This handbook is a resource for Discipline Leaders to use in assisting them in developing their SLOs. This handbook is intended to provide information and resources for the DL role at PCC to work with their colleagues through the Student Learning Outcomes Process. It does not supplant a more comprehensive treatment of SLOs.
TABLE OF CONTENTS

Student Learning Outcomes General Information

- Rationale
- Guide for Faculty
- Student Assessment Quick Guide
- Flow Chart – SLO Process
- Program Review Groupings (Cycles)

DL Responsibility

- 2011 – 2012 Discipline Leader (DL) Job Description
- SLO Assessment Plan
- Guidelines & Worksheet for Closing the Loop
- TracDat Outline
- TracDat Checklist
- SLO TracDat Manual (Version 2)

Helpful Hints

- FAQ’s
- Common Misconceptions
- Best Practices in Assessment
- Course Performance Objectives - Behavioral Verbs

Appendices

- Resources
  - Discipline Leader List for 2012-2013
  - SLO Website (Under Construction. Current Information in the Intranet)
  - Bibliography of SLO Resources
  - Resources for Adjunct Faculty
  - Communication Tree
  - Contact Information
  - Log of SLO Meeting Notes
STUDENT LEARNING OUTCOMES
GENERAL INFORMATION
INTRODUCTION TO
STUDENT LEARNING OUTCOMES

Student Learning Outcomes:
Activity includes the answer to the following questions:
- What do we want students to learn?
- How do we know they have learned it?
- How do we capture that information?
- How do we use that information to make decisions?
- How do we report and share the information?

Criterion Success vs. Continuous Improvement:
- Determining criterion-based success of a student learning outcome (SLO) is not equivalent to continuous improvement.
- Criterion-based success is usually “one shot” or only occurs once.
- Continuous improvement is ongoing and recursive.
- Continuous improvement can be viewed as a feedback loop, where improvement can occur all at once or incrementally, depending on one’s objectives.

The College-Wide Student Learning Outcomes (General Education):
Were developed by a college-wide committee that included members of the faculty, staff, and administrators:
- Learn
- Communicate
- Innovate
- Participate
- Aspire

Program (Discipline) Student Learning Outcomes:
Faculty decides the outcomes for their own discipline. The outcomes chosen are the most prominent features of the course outlines.

Course Student Learning Outcomes:
Faculty selects the outcomes from the course performance objectives for a given course. The course outcomes relate to the program learning outcomes.
Guide for Faculty

Aspects of the Pima Community College Program Level Student Learning Outcomes Process Include:

Student Learning Outcomes
Faculty meet to create program/discipline level outcomes which are broader and more comprehensive than course performance objectives but more specifically discipline-focused than the College-wide SLOs. These outcomes represent the most important knowledge and skills that students are expected to have when completing courses within the discipline.

Assessment
Faculty meet to create assessments for their program-level and course outcomes. Deciding on an assessment for a program outcome includes deciding upon the assessment instrument, the standards or rubrics to be used in assessing student responses and the criterion for determining overall student success in the assessment.

Analysis of Data and Discussion
Faculty examine data gained from assessment of a program or course outcome(s) to see if criterion was met. Important elements of the process also include faculty discussion during the creation of outcomes, implementation of assessment, examination of data, and development of an action plan to drive continuous improvement in the discipline.

Implementation
Faculty create and implement change to improve student learning for a particular outcome; such action might include changes in curriculum, pedagogy, and/or methodology in the classroom to strengthen student success. Any change that is instituted should be assessed as well to see if it, in fact, does contribute to greater student proficiency in a given outcome area. This final step, which completes the process, is referred to as “closing the loop.”
What the PCC SLO Process is NOT:

Not a method of individual faculty evaluation
Data from assessments are aggregated to deduce total student success across different classrooms. Data is analyzed by faculty to promote program-level change and is not used to evaluate individual teaching effectiveness.

Not a method of individual student evaluation.
Assessments do not function, for example, as “exit exams” for students. Programs may decide to use common coursework already in place in classes to gain data for assessment of program outcomes; the data gained from this embedded coursework is used separately from a grade that a student might get for this work to satisfy course requirements and course performance objectives.

Not a campus level only activity.
Ideally, when assessing a program level outcome, all campuses will have participation with faculty at each campus using the assessment instrument to get broad, representative data across campuses.

Not a process that reports directly to a division dean.
Discipline Leaders (DLs) report to the Vice-Provost’s Office through the Student Learning Outcomes Facilitator Group and the Student Learning Outcomes Committee.

