



Cañada College

Assessment Manual

Prepared for
Planning and Budgeting Council (PBC)

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I. Assessment at Cañada College

Overview

Cañada College's commitment to providing exceptional educational opportunities for its community is demonstrated by its robust processes of assessment of student learning and Program Review. Both processes, which are mandated by the ACCJC, are integrated into the culture of the college. As a student-centered institution, we engage in assessment, evaluation and reflection in order to gauge our effectiveness at an institutional, service area, program, and course level.

Cañada College has a dual approach to outcomes assessment:

- Student Learning Outcomes (SLOs) are statements about what students will know, feel or be able to do as a result of an educational experience. SLOs exist at the course, program and institutional (General Education) level. Direct assessment through formative and summative assessments, assignment grades, and assessment of student learning outcomes is done at the course and program levels, as well as with curriculum maps demonstrating alignment from the course up through program and institutional levels. Each spring, the college uses multiple measures to assess institutional learning outcomes.
- Services Area outcomes (SAOs) are statements describing what the student services and administrative units intend to achieve in support of student learning. Assessment of SAOs may come in the form of surveys across student services and administrative units related to "client satisfaction."

Oversight

The Academic Senate, through its Curriculum Committee, ensures that all courses have appropriate Student Learning Outcomes that are developed and assessed by faculty. The Student Learning Outcomes Coordinator, a faculty member, leads the effort to coordinate the institutional, program, and course level student learning outcomes. The college's Administrative, Instruction, and Student Services Planning Councils ensure that SLOs, PLOs, and SAOs are assessed regularly and that the impact of those assessments are to improve instruction and non-instructional services. The Mission, Planning and Goals Workgroup of the Planning and Budgeting Council provides overall leadership and works collaboratively with the three Planning Councils to assure that learning outcomes assessment and institutional effectiveness evaluation activities are taking place and being used to inform college-wide decision processes.

An historical accounting of the college's approach to student learning outcomes assessment can be found in Appendix A.

Assessment Informs Decision Making

Individual programs engage in annual ongoing cycles of assessment, evaluation, reflection, planning and revision. Discussion of assessment results takes place at departmental, program and division meetings. The biennial Program Review Self Study requires faculty and staff to report on the impact of course and program SLOs. This report necessitates departmental conversation (see division meeting minutes) regarding the quality and effectiveness of our courses, programs and services. These Self Studies are reviewed by the Instruction, Student Services, and Administrative Planning Councils and are posted on the college's Program Review [website](#).

The Purpose of Assessment

Assessment of learning outcomes:

- enables faculty and staff to provide improved feedback, guidance, and mentoring to students in order to help them better plan and execute their educational goals.
- helps us design and modify programs to better promote student learning and success.
- helps us understand how different groups of students experience the college differently so as to adapt our courses and programs to the needs and capacities of all students.
- helps us understand how our different courses and programs affect students over time so that we can better coordinate and sequence the student's experience to produce more and deeper learning.

Assessment of learning outcomes is NOT:

- an end to itself. Assessment that does not help us to promote student learning is a waste of time.
- limited to quantitative data but may also be expressed as a narrative or a performance.
- to be punitively or as a means of determining faculty or staff salaries or rewards.
- used in a way that will impinge upon the academic freedom or professional rights of faculty. Individual faculty members must continue to exercise their best professional judgment in matters of grading and discipline.
- assumed to be able answer all questions about all students.

II. Shared Understanding through Common Definitions

Goals

Goals are broad statements about educational purpose for a specific lesson, course, program or institution. At the institutional level, a goal can be the mission statement. At the course level, a goal might answer the question, "Why do I have to take this class?"

Objectives

At the course level, objectives represent valuable skills, tools, or content that enable a student to engage a particular subject. Objectives can often be numerous and highly detailed. Assessing and reporting on each objective for each student may be impossible.

Student Learning Outcomes

A Student Learning Outcome is a clear statement of what a student should learn and be able to demonstrate upon completing a unit, course, program, or collegiate experience. It describes the measurable knowledge, skills, abilities or attitudes that students should attain by the end of a learning process.

SLO or Course Objective?

Course objectives are not equivalent to learning outcomes. "Objectives are the key elements which must be taught each time the course is taught. (The Course Outline of Record: A Curriculum Reference Guide, adopted spring 2008 by the Academic Senate for California Community Colleges.) Course SLOs are the intended learning outcomes; objectives are the things that must be taught and/or covered in order to achieve those learning outcomes. Sometimes, these things are very close; often, they are quite distinct." ([March, 2009 ACCJC Newsletter, p. 3](#)).

SLOs and Grades

Grades are not equivalent to learning outcomes. The following chart demonstrates the difference between grades and a SLO. The grade is the indicator of the student's overall achievement in meeting course requirements. The SLO assessment, on the other hand, indicates, at a more specific level, how well students achieved a particular Learning Outcome, enabling the faculty member to proceed with interventions as necessary.

Criteria (Learning Outcome)	Student 1	Student 2	Student 3	Student 4	Average SLO Assessment
Interviews and Participant Observation (up to 4 points)	4	4	2	2	3
Library and Internet Resources (up to 4 points)	3	3	1	1	2
Content (up to 2 points)	2	1	2	1	1.5
Mechanics (up to 2 point)	2	0	2	0	1
Assignment total:	11	8	7	4	
Grade awarded:	A	B	C	D	

