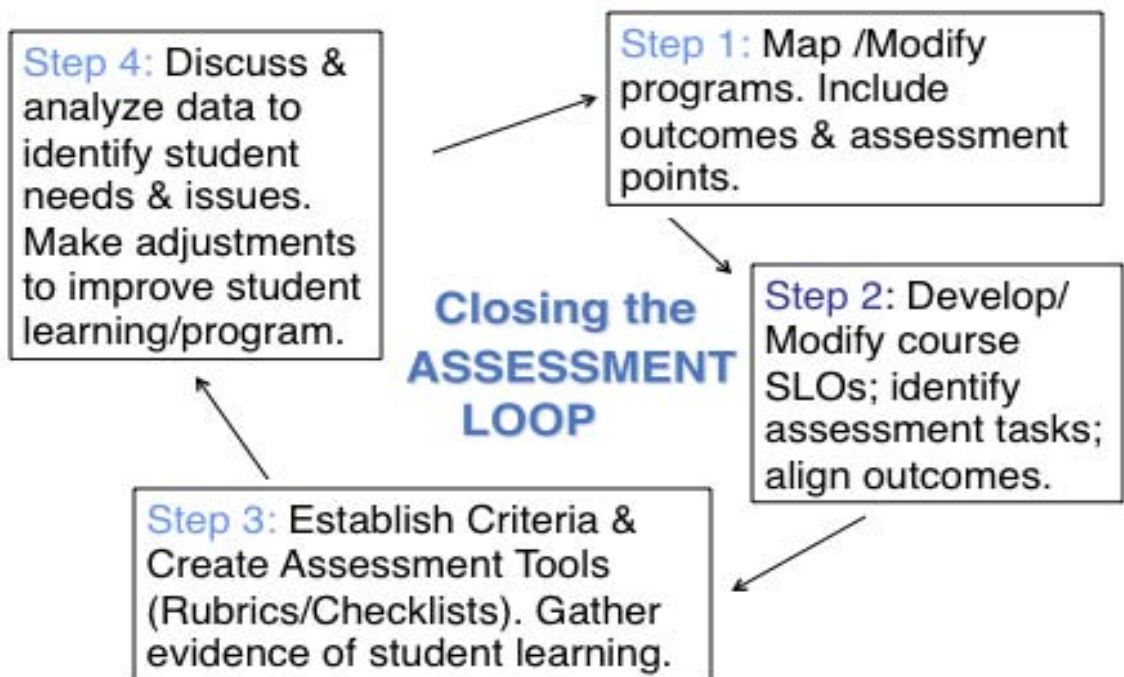
STUDENT LEARNING OUTCOMES ASSESSMENT

Where the Accrediting Commission (ACCJC) expects all colleges to be in 2012

Proficiency	<ul style="list-style-type: none">• Student learning outcomes and authentic assessment are in place for courses, programs and degrees.• Results of assessment are being used for improvement and further alignment of institution-wide practices.• There is widespread institutional dialogue about the results.• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.• Appropriate resources continue to be allocated and fine-tuned.• Comprehensive assessment reports exist and are completed on a regular basis.• Course student learning outcomes are aligned with degree student learning outcomes.• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
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Phases of Student Learning Outcomes Assessment: : Instructional Programs

Most instructional departments and programs at Merritt have been assessed as being in one of four phases of the Assessment Process, corresponding to the steps outlined in the “Assessment Loop” below.



INSTRUCTIONAL PROGRAMS

PHASE ONE: : STEP ONE

PHASE ONE/Step One: :

- **Develop program learning outcomes**
- **Create program maps**
- **Write course outcomes for stand-alone courses**

Disciplines/Departments/Programs In Phase One:

ESL	Basic Landscape
Horticulture	Geology
Medical Assistant	Fire Science
Natural science	Humanities
Real Estate	Human Services
Recreation	Spanish

Description of Phase One

In this phase the program or discipline identifies the program learning outcomes and maps the courses that comprise the program's degrees and certificates.

- Develop program outcomes in dialogue with others in the department, in the college or in the community.
- Align program outcomes with Institutional Learning Outcomes.
- Learn mapping conventions.
- Dialogue with members of the program or discipline (and with other faculty and community or industry partners) to write or modify program learning outcomes and program map.
- Work with mapping assistant to create a PPT map of the program or complete SLO addendum for course outcomes and assessment tasks.

DESIRED PARTICIPATION: 75% of the faculty in the program and at least one student. It is highly recommended that other faculty or community partners participate in the drafting of outcomes for programs that offer degrees and certificates.

INSTRUCTIONAL PROGRAMS

PHASE TWO: : STEP TWO

PHASE TWO/Step Two: :

- **Align program outcomes with courses.**
- **Write course outcomes.**

Disciplines/Departments/Programs In Phase Two:

Administration of Justice	Community Social Services
Police Science	CIS
African American Studies	English
Anthropology	Environmental Studies
Business	LNHT: : Nursery Management
Child Development	Nutrition
• Full Certificate	+Dietary Manager
• Assistant Teacher	+Dietary Assistant (1)
• Associate Teacher	+Dietetic Technology
• Early Intervention	Paralegal Studies
• Violence intervention	Vocational Nursing
Communications	

Description of Phase Two

- Learn about course outcomes versus exit skills/objectives.
- In dialogue with the faculty in the program or discipline (and other faculty and community and industry partners as appropriate), write outcomes for the **five** most frequently offered courses.

Step Two in the Assessment Loop: : Identifying assessment tasks

When we write student learning outcomes, we always need to think about the assessment tasks or assignments we envision our students completing in order to demonstrate their learning. This helps ground our aspirations for student learning in reality.

NOTE: : Create outcomes with assessment in mind.
How do you plan to gather evidence of student learning?

INSTRUCTIONAL PROGRAMS

PHASE THREE: : STEP THREE

PHASE THREE/Step Three: :

- **Develop plans and tools for assessment**
- **Gather evidence of student learning**

Disciplines/Departments/Programs In Phase Three:

Chemistry

Associate Degree Nursing

Radiologic Science

Description of Phase Three

- Decide when assessments will occur in the program and course.
- Map key assessment points in the program map (if not completed in phase one.)
- Identify which assignments allow students to demonstrate achievement of outcomes or develop assessment tasks (talk with others about these).
- Develop criteria for these tasks: : *scoring guides or rubrics*. Attend rubric workshops. Meet with others to decide “what is good. “
- Administer the assessment and gather evidence of student learning.

PHASE FOUR: : STEP FOUR

PHASE FOUR/Step Four:

- **Analyze data**
- **Make adjustments**

Description of Phase Four:

- Analyze evidence of student learning. Dialogue within department to gain better understanding of student learning issues and to decide what actions to take to improve learning.
- Decide what improvements to make to courses and program.
- Write a department report.
- Include this report with the changes/adjustments/improvements and *any resources* needed to implement them in Unit Plan and Program Review.