Frequently Asked Questions:

“Why not have each instructor do his or her ‘own thing’ with assessment and then just report results?”
In order for assessment results to be used by faculty for meaningful improvement of student learning as a whole, there needs to be consistency in how assessment is done. It is difficult when assessment is widely varied for results to be consistent; it is also difficult for faculty to be able to make changes at a programmatic level to meet the needs of all students across a program when assessment is being done on only an individual level. It is also important for the College to show consistency of assessment across disciplines and programs for HLC accreditation purposes.

“Will programmatic assessment move instructors to standardized pedagogy?”
No. Individual faculty members decide on the pedagogical techniques and methods appropriate for the courses in which they are teaching. However, programmatic assessment will help faculty share pedagogical changes (among others) with each other to improve student learning in their programs and disciplines.

“Does this work count towards completing the PPP?”
Yes. Faculty listing Student Learning Outcomes activities on their PPP in such categories as “Service to CDAC” or “Service to College” should provide documentation of such activities.

“How do instructors find time to participate in program assessment activities at PCC?”
In program assessment, the work is shared among faculty members, thus lightening the load on any given individual. Additionally, faculty are often able to construct assessment tools or methodologies that fit with or are in keeping with current assessments already in use. The complexity of program assessment is determined by faculty; assessment tools do not necessarily have to be complex or time-consuming to be effective.

“How will the PCC SLO process make a difference for our students?”
The overriding goal of all SLO activities is to improve student learning in programs and disciplines across the College. As we find weaknesses in our programs through our assessment process, we can make changes to our current curriculum, pedagogy, and methodology. These changes can help our students gain the important skills and knowledge that are crucial to their success both in and out of college. Additionally, we are creating a culture of continuous improvement and modeling the role of lifelong learning through our SLO activities.
Student Learning Outcomes (SLO)
Terminology and Definitions

**Student Learning Outcome:** A skill or attribute we want our students to demonstrate.

**College Level Outcome:** a skill or attribute we want our students to demonstrate upon finishing at the institution.

**Program Outcome:** A skill or attribute we want our students to demonstrate upon finishing a program.

**Course Outcome:** A skill or attribute we want our students to demonstrate upon finishing a course.

**The Five Basic SLO Questions**
- What do we want our students to learn?
- How do we know that they have learned it?
- How do we capture that information?
- How do we use that information to affect decision making?
- How do we share and report that information?

**Evaluation:** Analysis and use of data by faculty to make judgments about individual student performance. The purpose is often to assign a grade.

**Assessment:** Analysis and use of data by faculty to make judgments about collective student performance. The purpose is to assess the progress of students in a course, program, and/or institution in relation to stated student learning outcomes.

**Assessment Method:** The process which directs how assessment will be conducted. It outlines who will administer the assessment, to what subset of students it will be given, how and where it will take place, and when it will happen.

**Assessment Tool (Instrument):** The device or medium used to collect information in the assessment. This can be an embedded course assessment such as an assignment, exam, or term paper. It can also be a portfolio, capstone project, survey, internship or other research method.

**Standard:** A specific description of how a student will demonstrate that learning has occurred. This will often delineate levels of student performance (e.g. needs improvement, approaches standard, meets standard, exceeds standard). Can be in the form of a rubric.

**Criteria:** The targeted results of an assessment. For example: 75% of the students taking the assessment will meet or exceed the standard.

**Collect and Report Data:** The acts of using the standard to score the assessment, aggregating the data and presenting the results in an efficient meaningful manner.

**Analyze the Results:** Discussion among Faculty in an attempt to explain the meaning of the results, the possible reasons for the results, and possible solutions to improve these results.

**Implementation:** An agreed upon strategy among Faculty to address the results of an assessment. This could be a plan to change methodology, curriculum or staffing. This could also be a plan to continue with the current strategy.

**Closing the Loop:** Developing an assessment method, administering the assessment, collecting and reporting the data, analyzing the results and implementing changes. Once the loop is completed, it is repeated to assess the impact of the changes that were implemented.

**Student Learning Outcomes Task Force:** The district task force charge is to address issues brought forth by the Higher Learning Commission and ensure compliance. This task force will establish necessary processes, revise reporting mechanisms, and ensure that all disciplines meet the required deadlines.

**Student Learning Outcomes Facilitators:** The 6 full-time faculty members chosen by the Provost to facilitate the organization and management of student learning outcomes throughout the district.

**Discipline Leaders:** The 65 faculty members who serve as leaders to facilitate the development and assessment of student learning outcomes within their discipline.

