

CSM Student Learning Assessment Plan

Approved by CSM assessment committee 10/10/2008

The college is moving forward in its assessment of student learning outcomes as a basis for future planning and improvement. To help make this process as effective as possible, we have identified four different levels for assessing of student learning. They are:

1. **General education assessment.** What should students know, be able to do, or value when they complete general education courses or their associates degree requirements? GE SLOs should tie into the set of course SLOs from those courses students can take to complete their associate's degree or to meet IGETC requirements for transfer. Special Note: the college plans to do a more careful assessment of different associate degrees based on major at a later date but for now, we plan to assess all associate degrees utilizing our GE SLOs.

Implementation Plan: The College has identified our GE SLOs. We have mapped where many of our course SLO tie to our GE SLOs. We have done some preliminary assessment work on GE SLOs in some of our Integrative Learning Programs (Writing Across the Curriculum, Eportfolios, and Learning Communities). We also found very interesting information from our focus group study, *Students Speak*. The Assessment Committee intends to utilize the Community College Survey of Student Engagement (CCSSE) in the 2008/2009 academic year. This tool, together with its national benchmarks, should give a good picture of how our students perceive their mastery of GE SLOs. This will help provide CSM with a framework for future assessment at the GE level.

2. **Programs leading to certificate assessment.** Upon completion of a certificate, what should students know, be able to do, or value? The Program SLOs should tie into the set of course SLOs from those courses students can take to complete the requirements for that certificate.

Implementation Plan: This level of assessment is new to the college and was adopted in Spring 2008. Prior to this, the college focused on assessment at the departmental level. We came to realize that is was in error—while college employees see departments as an important institutional entity (and all departments do Program Review), departments do not constitute a “course of study” and as such, are not an experience that students complete. We learned that we had been looking at the wrong thing. The college has been working diligently to address this recent change. The college deans have been charged with the task of working with departmental faculty to articulate Certificate SLOs. Many of our certificate programs have external accrediting agencies to which they answer. We are in the process of working with programs to tie the types of student learning assessment they have been asked to do for these agencies into a format that utilizes SLOs. We expect to have all Certificate SLOs articulated with defined assessment methodologies by the end of Fall 2008. We further plan to have the

first assessment cycle completed by the end of Fall 2009 and have full incorporation into program review by March 2010.

3. **Course assessment.** What should students know, be able to do, or value when they complete the course? The course assessment should tie into either the general education assessment or the program assessment depending on the role(s) the course plays in a student's educational journey.

Implementation Plan: Since this level of assessment promises the greatest direct benefit to improvements in student learning, we have focused on it as an institutional priority. All course syllabi for all faculty are required to list course SLOs effective the beginning of Fall 2008. All departments have been ask to report on their defined assessment methodology for every SLO for every course and to commit to a timetable for completing the first assessment cycle. Our institutional targets are listed in the SLO Planning Matrix below. Program Review has been updated and asks departmental faculty to tie assessment finding into programmatic planning and to engage in continuous assessment of past plans.

4. **Instructional support and student support services assessment.** What should students know, be able to do, or value when they successfully complete the utilization of Institutional/Student support services? Do the services help a student within a particular course, program, or with their GE or some combination? These SLOs should tie into the SLOs of the target locus of the service.

Implementation Plan: Our student services division of the college has fully implemented SLOs and assessment and is now focusing on sustainability and continued improvement. We have dedicate three units release time to a faculty member to work with others in student services to support this effort. We are currently articulating SLOs and defining assessment methodologies for all our learning centers and labs on campus. We assigned a workgroup (including a retired dean) to this effort during Summer 2008 and that work continues. We are developing a program review process (target completion date of 1/31/2009) for all centers and labs as a means of connecting SLO assessment and planning. Some centers and labs will participate in this process as early as March 2009 with a targeted full implementation over the next four semesters.

The following matrix shows the development and integration of SLOs at institutional, department/program, and course levels:

SLOs	Who will determine SLOs and carry out assessment cycle?	Integration of SLOs at different levels
General Education level	College-wide open forum; College Assessment Committee; college	GE SLOs should tie into the set of course SLOs from those courses students can take to complete their

	community	associate's degree or to meet IGETC requirements for transfer.
Program leading to certificates level	Discipline/program, faculty	The Program SLOs should tie into the set of course SLOs from those courses students can take to complete the requirements for that certificate.
Course level	Faculty in discipline; classroom instructor	The course assessment should tie into either the general education assessment or the program assessment depending on the role(s) the course plays in a student's educational journey.
Instructional support and student support services Level	Counseling faculty; appropriate staff in student services	Do the services help a student within a particular course, program, or with GE (or some combination)? These SLOs should tie into the SLOs of the target locus of the service.

Stages in the Assessment Cycle

The college recognizes five stages in the assessment cycle. They are:

- 1. Defining Expected Student Learning Outcomes**
- 2. Defining Assessment of Expected Student Learning Outcomes**
- 3. Assessing Student Learning Outcomes**
- 4. Analyzing the Results of Assessment**
- 5. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.**

These stages, together with our four levels identified above, have helped us develop an Institutional SLO Planning Grid. The role of this grid is to help us identify areas of strength and weakness as we move into full implementation of SLO assessment and institutional planning. This plan is updated every April based on two main measures: 1)

our Program Reviews and annual Program updates which are turned in late March on a three year on a rotating cycle and 2) our Annual SLO Update Report that is generated in early April. This Institutional Planning Grid allows us determine where to focus college recourse, plan professional development activities, schedule workshops and presentations, etc.

Institutional SLO Planning Grid

	General Education	Program leading to certificates	Course	Instructional support and student support services
Defining Expected Student Learning Outcomes	Completed	End of Fall 2008	95% completion by end of Fall 2008	Completed
Defining Assessment of Expected Student Learning Outcomes	Completed	End of Fall 2008	95% completion by end of Fall 2008	Completed
Assessing Student Learning Outcomes	Ongoing-	Spring 2009	Target of 50% completion by Fall 2008; 75% by Spring 2009	Completed
Analyzing the Results of Assessment	Ongoing but sporadic	Fall 2009	Target of 25% completion by Fall 2008	Completed
Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Need to find formal tie to institutional planning	Tie to program review for each certificate program (Spring 2010)	Target of 25% completion by Fall 2008	Completed