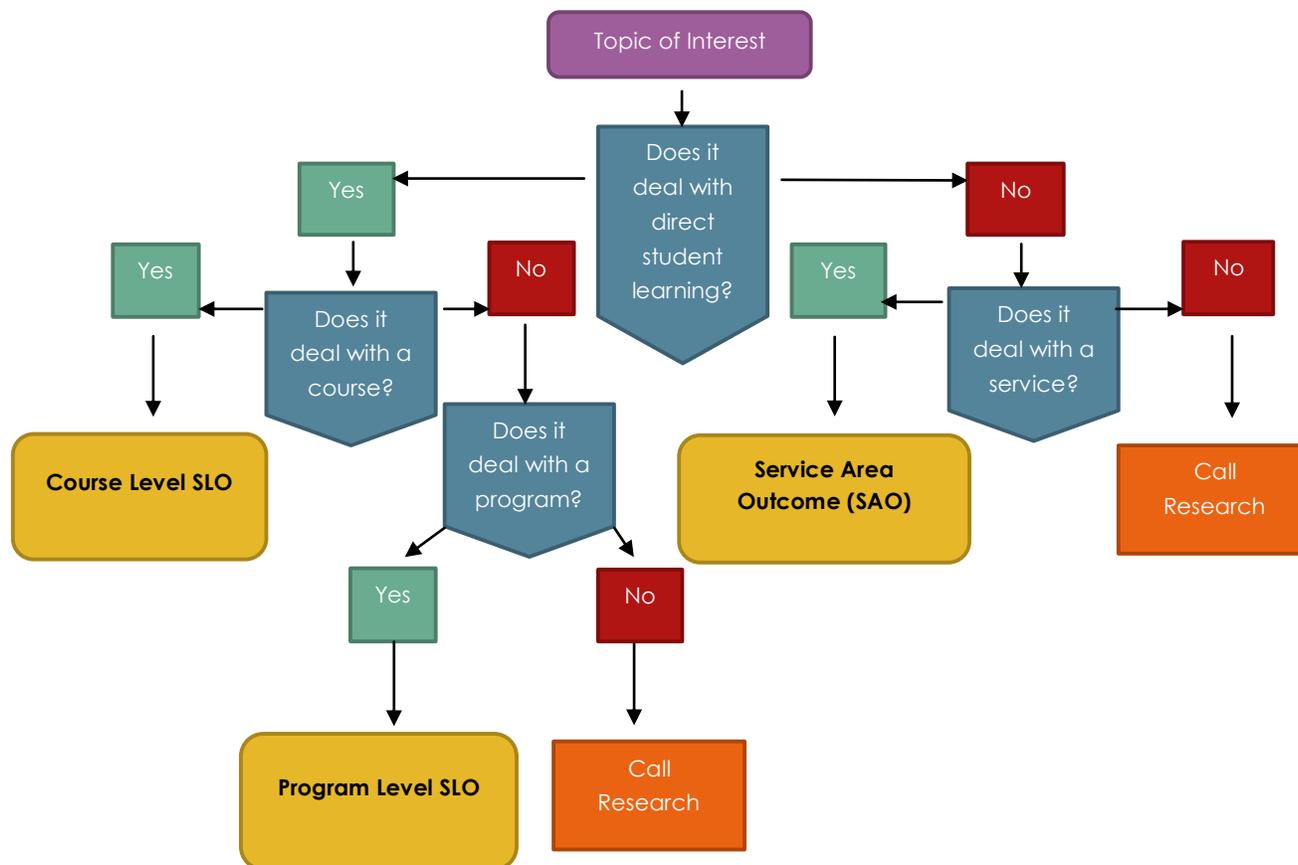
Service Area Outcomes

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or understand as a result a training session, professional development, or interaction with a Student Service or Administrative unit. SAOs identify activities that are critical and central to the unit. Designed and developed by the faculty, managers and classified staff of the unit, these statements provide evidence that positive client reaction has occurred as a result of a specific service. These statements are very similar to SLOs in that they examine the result of an experience but SAOs deal exclusively with non-instructional services provided to students or other members of the campus community. As a result of SAO assessment, improvements could be made to improve services by increasing staff development, purchasing equipment, modifying software, or developing new processes.

Although ACCJC has developed [institutional effectiveness rubrics](#) to measure program review, planning, and student learning outcomes, service area outcomes (SAOs), specifically, have not yet been addressed (or required) by ACCJC.

SLO or SAO?

The following flow chart simply demonstrates the differences among course level SLOs, program level SLOs, and service area outcomes (SAO).



Assessment

Assessment is the continuous process of systematically collecting, evaluating, and using information about student/client experience to improve the teaching and learning experience in the classroom, program, service unit, or general education program. The college uses assessment methods to gather evidence, evaluate quality, and determine if, and how well, performance matches learning or service expectations. The purpose of assessment is to use the results, whether they indicate strengths or challenges, to inform meaningful dialogue among colleagues about how instruction and non-instructional services can be modified to engage students in the learning process and sustain institutional effectiveness. Assessment methods take several forms including pre/post tests, essays, embedded questions in exams, surveys, and ePortfolios that demonstrate student/client achievement.

III. The Details Assessment

Developing SLOs and SAOs

SLOs are developed and assessed by the faculty, staff, and managers for their respective courses, programs, and/or services. SLOs and SAOs should be S.M.A.R.T.

- **Specific** – clear, definite terms describing the abilities, knowledge, values, attitudes and performance desired. Use action words or concrete verbs.
- **Measurable** – Your SLO should have a measurable outcome and a target can be set, so that you can determine when you have reached it.
- **Achievable** – Know the outcome is something your students can accomplish
- **Realistic** – make sure the outcome is practical in that it can be achieved in a reasonable time frame
- **Time-bound** – When will the outcome be done? Identify a specific timeframe.

Resource: O'Neill J., & Conzemius A. (2006). *The Power of SMART Goals: Using Goals to Improve Student Learning*. Bloomington, IN: Solution Tree.

Course level SLOs are documented in the Course Outline of Record and must be consistent across all sections of a course. "With SLOs defined in part as the foundation of a course, the ACCJC requirement is that each course has a single set of SLOs that is common to all sections/classes of the course, no matter who teaches the section or class (Standards II.A.6 and II.A.6.c.). This assures that all students will know what to expect as the potential outcomes of completing a course successfully. (March, 2009 ACCJC Newsletter, p. 3). Individual faculty may choose how they will assess the SLOs for their section; these assessments may be coordinated among all instructors for a course.

Documenting SLOs

Course-level SLOs are documented in the Course Outline of Record, and per ACCJC requirement, must be clearly listed on the course syllabus. Program Learning Outcomes are documented on the college's Learning Outcomes website. Instructional Learning Outcomes, equivalent to General Education Learning Outcomes, are documented on the college's Learning Outcomes website and printed in the college catalog.

Role of Faculty in Assessment

The Academic Senate of Cañada College clearly identified the primary role of faculty in student learning outcomes assessment:

*RESOLVED, That the Academic Senate of Cañada College maintains that the development and assessment of student and program learning outcomes falls under **the purview of the faculty**;*

*FURTHER RESOLVED, That the Academic Senate of Cañada College maintains that the processes established for assessment of student and program learning outcomes should be designed to empower faculty to improve their professional abilities as educators and to **encourage meaningful collegial dialogue about improving student learning and program effectiveness**.*

(Please go to Appendix B for the full text)

Role of Administration in Assessment

Based on the Academic Senate's SLO Resolutions, the role of administration is to facilitate and encourage meaningful dialogue of SLO results (including PLO and ILO) in order to improve student learning and program effectiveness by providing time, space, and support for this dialogue.