**TracDat:** A software management system purchased by Pima Community College for the purpose of managing and storing Student Learning Outcomes data collected by faculty.
Develop your outcome, enter in TracDat

Design an assessment plan and criteria

Enter the assessment method and criteria into TracDat

Carry out the assessment in the relevant courses

Did the assessment give useful data?

Enter the results in TracDat, under Results. Discipline leaders discuss the data with the faculty

Make a change in the course or program to improve student success. Record in TracDat under What change will you implement?

Carry out the same assessment in the relevant courses

Did the change make a difference?

Enter final information in TracDat under How did the change make a difference?. Assessment is complete on the outcome.

Did the change make a difference?

Yes

No

Design a new assessment method and criteria. Note in the Results section of TracDat that the instrument needs to be redesigned and why

Note that the change didn’t make a difference in TracDat under How did the change make a difference?.
DISCIPLINE LEADER RESPONSIBILITY
2011-2012 DISCIPLINE LEADER (DL)
JOB DESCRIPTION

Thank you for agreeing to serve as a Discipline Leader (DL) for this year’s cycle of program improvement via student learning outcomes assessment.

As the College seeks to further strengthen our SLO efforts, your leadership is essential.

Duties and Responsibilities

1. Attend required district-wide Discipline Leader meetings.
2. Facilitate monthly meetings with faculty from your disciplines (in person, through email or list-serves, over the phone with conference calls, online chats thru MyPima, etc.). Please keep documentation of discussions.
3. Dialogue through Department Chairs on all campuses that chair your discipline(s) to facilitate adjunct faculty involvement and participation.
4. Support adjunct faculty participation in the SLO process.
5. Document activities and action plans for the year in Tracdat adhering to designated timelines.
6. Complete one full cycle of your discipline’s assessment plan.
8. Communicate with your Facilitator on a monthly basis. Respond in a timely manner to SLO related communications.

Compensation:

1. You will be paid a $1000 stipend split over two semesters.
2. $500 will be dispersed at the end of each semester in recognition of completed duties.
3. Your leadership fulfills your mandatory 27.5 advising hours as a full-time faculty member.
4. It will also contribute to each part of the PPP.
Report on 2010/2011

1. Did you assess a Student Learning Outcome last year? If so, which one?

2. Where are you in the SLO Process?
   a. Are you analyzing last year’s assessment data?
   b. Are you making changes based on the results from the outcome you assessed last year? If so, what are these? (If not applicable, write N/A.)
   c. Are you reassessing the same outcome based on a implemented change or did you modify assessment or rubric?

Plan for 2011/2012

3. Which student learning outcome(s) will you assess this year?
   a. Are you assessing a course outcome or a program outcome?
   b. Why are you assessing this outcome? Describe students’ weakness or challenge associated with this outcome.
   c. Identify expected time-frame for administering the assessments.

4. Implementation:
   a. What change will you implement based on previous assessment results?
   b. When will you implement the change to improve student learning.
5. Effective measurements to assess outcomes (last year’s and this year’s)?

   a. What assessment tools will you use for closing the loop for last year’s assessments?

   b. What assessment tools will you use for this year’s assessments?

   c. For each tool, identify the numerical criterion for success, i.e. “90% of the students will pass assessment at 70%.”

6. Courses assessed:

   a. Identify Courses.

   b. Identify Campuses.

   c. Identify approximate number of faculty participating (ex. 20 out of 30).

7. When and how will the results be collected and analyzed?

8. When and how will the results be shared and discussed among faculty?
CLOSING THE LOOP GUIDELINES

Definition of Closing the Loop:
Using the results from your SLO assessment, implement a change directed at improving student learning and then reassess.

Step 1: By September 14, review and select the results from 1 prior assessment and determine what strategy you will implement to improve student learning.

Step 2: KEEP IT SIMPLE! 😊

Step 3: Reassess using the exact assessment instrument and rubric you initially used.

Step 4: By November 1, collect data and enter new reassessed results into TracDat.

Step 5: Notify your SLO Facilitator via e-mail when you have completed step 4.
Closing the Loop Worksheet

Discipline: __________________________

Discipline leader: __________________________

Definition of Closing the Loop:
Using the results from your SLO assessment, implement a change directed at improving student learning and then reassess.

**Step 1:**
(a) Which outcome are you going to reassess?

(b) Which course(s) will be included?

(c) What new strategy are you implementing to improve student learning?

**Step 2:** Remember to keep it simple.

**Step 3:** Identify the assessment tool that you will use again. Remember, this must be the same instrument (and rubric) you used previously.

