Step 1: Identify and Write SLOs

- Departments write SLOs.
- Departments incorporate SLOs into the official course outline and submit through Curriculum Committee.
- Departments can change or modify SLOs at any time.
- SLO writing activities can be handled as a department meeting function or a special meeting function.
- SLO writing should include all faculty that teach the course. Multiple sections should include most or all of the faculty that teach the course. Specialty courses taught by one faculty member may have SLOs written by the single faculty member.
- Part-time faculty should be encouraged to participate but are not required.
Example SLOs

If you are able to identify the 3-5 most important things you want students to know or do in your course, you are able to identify the learning outcomes for your course.

- **Psychology:** Students will be able to identify the function of each major component of the human memory system.
- **Political Science:** Students will understand the basic process of how a bill becomes law.
- **Chemistry:** Students will be able to competently select and perform appropriate laboratory procedures commonly used in chemical testing and analysis, including (list).
- **Literature:** Students will be able to compose a thesis that demonstrates understanding of a literary genre in a specific historical period.
- **Any Natural Science Course:** Students will have an understanding of the scientific method.
- **History:** Students will be able to understand the difference between primary and secondary source documentation.
- **Nursing:** Students will know how to accurately take a patient’s blood pressure.
- **Health:** Students will be able to monitor their own caloric intake.
Step 2: Assess SLOs

• Departments assess all SLOs for each active course. Departments may design and implement their own assessments.

• Departments may choose from a variety of assessment methods.

• Assessment methods typically mirror individual student assessment methods.

• Findings are reported in the annual Unit Plan and each Program Review report.

• Department chairs (or designees) facilitate the activity with contribution from fulltime Department members. Part-time faculty are not required, but should be encouraged to participate.

Assessment Methods
• Multiple Choice Exams
• Licensing Exams
• Standardized Tests
• Checklists
• Essays
• Case Studies
• Speeches
• Debates
• Product Creation
• Special Reports
• Flowcharts
• Diagrams
• Portfolios
• Exit Surveys
• Team Projects
• Surveys
Step 3: Analyze Assessment Findings

• Departments or faculty involved with teaching the assessed course discuss findings.

• Faculty participants look for what students are learning and what students are not learning.

• Faculty participants discuss possible solutions and how the solutions could be implemented.

• The SLO Committee is looking into online applications that will help store, manage and assess Department SLO records and information.
Step 4: Develop Improvement Strategy

• Departments develop a learning improvement strategy for all courses based on SLO assessment findings.

• Strategy is incorporated into the Unit Plan and Program Review.

• Example elements of the strategy could call for improvements in pedagogy, curriculum, student work, program procedures, learning support services, academic infrastructure, and more.

• The activity should be handled as a Department meeting agenda item but will likely require writing outside of the Department meeting.

• Department chairs (or designees) facilitate this activity with contribution from fulltime Department members. Part-time faculty are not required to participate, but should be encouraged to get involved.
Step 5: Implement Improvement Strategy

• Departments regularly review strategy implementation progress.
• Individuals within the Department implement the strategy on an ongoing basis.
• Part-time faculty should be familiarized with the strategy and encouraged to incorporate appropriate elements.
• Implementation progress is documented in the Unit Plan and Program Review.

• This activity is integrated into the ongoing work of the Department and incorporated into regular professional development activities.