Deans are encouraged to facilitate SLO conversations at least once to twice per semester and to encourage faculty to document their conversation as well as actions for improvement. The purpose of the dialogue is to focus on program improvement, curriculum alignments, student learning, and best practice on pedagogies, not for faculty evaluation. The result of this dialogue can be included in Program Review Self Studies, as well as the ACCJC Annual Report.

Support for Assessing SLOs and SAOs

The Office of Planning, Research, and Institutional Effectiveness bears the primary responsibility for assisting faculty and staff with their assessment needs. The Curriculum Committee, under the auspices of the Academic Senate, reviews Course SLOs as part of the curriculum review process for new and revised courses. The SLO Coordinator (a) supports faculty engagement in SLO development and assessment, (b) provides tools to assist faculty in this process, and (c) encourages meaningful collegial dialogue about improving student learning and program effectiveness. Time is dedicated during professional development sessions (Flex Days) for discussions about assessment results and possible changes in pedagogy to improve results.

Assessment Cycle

Each section of a course should assess at least one SLO each term the course is offered. One strategy might be to assess the same SLO for two consecutive terms, measuring the effects of any changes in the course made as a response to the first term's assessments. Each SLO for a course should be assessed at least once during a 4-year cycle.

Tracking Assessment Results

The results of course level SLO and some PLO assessments are housed in TracDat, an online database created by Nuventive. For instruction on use of TracDat, please see Appendix A.

Aligning SLOs – PLOs – ILOs

Alignment of course and program level learning outcomes are posted at this website: <http://www.canadacollege.edu/academics/PLO%20Results.php>. Additional alignment reports for course, program and institutional learning outcomes are found in SharePoint (internal secure site for which login and password are required) that all faculty and staff can access. There are a total of 8 kinds of SLO reports:

1. [Alignment Report for Course SLOs to ILOs](#)
2. [Alignment Report for Program SLOs to ILOs](#)
3. Course SLOs Report for individual courses ([SharePoint](#)) (login and pw required, check with Carol Rhodes)
4. Program SLOs Report for individual programs ([SharePoint](#)) (login and pw required, check with Carol Rhodes)
5. ILOs Reports based on Course SLOs ([SharePoint](#)) (login and pw required, check with Chialin Hsieh)
6. Program SLOs Reports based on Course SLOs ([SharePoint](#)) (login and pw required, check with Chialin Hsieh)
7. Degree Program SLOs Reports ([SharePoint](#)) (login and pw required, check with Chialin Hsieh)
8. Certificate Program SLOs Reports ([SharePoint](#)) (login and pw required, check with Chialin Hsieh)

Instructional SLOs



Student Services SLOs and SAOs



Administrative Units SAOs



IV. Institutional-Set Standard for Institutional Learning Outcomes

Cañada College measures achievement of ILOs using multiple measures: (a) student satisfaction survey; (b) student graduation survey; (c) SLO results for each of 5 ILOs; (d) e-portfolio; and/or (e) Community College Survey for Student Engagement.

Each fall semester the Planning and Budgeting Council reviews the prior year's ILO assessment results. The discussion focuses on the achievement results as well as the assessment methodologies. The outcomes and guidance arising from these discussions may impact instructional planning and/or investment of institutional resources such as in the development/implementation of the ePortfolio system. In September 2014, PBC considered whether to set a benchmark for ILO achievement. Action on this item was deferred for one year in order to allow for refinement of assessment methodologies and acquisition of additional longitudinal data.

Detailed reports are available on the college's Learning Outcomes website:

<http://www.canadacollege.edu/academics/iloassessment.php>

Please see PBC, IPC, SSPS, and APC meeting minutes for details.

V. Update for 2013-2014

- Inclusion of SLO in faculty evaluation was added to the new contract language that is ratified in early Fall 2014.
- Timeline shifts: the SLO assessment and program review timeline was moved from late spring (April) to early spring (January) for the 2014/15 cycle.
- Each Program will complete the formal review process every other year, giving more time for better review and feedback by the IPC, SSPC, APC, and campus community. This does not change the policy of reviewing Course SLOs each time a course is taught. Program assessment data will continue to be collected and discussed annually.
- Revised Program Review Template and improved the questions about SLOs from whether program has PLO to what are the changes made as a result of PLO assessment.
- ILO Results (including e-portfolio) are available at the [website](#).
- Institutional-set Standards for ILOs were discussed by all planning councils and approved by PBC.
- [Alignment Report for Course SLOs to ILOs](#)
- [Alignment Report for Program SLOs to ILOs](#)
- Course SLOs Report for individual courses ([SharePoint](#)) (login and pw required, check with Carol Rhodes)
- Program SLOs Report for individual programs ([SharePoint](#)) (login and pw required, check with Carol Rhodes)
- ILOs Reports based on Course SLOs ([SharePoint](#)) (login and pw required, check with Chialin Hsieh)
- Program SLOs Reports based on Course SLOs ([SharePoint](#)) (login and pw required, check with Chialin Hsieh)
- Degree Program SLOs Reports ([SharePoint](#)) (login and pw required, check with Chialin Hsieh)
- Certificate Program SLOs Reports ([SharePoint](#)) (login and pw required, check with Chialin Hsieh)
- Numbers of graduates in each certificate program are published in the catalog.
- Realignment of Course SLOs to 5 (not 4) ILOs.
- Discussions on report formats for SLO results, alignments, and PLO results to make the assessment results more accessible and useful to faculty.
- SLO dialogues at division meetings, department meetings, etc.

IX. Appendix

A. Historical Account of SLOAC at Cañada College

The Student Learning Outcomes and Assessment Cycle (SLOAC) initiative at Cañada College was led by the Student Learning Outcome Advisory Committee, under the auspices of the Academic Senate and the Curriculum Committee. The SLO Advisory Committee, chaired by the SLO Coordinator, created a [SLOAC Philosophy Statement](#) which was adopted by the Academic Senate in October 2005. Along with the Curriculum Committee, the SLO Coordinator led the effort to establish and institutionalize a culture of learning outcome inquiry and to coordinate the development institutional, program, and course level student learning outcomes.

In fall 2012, the functions of the SLO Advisory Committee were integrated into the Instructional Planning Council, the Student Services Planning Council and Administrative Planning Council. In fall 2013, the Planning and Budgeting Council established Workgroups that are aligned with ACCJC accreditation standards. The [Mission, Planning and Goals Workgroup](#) provides leadership and works collaboratively with APC, IPC, and SSPC to assure that learning outcomes assessment and institutional effectiveness evaluation activities are taking place and inform college-wide decision processes.