**Step 4:** By November 1, collect data and enter new reassessed results into TracDat.

**Step 5:** Notify your SLO Facilitator via e-mail when you have completed step 4.
TRAC DAT OUTLINE

A. Home
   1. Summary (total outcomes, results, dates of last results, changes implemented, etc.)
   2. Calendar (not much use)
   3. Profile (can change password)

B. Program
   1. General (not much use)
   2. Personnel (not much use)
   3. Courses (list of courses in your discipline)

C. Program Assessment Plan
   1. Outcomes (add, edit program outcomes)
   2. How will the Outcome be Assessed? (add/edit assessment methods)
      a. assessment type
      b. criteria
      c. schedule
      d. relate document
   3. Related Courses: relate courses to specific program outcomes
   4. Activities (not much use)
   5. Related College-Wide SLOs: relate program outcomes to college-wide outcomes

D. Course Assessment Plan
   1. Outcomes (add, edit course performance objectives)
   2. How will the Outcomes be Assessed? (add/edit assessment methods)
      a. assessment type
      b. criteria
      c. schedule
      d. relate document
   3. Related Program Outcomes: relate course performance objectives to program outcomes
   4. Related College-Wide SLOs: relate course performance objectives to college-wide outcomes.

E. Results
   1. By Program
      a. add/view results
      b. add/view action plans
      c. relate documents
   2. By Course
      a. add/view results
      b. add/view action plans
      c. relate documents

F. Reports: ready-made reports the most common of which is the Unit Assessment Report (“four column report”).

G. Documents: depository of documents that can be related to specific assessment methods or results.
TRAC DAT Checklist

I. Program Assessment Plan
   A. Outcomes: make sure they are entered under this sub-tab.
      1. must be measurable
      2. begin with a verb
      3. try to describe a single skill or attribute
   B. How will the outcome be assessed
      1. Assessment type
      2. Method for assessing the outcome
         a) description of assessment tool (must be understandable to people outside of discipline)
         b) who will the assessment be given to? Which students/ which courses
         c) who will give it? number of instructors, sections, campuses
      3. How to determine if the assessment was met: How will you know if the students successful demonstrated the skills or attributes you are measuring? (eg. 70% of the students will …)
      4. schedule: when will it be given? (eg end of semester, final exam, which semester)
   C. Related courses. Check off each course that contributes to the attainment of this outcome. This outcome should be able to be assessed in each course you indicate with a checkmark.
   D. Related Goals. Check off the one (or at most two) college wide outcomes to which this program outcome directly relates.

II. Course Assessment Plan
   A. Outcomes
      1. These are the course outcomes (course performance objectives)
      2. Enter at least the course outcome that you will be assessing which is related to the program outcome being assessed.
   B. How will the outcome be assessed
      1. Assessment type
      2. Method for assessing the outcome
         a) description of assessment tool (must be understandable to people outside of discipline)
         b) who will the assessment be given to? Which students/ which courses
         c) who will give it? number of instructors, sections, campuses
      3. How to determine if the assessment was met: How will you know if the students successfully demonstrated the skills or attributes you are measuring? (eg. 70% of the students will …)
      4. schedule: when will it be given? (eg end of semester, final exam, which semester)
C. Related Program Outcomes. Check off the program outcomes to which this
course outcome directly relates.

D. Related Goals. Check off the one (or at most two) college wide outcomes to
which this course outcome directly relates.

III. Results
A. Date. Give the date the assessment was administered.

B. Result.
   1. Give specific data.
   2. Do not need individual students or sections, but need a breakdown of the
      aggregated data. For instance, how many students, or what percentage of
      students, met the standard, exceeded the standard, approached the standard,
      etc?
   3. Did this meet your criterion for success?

C. Result Type: Criterion met, Criterion not met, or Inconclusive

D. Actions Status: Action Complete, Action in Progress, Action Needed or No
   Action Required.

E. Answer 3 questions about semesters
   1. semester assessment done
   2. semester this will be reevaluated
   3. semester actually reevaluated

F. What changes will you implement?
   1. These are changes you will make in pedagogy and/or curriculum to improve
      student learning. They are not changes in the assessment tool or the
      assessment process.
   2. Clearly explain the changes so that any reader will understand what was
      done. Give as much detail as possible.
   3. Clear direction as to what faculty will do is necessary. For example,
      “Fractions will be emphasized more” is not sufficient. Specify how faculty
      will emphasize a change, and to what degree. For instance, “10% of the
      assignment problems will contain at least one fraction.”
   4. If no changes were made, why not?

G. Close the Loop. (How did the changes make a difference?)
   1. If you implemented changes, you will need to reassess the outcome using
      the exact same assessment method.
   2. Enter results. Locate the previous results and select “edit.” Scroll down
      and select “How did the changes make a difference?”
   3. Enter the results using steps 1 through 5 above (and 6 if necessary).

H. Relate any supporting documents.
Student Learning Outcomes

Data Entry in TracDat

Contents
Overview ........................................................................................................................................... 2
What’s New in TracDat for 2011-2012 .......................................................................................... 3
How do I Change my Password? ...................................................................................................... 4
What’s the Difference Between a Course Outcome and a Program Outcome? ......................... 5
Entering a New Program Outcome ................................................................................................. 6
Entering a New Course Outcome ................................................................................................... 7
Entering Results ................................................................................................................................ 8
Getting the Information Out of TracDat ...................................................................................... 9
We Have Results and We’ve Discussed Them; What’s Next? .................................................... 9
Reassessing your Outcomes ......................................................................................................... 10
Getting Help ................................................................................................................................... 12
TracDat Flowchart ...................................................................................................................... 13
Overview
Assessing course and program outcomes follows certain key steps:

1. Develop your outcome
2. Design a way to assess it
3. Carry out the assessment
4. Discuss the results and decide what change to make
5. Implement the change
6. Assess whether the change made a difference, using the same assessment method as for #2 and #3 above

Remember, once you have one outcome designed and you are assessing it, you can start a new assessment on a different outcome. There is no limit to the number of outcomes you can assess in a given semester.

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>Outcome 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2011</strong></td>
<td>Develop the assessment, design how to assess it, carry out the assessment</td>
</tr>
<tr>
<td><strong>Spring 2012</strong></td>
<td>Discuss the results and decide what to change</td>
</tr>
<tr>
<td><strong>Fall 2012</strong></td>
<td>Implement the change and reassess</td>
</tr>
<tr>
<td><strong>Spring 2013</strong></td>
<td>Implement the change and reassess</td>
</tr>
</tbody>
</table>

The timeline you use for each outcome is up to you. Just keep in mind that all disciplines are required to collect assessment data in 2011-2012, per Strategy 2.6 in the 2011-2013 College Plan.
What's New in TracDat for 2011-2012

TracDat is the software tool that the College uses to collect the assessment data. It can be accessed here:

http://do-tracdat:8082/tracdat/

There are several key changes to TracDat for the 2011-2012 academic year:

1. TracDat can now collect course outcomes and program outcomes data separately
2. The names of the fields have been changed, to make the software a little easier to use

New course assessment plan: This section will be empty for all disciplines at the start of the 2011-2012 academic year
How do I Change my Password?

1. In the Home Tab, select Profile
2. In the lower right, click Change Password

3. In the screen that opens up, enter your old password and then your new password. Select Save Changes at the bottom of the screen to set the password.
What’s the Difference Between a Course Outcome and a Program Outcome?

One of the main changes in TracDat for 2011-2012 is the addition of a section for course outcomes. This change has been made to enable us to collect different types of assessment data in different ways. This will enable the College to produce more meaningful reports that you can use to improve student success in your disciplines.

Course Outcome: This is an assessment that is carried out in a specific class (one course, many sections). For example, is your outcome being assessed in one or more sections of MAT 122? If yes, this is a course outcome. This type of outcome is associated with a particular subject area code/number (can be multiple CRNs or sections). TracDat enables us to link course outcomes with program outcomes and college-wide outcomes.

Program Outcome: This is an assessment that is carried out in multiple courses across a specific subject area or program. For example, is the same assessment being carried out in MAT 122 and MAT 142? If yes, this is a program outcome. This type of outcome is associated with more than one subject area code/number. TracDat enables us to link program outcomes to the courses in which they are assessed, and to the college-wide outcomes. Program outcomes are typically assessed in order to determine if students have understood the key topics that are common across the program.

Examples

1. Carrying out an assessment in five sections of WRT 101: Course Outcome

2. Carrying out an assessment in five sections of WRT 101 and two sections of WRT 126. If the same assessment is used in all sections: Program Outcome

3. Carrying out the same assessment across all 200-level courses: Program Outcome
Entering a New Program Outcome

1. Select the Program Assessment Plan tab

2. In the Outcomes submenu, select Add New Outcome, at the bottom of the screen. In the screen that follows, you can add the outcome name, outcome description, type, status and date range. Exit this screen by selecting Save Changes, Discard Changes, or Return. You can edit existing outcomes using the edit option on the right side of the screen.