B. Institutional Student Learning Outcomes

Adopted 9/13/2007, Modified 2/2012, Modified 11/20/2013

1. **Critical Thinking**
Select, evaluate, and use information to investigate a point of view, support a conclusion, or engage in problem solving.
2. **Creativity**
Produce, combine, or synthesize ideas in creative ways within or across disciplines.
3. **Communication**
Use language to effectively convey an idea or a set of facts, including the accurate use of source material and evidence according to institutional and discipline standards.
4. **Community**
Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.
5. **Quantitative Reasoning**
Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to draw appropriate conclusions.

The Institutional Learning Outcomes parallel our General Education Learning Outcomes which the Curriculum Committee APPROVED 11/18/11. The Institutional Learning Outcomes were revised and adopted by the ASGC (11/14/13) and Planning & Budgeting Council (11/20/13).

C. Examples of Course Level SLOs

- BIOL 100: Organize, analyze, and successfully communicate scientific data with clear and meaningful explanations and evaluation.
- ESL 400: Compose college-level expository essays based on response to college-level texts incorporating research following MLA guidelines.
- Health Science 100: Describe prevalent contemporary health concerns and problems, their characteristics and methods of care including (but not limited to) nutrition, mental health conditions, chronic illnesses and infectious diseases.
- ARCH 100: Utilize appropriate tools and equipment for drafting interior spaces; create a set of drawings to scale of an interior space that meets the specifications and techniques of architectural drafting.
- ENGR 100: Formulate and perform elementary engineering calculations to aid the selection of the best design for a simple device.
- ART 204: Students analyze works of drawing, identify basic techniques used in their execution, and make critical aesthetic judgments based on the use of formal elements of art.
- ANTH 126: Classify humans by their evolutionary origins.
- PHIL 190: Define, explain, analyze and evaluate philosophers' core concepts and theories.
- PSYC 106: Identify prejudice in attitudes directed toward people that are representative members of specific social groups.
- MATH 111: Solve linear algebraic equations and inequalities that model a given application.
- ENGL 100: Students will draft a well-supported, argumentative, text-based essay.
- ESL 826: Students will incorporate new vocabulary into writing.
- GEOG 100: Describe the structure and properties of the atmosphere.
- ECON 230: Define, understand and apply economic principles in the context of explaining the rise of a plantation system and slavery.
- COMM 127: Classify and analyze common fallacies of language and thought in argumentative prose and/or oral presentations.
- DANC 220: Perform three blocks of choreography without rest for 20 minutes.
- SPAN 140: Produce and interpret oral and written Spanish at approximately an Advanced High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages)

D. Examples of Program Level SLOs

<http://www.canadacollege.edu/academics/learningoutcomes.php>

- Accounting: Design and manage business documents using current technology to engage in creative problem solving.
- Art: Apply critical thinking in the creative process.
- Biological Science: Use the Scientific Method to investigate biological questions and critically evaluate and effectively communicate scientific data.
- Early Childhood Education: Communicate their understanding of Early Childhood Education/Child Development concepts professionally through written, oral and visual presentations.
- Economics: Analyze social science concepts and theories.
- Spanish: Compare and contrast cultural elements from Spanish speaking countries with their own culture, both within the Latino culture in the United States and American culture in general.
- Psychology: Evaluate diverse viewpoints related to the human experience.
- Paralegal: Use effectively both book and electronic legal research tools, and to identify and use primary and secondary law sources.
- Music: Use the language of the discipline; demonstrate command of critical vocabulary.
- Multimedia Art: Communicate design concepts clearly and concisely (i.e. visual, oral and written).
- Medical Assisting: Apply their education and training to begin employment in health care.
- Kinesiology, Athletics, and Dance: Recognize and evaluate the importance of physical activity in leading a healthy, functional lifestyle and in creating or increasing a sense of well-being.
- Human Services: View the client as a whole person in the context of family and community in assessing the client's strengths and needs.
- English As A Second Language: Produce and interpret oral and written English at an advanced level in order to successfully enter academic or career pathways.
- English: Critically analyze written and oral arguments.
- Math: Use symbolic, graphical, numerical, and written representations of mathematical ideas.
- Engineering: Apply knowledge of math, science, and engineering or computer science to identify, formulate, and solve engineering/computer science problems.
- Financial Literacy: After attending a FAFSA Tuesday workshop, students will be able to name the next three steps they should follow after submitting their FAFSA online.

- Orientation, Assessment, and Registration: After attending a New Student Orientation session students will identify more correct answers (out of 11 questions in the post survey) regarding important college information needed to be successful in their academic and career goals.
- Student Life: Students will learn how to plan an event, know more about campus programs, the diverse cultures on campus and become aware of the social justice needs that exist in our community and in our world.
- Transfer/Articulation: students will be able utilizing transfer and articulation services to complete their transfer goals including the AA-T and AS-T degrees.

E. Examples of Service Area Outcomes

- Counseling: Increase the number of students who visit the counseling center to create a Student Educational Plan (SEP) each semester.
- Financial Literacy: Increase FAFSA application rate by 10% from 2011-12 aid year to 2012-2013 aid year
- Orientation, Assessment, and Registration: Improve connections with potential students by providing more information about assessment testing.
- EOPS, CARE, CalWORKs/TRiO/V-ROC/BTO: strengthen our system of tracking student contacts and incentivizing it with retained active status and/or intrinsic academic rewards such as book vouchers, grants, cultural enrichment, equipment.
- Transfer/Articulation: to enhance the Transfer Center in-reach activities, such as presenting the transfer information in the classrooms at different educational level, provide transfer information specific to majors for a cohort group, and to enhance the Transfer Center webpage to increase the retention and number of transfer students.

F. FAQs for SLOAC

<http://www.canadacollege.edu/inside/slo/plans.html>

http://www.canadacollege.edu/inside/slo/docs/Guidelines%20for%20SLOAC_12_11.docx

1. How many SLOs should I have per course?

At least 3 SLOs for each course.

2. Do SLOs need to be included on a course syllabus?

Yes (per ACCJC standards). Every syllabus must clearly list the Course SLOs.

3. How often should I assess those SLOs?

Each course should have at least one SLO assessed per term that the course is taught. Some assessments provide data for 2 or more SLOs –great! In that case, you can report on 2 SLOs. Department faculty can determine which SLOs will be assessed each term for each course.