3. Next, select the How will the outcome be assessed submenu option. In this screen, you can select an existing outcome from the dropdown menu and Add New Method for assessing the outcome (bottom of the screen). You can also edit an existing assessment by selecting edit from the right hand side.

4. Use the Related Courses submenu option to link the assessment with the relevant courses. For example, if you are assessing all 200 series classes in your discipline, select all of the 200 series courses from the course list. **It is important to only select the courses that directly relate to the assessment that you are doing.** We are developing improved reports for the SLO data, which will include details on which courses have been assessed for particular outcomes at the course, program and college-wide level. These data will be shared with discipline leaders and facilitators, to provide a more comprehensive way of looking at SLOs. For these reports to be meaningful, please only select the courses that directly relate to the assessment.

5. Finally, select the Related College-Wide SLOs that relate to your outcome. You can assign different college-wide SLOs to different program outcomes by using the dropdown menu on this page. **It is important to select only one college-wide outcome that most closely relates to each outcome.** New reports will “roll-up” the course and program outcomes data to create merged information on how the College is addressing the college-wide outcomes. To ensure the reports are meaningful, it is important that each program outcome relates to one college-wide outcome only.
**Entering a New Course Outcome**

1. Select the **Course Assessment Plan**

   ![Course Assessment Plan](image.png)

2. In the **Outcomes** submenu, select the course you would like to assess from the dropdown menu and then select **Add New Outcome**, at the bottom of the screen. In the screen that follows, you can add the outcome name, outcome description, type, status and date range. Exit this screen by selecting **Save Changes**, **Discard Changes**, or **Return**. You can edit existing outcomes using the **edit** option on the right side of the screen.

3. Next, select the **How will the outcome be assessed** option. In this screen, you can select an existing outcome (you will need to select the correct course first) and **Add New Method for assessing the outcome** (bottom of the screen). You can also edit an existing assessment by selecting **edit** from the right hand side.

4. Use the **Related Program Outcomes** submenu option to link the assessment with a related program outcome. **It is important to only select the program outcome that most closely relates to the assessment that you are doing.** New reports will “roll-up” the course outcomes to the program outcomes level to create merged information on how the discipline is addressing the program outcomes. To ensure the reports are meaningful, it is important that each course outcome relates to one program outcome only.

5. Finally, select the **Related College-Wide SLOs** that relate to your outcome. You can assign different college-wide SLOs to different program outcomes by using the drop down menu on this page. **It is important to select only one college-wide outcome that most closely relates to each outcome.** New reports will “roll-up” the course and program outcomes data to create merged information on how the College is addressing the college-wide outcomes. To ensure the reports are meaningful, it is important that each program outcome relates to one college-wide outcome only.
Entering Results

1. Select the Results tab.
   a. If you are entering results for a program outcome, select the By Program option (immediately under the main tabs). From here you can Add Result (at the bottom of the screen) or view/edit previous results.
   b. If you are entering results for a course outcome, select the By Course option (immediately under the main tabs). From here you can Add Result (at the bottom of the screen) or view/edit previous results.

2. Navigate to either the course assessment or program assessment for which you want to enter data. Once you have selected the specific assessment, the screen to enter results is the same for course or program data:

3. We have added new fields for this year, to get more information about when assessments were done. This is to improve reporting, so that you get more meaningful data. To enter your results, please complete all fields except In which semester was this actually re-evaluated? Data are entered in this field when the revised activity is reassessed.
Getting the Information Out of TracDat

Planning and Institutional Research has created new reports on the data in TracDat using Crystal Reports. The reports include outcomes, assessment methods, criteria, results and more. You will receive a monthly email containing all of the SLO data for your discipline. The report will include data for Fall 2011 onwards. The goal of the report is to give you updated information from TracDat in a clear and easy to use way. The reports can be shared with the faculty in your disciplines to support discussions about student learning outcomes and the results of your assessment efforts.

We Have Results and We’ve Discussed Them; What’s Next?

1. You need to enter information about What change will you implement?. This option is available from the results screen for the item you are addressing (in the lower right).
   a. If you are making a change to the course or courses to improve student success for the outcome, please refer to the section on Reassessing your Outcomes.
   b. If you have determined that your assessment method is not adequate to study the outcome, note in the What changes will you implement? section that the assessment instrument needs to be redesigned and explain why. You are now finished with this assessment cycle, and you need to return to the original outcome and enter a new assessment plan (see TracDat Flowchart).

2. Please note that you have a document area, Documents, available for your program at the right hand end of the tab menu. If you have documents detailing the discussions about the results, please archive them in the documents area. This will give you a long-term record of your discussions.
Reassessing your Outcomes

1. Once you have made a change due to the results of an assessment, you need to record the change and then reassess the outcome to see if the change made a difference. **It is important that you use the exact same assessment method after you make the change.** If you change the assessment method, you won’t know if the different results are due to the change in the course/s or the change in the assessment instrument.

2. Select **What change will you implement?** from the Results tab for the outcome you are assessing or from the results summary page for your program.

3. This link takes you to a screen where you can enter information on the change that you plan to implement.

4. Carry out the assessment in the course/courses as you did when the outcome was first assessed.

5. Enter the new results under **How did the changes make a difference?**. To access this, go to the Results tab, select **edit** for the relevant result, and then scroll down and select **How did the changes make a difference?** for the change you are reporting on.

6. This screen gives you a way to report whether the changes that you made had a positive impact on student success. **It is really important to enter the results of the**
reassessment in this area of TracDat and not in the same place as the original assessment results.

7. If the changes did improve student success – great! You have successfully completed the assessment process, and you can start a new assessment on a different outcome. If they did not – you can try making a different change to the course or program and enter a new change in What changes will you implement? (see TracDat Flowchart).

8. For the final change under What changes did you implement?, revise the date in the Results tab for In which semester was this actually re-evaluated? This will give you a record of the semester in which the final changes were tested.
**Getting Help**

The facilitators are available to support all of your efforts on student learning outcomes. In addition, if you have technical issues with TracDat, please contact Nic Richmond or Steven Felker in Planning and Institutional Research (x4934). They are the system administrators for TracDat.

TracDat provides some limited ways to get information about particular fields. If you see a blue ? near a field, you can click on it to get more information. In addition, there is a help menu available for most screens via a button in the upper right of the TracDat window:

![TracDat Window with Help Menu](image)

PIR is reviewing the text in the help boxes and will revise the content over time to make the information more comprehensive.
Design an assessment plan and criteria

Enter the assessment method and criteria into TracDat (page 6/7)

Carry out the assessment in the relevant courses

Did the assessment give useful data?

Yes

Enter the results in TracDat (page 8), under Results. Discipline leaders discuss the data with the faculty

Make a change in the course or program to improve student success. Record in TracDat (page 10) under What change will you implement?

Carry out the same assessment in the relevant courses

No

Design a new assessment method and criteria. Note in the Results section of TracDat that the instrument needs to be redesigned and why (page 8)

Did the change make a difference?

Yes

Enter final information in TracDat (page 10) under How did the change make a difference? Assessment is complete on the outcome.

No

Note that the change didn’t make a difference in TracDat (page 10) under How did the change make a difference?

Assessment is complete on the outcome.
HELPFUL HINTS
FREQUENTLY ASKED QUESTIONS
ABOUT
“STUDENT LEARNING OUTCOMES”

1. What do we mean by Assessment?
   Assessment refers to identifying what you want your students to learn (Student Learning Outcomes) and measuring to what degree they have learned it. Data obtained from this assessment then will drive the development of courses, programs, or other institutional initiatives.

2. What are Student Learning Outcomes (SLOs)?
   Student Learning Outcomes are a skill or attribute we want our students to demonstrate. They are measurable. These SLOs are articulated at the course, program, and College levels.

3. Why are we doing this now?
   The College has been “doing” assessment in a variety of ways since its inception. Outcomes at all levels have been established. Our institutional accreditation also links with the development and use of Student Learning Outcomes, as they provide means to examine the content and quality of student learning and faculty engagement.

4. Do I have to do an assessment?
   Everyone already uses assessments to assess teaching and learning, and assessment works when it is faculty driven. As faculty, part of one’s contract now directly relates to commitment to and participation in the processes of Student Learning Outcomes. Such involvement provides valuable qualitative and quantitative data for curriculum development and decisions at course, program and College levels.

5. Does this mean I will have to administer a standardized test?
   No, assessment works best when it is faculty driven. So faculty will decide on what assessment methodology they will use. Such decisions further offer faculty opportunities to explore numerous methodologies and teaching practices.

6. What techniques can we use to assess our students’ learning?
   There are a variety of ways to assess student learning. Here are some possibilities: Classroom Assessment Techniques, Simulations, Skill Tests, Assignments, Quizzes, Group Work, Tests, Portfolios, Capstone Experiences, Interviews, Oral Reports, or Lab Work.
7. **How will this information be used?**
Information gathered through assessments will be used in a variety of ways. Faculty will use the information to make adjustments in their particular classes if needed. Departments will use the information faculty generate to have conversations about teaching and learning. Discipline areas will use the information to make program and curricular decisions and budgetary requests through the Program Review process. The College will share this information with the community and accrediting agencies demonstrating how well PCC students achieve the Student Learning Outcomes.