One strategy might be to assess the same SLO for 2 consecutive terms, measuring the effects of any changes in the course made as a response to the first term's assessments.

Each SLO for a course should be assessed at least once during a 4-year cycle.

4. When do I file my assessment results?

After assessment and reflection are completed on a SLO for a course. This could be anytime during the term the course is taught, and no later than 7 days after grades are due for that term. This allows you time to discuss with colleagues any changes that might be implemented before the following term starts.

5. How do I file those results?

If you did not notify the Lead Faculty last Flex Day of the course and SLO that you were planning to assess this term, then do that now. They will make that an assignment in Tracdat and forward you an email containing a link. **Note the course number listed in the email.** Click on that link to go straight to the Results page for that SLO.

**6. The results from last term are in the field box where I should file this term's results.
Now what?**

Now click "Assignment Completed" at the bottom of that page and request the Lead Faculty send out another assignment link.

7. What's next?

- Assemble any data you have that assesses student achievement for that SLO.
- If you plan to upload any supporting documents, name them as follows:

Course Number_SLOnickname_Results and term. "SLO nickname" is the first text in the SLO field.

Examples are:

BIOL132_scimethod_resultsSp10

ENGL100_essay_resultsF10

Other document types in these folders could be **rubric, assignment, testquestion**. We need to easily find **results** versus these other doc types.

- Go to the link in that email. It will list the SLO and have a blank field for RESULTS. **You know which course it refers to because you wrote that down earlier. It may not be included in the open window.** Describe the results, in a narrative form or whatever way seems appropriate.
- Select one choice from the RESULT TYPE drop down menu: Criterion MET, UNMET, or INCONCLUSIVE. You don't need quantitatively significant data to make a conclusion. Use your professional judgment in addition to any evidence. In other words, did students achieve the SLO?
- Below that Results field are the highlighted words "Related Documents". Click here to get a screen that lets you upload docs from your computer or from the web (select "browse" and select doc or link to url). The Documents should be filed in the course folder from the drop down menu for FOLDERS. If the correct course folder is not listed here, then the Faculty Lead needs to create them. That's the person that sent you the email with this assignment.
- ACTION PLAN drop down menu: Action completed, Action in Progress, or no Action Needed. If you select "Action in Progress", then another box opens

with space to describe the action and deadline and who is responsible for it. Go ahead and fill these fields in, as needed. Not every tracdat request will ask you to do these Action Plans, as there will be one Action Plan per SLO and someone else may be assigned to enter that plan.

- Once you hit SUBMIT, there's no returning to any of these fields. After you SUBMIT, there will be an option to select ASSIGNMENT COMPLETED, but don't do this! It will block anyone else from adding their results. Simply close the window.

8. **Records of Student Learning Outcomes and Assessments for both academic courses and student service programs** are kept in the [TracDat database](#), with summary reports on the [SLOAC Sharepoint site](#), and in [program review documentation](#).

- [Sharepoint - Internal SLOAC Website](#) (available for Cañada SLO collaboration)

username: your district email address including the @smccd.edu

(example: [mac@smccd.edu](#))

password: your district email password

G. Academic Senate Resolutions Regarding SLOs

Faculty campus-wide voted to approve four resolutions pertaining to Student Learning Outcomes that were proposed by Doug Hirzel, Biology Professor and Accreditation Co-Chair. The Resolutions affirm the primacy of faculty in the SLO process, support publication of SLOs to students, restate opposition to use of SLO achievement in faculty evaluations, and urge our Performance Evaluation Task Force to determine how to comply with the ACCJC requirement regarding SLOs in evaluations.

RESOLUTION 1:

Support of Faculty Primacy in the Development and Assessment of Student Learning Outcomes and in Their Use to Improve Student Learning and Program Effectiveness

WHEREAS, The professional duties and responsibilities of faculty include evaluation of student performance and evaluation and revision of courses and programs (*AFT Contract 2006-2009 Appendix D*);

WHEREAS, The Academic Senate of Cañada College maintains the primary, active and essential role of faculty in the development and use of SLOs; the SLO Assessment Cycle is not intrusive on the principle of academic freedom or the professional rights of faculty under the 10+1 agreement (*Instructional SLOAC Philosophy Statement for Cañada College, 2005*);

WHEREAS, Cañada College lists as one of its strategic goals to "Base all curricular and programming decisions on data driven strategies;" (*Goal 1, Educational Master Plan of 2008-2012*)

WHEREAS, Cañada College identifies the assessment of institutional SLOs as a tool for improving effectiveness in teaching and learning (*Strategic Direction 1, Educational Master Plan of 2012-15*);

WHEREAS, The California Education Code §70902 (b) (7) makes direct reference to "the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards;"

WHEREAS, The 2002 Accreditation Standards of ACCJC require that colleges incorporate measurable student learning outcomes at the course, program, degree and institutional levels;

WHEREAS, The Academic Senate for California Community Colleges maintains that "outcomes assessment is a productive activity that can improve teaching practices and thus enhance student learning," and that "faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is good professional practice that can benefit programs and students" (*Guiding Principles for SLO Assessment, 2010*);

WHEREAS, the development and assessment of student and program learning outcomes does not infringe upon Academic Freedom as such is defined by the *1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments* (AAUP Policy Tenth Edition 2006);

RESOLVED, That the Academic Senate of Cañada College maintains that the development and assessment of student and program learning outcomes falls under the purview of the faculty;

FURTHER RESOLVED, That the Academic Senate of Cañada College maintains that the processes established for assessment of student and program learning outcomes should be designed to empower

faculty to improve their professional abilities as educators and to encourage meaningful collegial dialogue about improving student learning and program effectiveness.

RESOLUTION 2:

Support of Publication of Student and Program Learning Outcomes

WHEREAS, The values of Cañada College include student success, accountability and transparency (*Educational Master Plan of 2012-15*);

WHEREAS, "SLOAC provides improved feedback, guidance, and mentoring to students in order to help them better plan and execute their educational goals" (*Instructional SLOAC Philosophy Statement for Cañada College, 2005*);

WHEREAS, When academic standards and expectations are made transparent, students have a clear understanding of what is required of them in order to attain a desired level of academic success;

WHEREAS, Many students experience greater motivation to learn when they understand how a course or program may benefit them and further their educational and professional goals;

WHEREAS, Student Learning Outcomes are a binding part and driving force of what is taught since faculty are required to follow the principles of the course outline of record, but faculty retain academic freedom in HOW they help students to achieve the SLOs;

WHEREAS, Recognition and implementation of specified student learning outcomes ensures that a student taking any section of a course will be expected to achieve the same fundamental outcomes, regardless of the method of instruction utilized;

WHEREAS, The Academic Senate for California Community Colleges supports the alignment of SLOs from the course level upward through the program and institutional level (*Guiding Principles for SLO Assessment, 2010*);

WHEREAS, Standard II.A.6 of the 2002 Accreditation Standards requires that the college "describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline;"

WHEREAS, In its *Rubric for Evaluating Institutional Effectiveness - Part III: Student Learning Outcomes*, ACCJC requires that "students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled;"

RESOLVED, That the Academic Senate of Cañada College strongly encourages all faculty to promote transparency and accountability by including student learning outcomes in their course syllabus and supports the publication of learning outcomes for programs in the Cañada College Catalog and on the Cañada College website.

RESOLUTION 3:

Opposition to the Use of Student Learning Outcome Attainment in Faculty Evaluation

WHEREAS, The evaluation of faculty is a contractual issue whose process is governed by the Collective Bargaining Agreement between the SMCCCD and the faculty, represented by the San Mateo Community College Federation of Teachers, AFT 1493;

WHEREAS, Standard III.A.1.c of the 2002 Accreditation Standards states, "Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes;"

WHEREAS, Varying and conflicting interpretations of Standard III.A.1.c have caused concern among faculty and institutions and have not been clarified by the "Questions to Use in Institutional Evaluation" provided by the ACCJC *Guide to Evaluating Institutions*, 2011;

WHEREAS, The Academic Senate of Cañada College declared that SLOAC will not be used "punitively or as a means of determining faculty or staff salaries or rewards" (*Instructional SLOAC Philosophy Statement for Cañada College*, 2005);

WHEREAS, The Academic Senate for California Community Colleges states that "using SLOs as a basis for faculty evaluations (III.A.1.c) demonstrates an egregious disregard for local bargaining authority and interjects a threatening tone into what the ACCJC claims is a collegial peer process" (*The Accreditation Standards: Implementation*, 2004);

WHEREAS, The Academic Senate for California Community Colleges affirmed its "opposition to including the attainment of student learning outcomes as an aspect of individual faculty evaluations," and declared its intent to work with ACCJC "to ensure that accreditation recommendations do not use student learning outcomes in any manner that would undermine either local bargaining authority or the academic freedom of individual faculty members" (Resolution 2.01, 2008);

RESOLVED, That the Academic Senate of Cañada College affirms that the attainment of student learning outcomes should not be used as an aspect of individual faculty evaluation;

FURTHER RESOLVED, That the Academic Senate of Cañada College will work with the ACCJC and with other concerned statewide faculty organizations to ensure that accreditation recommendations do not use student learning outcomes in any manner that would undermine either local bargaining processes or the academic freedom of individual faculty members.

RESOLUTION 4:

Support for the PETF to Address the ACCJC Requirement Pertaining to the role of SLOAC in Faculty Evaluation

WHEREAS, The evaluation of faculty is a contractual issue whose process is governed by the Collective Bargaining Agreement between the SMCCCD and the faculty, represented by the San Mateo Community College Federation of Teachers, AFT 1493;

WHEREAS, The faculty of Cañada College are committed to the development, use and assessment of student learning outcomes and program learning outcomes as a means of improving student learning and program effectiveness (*Instructional SLOAC Philosophy Statement for Cañada College*, 2005);

WHEREAS, Standard III.A.1.c of the 2002 Accreditation Standards states, "Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes;"

WHEREAS, The Academic Senate of Cañada College is opposed to including the attainment [emphasis added] of student learning outcomes as an aspect of individual faculty evaluations;

WHEREAS, Reflection and self-assessment practices are hallmarks of good educators, and evaluation and revision of curricula and programs fall under the purview of faculty;

RESOLVED, That the Academic Senate of Cañada College supports the Performance Evaluation Task Force in developing an effective and legal method to address the ACCJC requirement pertaining to faculty evaluation and student learning outcomes.

*<http://www.canadacollege.edu/inside/slo/updates.html>
April 25, 2012.*

H. Program Learning Outcomes now part of Tracdat and College Catalog

All Programs now have their PLOs (reviewed March 11, 2012 on Flex Day) as part of the Program database in Tracdat. In addition these PLOs will be published in the next College Catalog in Fall 2012.

I. Entering Course SLO Results into TracDat – Quick Guide

IMPORTANT: If you choose to have someone else enter your Results, please send the information indicated below for each SLO that you are assessing.

Here's how it works:

1. You receive an email, forwarded to you by a Faculty Lead for TracDat, that asks you to file results for a particular SLO for a course. **Note the course number** and assemble your assessment results for that SLO.
2. TIP: If you plan to upload any supporting documents, name them as follows:

Course Number_SLOnickname_Results and term. "SLO nickname" is the first text in the SLO field. Examples

are: BIOL132_scimethod_resultsSp10 ENGL100_thesis_resultsF10

Other document types in these folders will be **rubric, assignment, testquestion**. We need to easily find **RESULTS** versus these other doc types.

3. Go to the link in that email. It will list the SLO and have a blank field for RESULTS. **You know which course it refers to because you wrote that down earlier.** Describe the results, in a narrative form or whatever way seems appropriate. You can include your interpretation of the Results, as shown below in this example.

4. Select one choice from the RESULT TYPE drop down menu: Criterion MET, UNMET, or INCONCLUSIVE. You don't need quantitatively significant data to make a conclusion. Use your professional judgment in addition to any evidence. In other words, did students achieve the SLO?

5. Today's date will show in the Result Date window. That's fine – nothing needed.

6. Reporting Cycle – Select the academic year in which the assessments were made.

7. Click on "Related Documents" to get a screen that lets you upload docs from your computer or from the web (select "browse" and select doc or link to url). The Documents should be filed in the appropriate course folder.

8. ACTION PLAN drop down menu: Action completed, Action in Progress, or no Action Needed. If you select "Action in Progress", then another box opens with space to describe the action and deadline and who is responsible for it. Go ahead and fill these fields in, as needed.

Course Outcome: ethnocentrism : Identify the important concept of ethnocentrism.

Assessment Method: Exam - multiple choice

Success Criterion: at least 70% of students will answer correctly questions related to this SLO.

Result: Some of the questions supported that students were able to identify important anthropological concepts related to cultural anthropology, while other questions did not support this. For example, the question most missed on this assessment dealt with polygyny, mentioned several times in lecture/films/discussions/activities. However it was missed. The most common wrong answer was polygamy, which is the word commonly used in the English language to discuss multiple partners, although not specific to gender. Americans generally think of multiple spouses as many females and one male, though Anthropologists recognize this relationship and multiple males/female as another type of marriage. Perhaps this has more to do with students' own ethnocentrism and use of English than with what was taught in the course. This is how I plan to stress this concept in the future, relating it back to their ethnocentrism to see if this has an impact on success rate. The least amount of students missed number 18 dealing with reciprocal exchange. This is surprising as the same amount of class instruction dealt with this concept as polygyny. The only difference was that reciprocal exchange was in an article that I assigned them to read by an anthropologist called Christmas in the Kalahari, which many of them enjoyed listening to the students discuss the article in class. Perhaps this led to a higher retention rate of the term, as they were able to associate the term with a story. I plan to continue to assign this article and find one associated with polygyny to see if this increases the success rate for this SLO.
Action plan: conduct further assessment

Result Date: 1/16/2012

Result Type: Criterion met

Reporting Cycle: 2011 - 2012

Action Date	Action	Follow-Up
1/16/2012	Action plan: conduct further assessment	0

Buttons: Save Changes, Discard Changes, Return, Change Association, Delete Result

J. SLO Training Events

ePortfolios Workshop Session, Nov 2, 2012

Katherine Lewis and Dr. David Hubert, SLCC, will lead a working session on designing and using eportfolios for assessing GE outcomes and Program outcomes. Come with your program colleagues to start planning how eportfolios might be used in your Program. For details, see the CIETL site.

Flex Days, August 15 & 16, 2012

Keynote speaker for District Welcome Day is Dr. David Hubert, Salt Lake CC, discussing his college's work with eportfolios and assessments. For details, see the agenda on the [CIETL site](#).

Flex Day, March 9, 2012

Program SLOs, assessments plans, and Annual Program Reviews download agenda for Program meetings: [tasks and links to resources](#) or check here for direct links to resources for Program Learning Outcomes and Assessment Plans.

These references may aid you in designing assessments for PLOs.

1. Authentic Assessment Toolbox

<http://jfmuller.faculty.noctrl.edu/toolbox/howdoyoudoit.htm>

step by step directions for creating and measuring performance on authentic tasks, including examples. Especially good section on rubrics.

2. Broader resource – National Institute for Learning Outcomes Assessment. Articles, reports on many topics related to assessment.

www.learningoutcomeassessment.org/ToolKit.htm.

4. University of West Florida - generally good examples of Program SLOs and specific assessments

<http://uwf.edu/cutla/alc.cfm>

5. University of Hawaii - step by step how-to resources with examples from many specific programs.

<http://manoa.hawaii.edu/assessment/>

6. Cañada College examples of specific PLOs and assessment plans, as well as general instructions on creating them.

http://www.chaffey.edu/slo/prg_evidence.html#F

“Not all that can be measured is important and not all that is important can be measured. “ (easily or reliably) – Albert Einstein.

Results Oriented Assessment for Student Affairs - February 2, 2012 Webinar-Kim Lopez

Join colleagues in the CIETL center, 9-154, to participate in and discuss this webinar from 11:00 am -12:30 pm

Tracdat training, basic and advanced, Friday, Jan 27, 2012

Come at 9:00 for the basics of using tracdat; join in at 10:30 to learn the nuances of running reports, including custom reports. CIETL center, 9-154

Flex Days, Jan 12 and 13, 2012

Sessions address assessment of Program SLOs and alignment with Course and Institutional SLOs. Agenda and presentations can be found here.

<http://www.canadacollege.edu/inside/CIETL/Flex%20day.html>

Creating Digital Artifacts to Assess Learning

Thursday, November 3, 10 am -12 noon CIETL Center 9-154

Conversations with Colleagues: Discussions About Standards

Thu, October 6, 2011, 2:30pm – 3:30pm; CIETL Center 9-154

Flex Days, Aug 15 and 16, 2011

Sessions, grouped according to Programs, will focus on review of Course SLO Assessment Results and creating Action Plans. [Agend, Presentation, Handout with tasks to be completed.](#)

How Do We Know What Students Are Learning? Friday, April 27, 2011

Assessment workshop on Friday, April 27, 2011 at 9:00 am in 9-257, the Math Lab

Flex Day, Friday, March 11, 2011

A full day of technology forums for faculty and staff, including how to use technology for easy assessment of Course SLOs

Flex Days, August 14, 15, 2010

Part of these days is set aside for developing Course SLOs and discussing assessment plans with colleagues.

Flex Day, March 8, 2010

Choose among the workshops on SLOs, Assessment Strategies, and Tracdat Training

Flex Days, January 14, 15, 2010

Complete the Matrix Alignment Sheets with your colleagues in preparation for Program assessments.

Flex Days, August 17, 18, 2009

Welcome and kickoff for the new academic year! Polish those SLOs with help from the SLOAC ADvisory committee members and your colleagues.

Workshop: May 1, 2009 at 12:30 in 3-148

What's Attitude Got to Do With It? Everything! Cañada College psychology professor Ben Stefonik explained why all instructors, regardless of subject, need to be aware of student attitudes and how learning can change those attitudes. He gave us several examples of assessment methods and how to use them, using **Classroom Assessment Techniques** as a guide. Participants received their own copy of this book.

FLEX Day: March 11th, 2009 starts at 8:00 in the Main Theater

This is an all-day opportunity for faculty and Student Services staff to work with colleagues on SLOs, assessments, and reflections, as well as Program Reviews (biannual updates or the 6-yr review). The [agenda](#) gives specifics of time and locations for discipline-specific workgroups.

The lunchtime speaker, Dr Cathleen Kennedy, has extensive experience in student learning and assessment and will discuss tools that we can use to measure student progress.

Workshop: Feb 27th, 2009 at 12 noon in 16-212, the newly renovated biology lab.

Dean Janet Stringer reprised her popular talk "Writing Great Multiple Choice Questions". Participants measured their test-taking strategies on a MC quiz and learned how to reduce the effect of "good-guessing" on exam scores. Instructors left with new insight and their own copy of Classroom Assessment Techniques: A Handbook, as well as having "experimented" in our new bio lab.

Also available on an ongoing basis:

Dr. Nathan Staples will demonstrate use of the new Scantron Reader in bldg 13. These are small hands-on sessions; please contact me directly to schedule this training.

Feb 6, 2009 12-1 in 9-106

Greg Stoup presented "SLO Analysis in 10 Minutes" to a group of 17 faculty and staff on Friday, Feb 6. In addition to revealing the virtues of different rubrics, Greg showed us how to put an excel spreadsheet through its paces and come up with insightful views of the data.

Those who attended were presented with their very own copy of Classroom Assessment

Techniques: A Handbook by Angelo and Cross. If you could not attend click below to view and listen to the presentation.

Workshop Presentation: [How to Build an Assessment Instrument in 10 Minutes](#)

Companion Presentation: [Assessment Tool Demo](#)

November 19, 2008 2:30-4:30 pm 2-10

San Francisco State University Professor Helen Gillotte-Tropp and Professor Sugie Goen-Salter will present a workshop for faculty from all disciplines. This session will provide tools for teaching, scaffolding, and designing assignments that will provoke active learning and metacognition among students and more productivity in the classroom.

November 18, 2008 2:45-4:00 pm 3-148

Director Greg Stoup will discuss various types of assessments and their suitability for different purposes.

October 27, 2008 2:00-4:00 pm 3-148

SoTL faculty from CSM and Cañada will present their work of the past year.

October 15, 2008 2:45-4:00 pm

Dean Janet Stringer discussed How to Write Multiple Choice Questions, based on her experience with authoring National Board exams. Janet enlightened us as to how to interpret the analysis of the new Scantron reader, such that test questions can be crafted to serve their purpose. A [summary of guidelines](#) is available.

August 15, 2008

FLEX Day for instructional FT and PT faculty on campus. SLOAC workshops were held, as described in the [agenda](#). Participation by faculty and [SLO results](#) are reported here, including evaluations of the usefulness of the day's activities.

Video from Fredriksberg Community College, along with our own SLOAC Players: [The Assessment Zone](#)

April 15, 2008

Cañada Faculty Symposium

"ePortfolios for Assessment and Student Success"

Prof. Jean Mach,

CSM Professor of English,

WAC (Writing Across the Curriculum) and

SoTL (Scholarship of Teaching and Learning) Coordinator Tuesday, April 15,

2:00 3-148

April 11, 2008

SLO Regional Coordinators Meeting Skyline College Sponsored by our very own District
Academic Senate

March 28, 2008

Information about Special SLOAC Day

March 14, 2008

Student Services

Student Learning Outcomes and Assessment Retreat

For more information, [click here](#).

February 29, 2008:

Assessment Workshop by Jerry Rudman

CSM Cafeteria

9am-12noon: Instructional SLOs and Assessments

1pm-4pm: Student Services SAOs and Assessments

Instructional Faculty

* Powerpoint Presentation (ppt)

* Handouts (doc)

Student Services

- * Powerpoint Presentation (ppt)
- * Handouts (doc)
- * Goal Clarity Handout (pdf)

K. Resources

TracDat User Guides

- This large [pdf file](#) contains step-by-step directions, with screenshots of Tracdat pages, for the basic steps of using this software at Cañada. Note especially the "Before You Start" section to save you some time.
- This version is an [abbreviated guide](#) to common tasks.

TracDat Training Modules as powerpoint slides:

- [How to enter Results or submit Results for entry](#) (Word docx)
- [How to add or edit a course SLO](#)
- [How to add or edit an assessment](#)
- [How to assign an assessment](#)

Best Places to Start when Creating SLOs:

- Presentation at SLOAC Summit, March 28, 2008, at Cañada College [powerpoint slides on getting started with SLOs](#)
- [Cañada College's SLO Handbook](#) - a concise guide to developing measurable learning outcomes
- Janet Fulks Online Resource - The guru of community college SLOAC explains it all, outcomes to assessments to reflection, including pitfalls to avoid.
- <http://online.bakersfieldcollege.edu/courseassessment/>

Other Campuses Modeling SLOs and Assessments

- College of San Mateo posts all course SLOs where students, as well as staff and faculty, can readily find them: <http://collegeofsanmateo.edu/sloac/slos.asp>
- Here's a site by Cañada Collegewith useful inks to Program SLOs and assessment methods used by different colleges: <http://www.chaffey.edu/slo/toolkit.html>
- The RP Group (Research and Planning Group for California Community Colleges) has lots of resources <http://www.rpgroup.org/resources>

- [Skyline](#) College SLO site
- Raymond Walters College (University of Cincinnati, OH) and Janice Denton's college [Assessment... and how we do it.](#)
- Miramar College in San Diego
-- [Lisa Brewster's Presentation at Miramar](#)

Further Resources

- [Carnegie institute - Informative Assessment](#)
- [Assessing Core Outcomes \(ppt\)](#)
- [Assessment Techniques \(pdf\)](#)
- [Grading for Student Learning](#)
- Greg Stoup's workshop on "SLO Analysis in Ten Minutes"
- Workshop Presentation: [How to Build an Assessment Instrument in 10 Minutes](#)
- Companion Presentation: [Assessment Tool Demo](#)
- **Classroom Assessment Techniques: A Handbook for College Teachers**
- Authors: Thomas A. Angelo and K. Patricia Cross
Publisher: Jossey-Bass Inc., 1993

This is an excellent resource for implementing "formative assessment" in the classroom. There are three copies in the library, 2 in each division office, and another 80 copies distributed to individuals on campus.

If you have reviewed this text, you know that there is a "Teaching Goals Inventory"(TGI). University of Iowa has a link where you can take the TGI online and it will generate a report for you, so you can better select assessment techniques that will complement your teaching style. TGI Link:

<http://www.uiowa.edu/~centeach/tgi/>

- [Teaching Reference List](#) - a listing of current books on various aspects of teaching that are housed in Cañada's library, in the last row of bookstacks. There are some real gems here, with everything from

big-picture suggestions to detailed examples of assignments and assessments. Need some inspiration for changes? Start here.

Other Links

- [9 Principles of Good Practice for Assessing Student Learning](#) posted by Indiana University. The basic principles of assessment that are widely held up as the ideal. Other pages by their Institute of Teaching, Learning, and Assessment are worthwhile, too.
- The Accrediting Commission for Community and Junior Colleges
<http://accjc.org/>
- The Research and Planning Group for California Community Colleges
<http://rpgroup.org/>
- Internet Resources for Higher Education Outcomes Assessment.
<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>

References

A Guidebook to Student Learning Outcomes and Administrative Unit Outcomes.