8. **When will I have to start doing assessment?**
Many faculty members have been doing assessments for quite some time. All faculty (full-time and adjunct) now are required to participate in the Student Learning Outcomes process. Most disciplines have Student Learning Outcomes Discipline Leaders (DLs) to provide assistance to area faculty as well.

9. **How is the College supporting this effort?**
The College has initiated many actions to support this effort and has incorporated Student Learning Outcomes into various College Plans. A Student Learning Outcomes Taskforce oversees the College efforts. Faculty and Administrators comprise the Taskforce, including: the Vice Provost and Assistant Vice Chancellor of Academic Services, the Executive Director of Institutional Research, and faculty in Student Learning Outcomes Facilitator positions. Discipline Leaders have been established and compensated for most disciplines. Vice Presidents of Instruction and Academic deans receive regular communication about Student Learning Outcomes work. The College also supports faculty participating in the district-wide work days for Student Learning Outcomes, held at the beginning of the fall and spring semesters. Moreover, to ensure faculty awareness of the Student Learning Outcomes, an Interface has been employed for faculty to report their anecdotal assessment of the College-wide Student Learning Outcomes at the conclusion of each course section they teach.

10. **How do Student Learning Outcomes relate to what I do in the classroom?**
Assessing Student Learning Outcomes and interpreting the results will give direction to improving student learning. Course and program objectives relate to and involve the Student Learning Outcomes.

11. **How does this relate to the assessment for placement?**
Assessment for placement provides a marker for where students begin their journey at Pima. By the end of their academic journey, they will have grown. This growth will be assessed in many ways over their cumulative learning experiences.
12. **What is a Rubric?**
Rubrics are guidelines that are authentic assessment tools to facilitate assessing complex and often subjective criteria.

13. **How will Rubrics be developed?**
There are many ways for faculty to develop rubrics, and much research has been done on designing useful rubrics. CDACs, Departments, and Faculty may want to work together to develop rubrics. Generally, rubrics are developed around program, course, and assignment objectives.

14. **What is a typical assessment process?**
At each level, an area to be assessed is determined, an assessment is made, results are discussed and changes based on those results are made. Then the process begins again.

   Faculty will do an assessment in their classroom, analyze the data, utilize the information and insights generated, and write a short report.

   Department members will have conversations about the data generated and use the findings as they continue to assess from semester to semester.

   These findings will be reported to CDACs and Deans. CDACs will discuss findings from Campuses and use findings to make decisions about curriculum and programs and make budgetary requests. CDACs will report findings to the College through the Program Review Process. The College will use findings to understand student learning in academic, occupational, and student service areas and to report to the community and accrediting agencies.

15. **Do we have to do that same thing every year?**
No. In fact, faculty will want to use their findings to continually help students learn and grow. It is important that new outcomes and assessments take place.
COMMON MISCONCEPTIONS ABOUT ASSESSMENT

The results of assessment will be used to evaluate faculty performance
Assessment is generally anonymous unless it is used as a longitudinal study.

Our students are learning well, we don't need to bother with assessment
Education is a process that we need to continually refine. New processes, technologies and goals are continually forming the way we do things. We need to know what is working and how we need to adjust. These decisions should be based on objectively assessing the current situation.

A few administrators will conduct the assessment
The Student Learning Outcomes Plan outlines a procedure which is faculty driven: faculty decide the course and program outcomes, faculty choose the assessment techniques, faculty conduct the assessment, and faculty discuss the results and determine the necessary adjustments.

The administration might use the results to eliminate some programs
Student Learning Outcomes provide a tool for faculty to take more control of their own program. Assessment helps programs determine adjustments needed to improve.

Assessment is a waste of time and does not benefit the students
Student Learning Outcomes are student centered. Improving the learning process is as direct a benefit as the College could possibly provide.

We will come up with an assessment plan for this year and use it every year thereafter
Assessments are a work in progress. It is a cyclical procedure. When changes are made due to assessment of student learning outcomes, reevaluation can create additional changes. Also new learning outcomes always can be created or replace current learning outcomes.

Program assessment sounds like a good idea, but it is time-consuming and complex
Program assessment should not take a lot of time. Assessment, discussion and decisions are already taking place in programs. Program assessment should essentially be merely lending structure and documentation to what we are already doing.
**BEST PRACTICES IN ASSESSMENT**

Assessment must be sustainable and manageable in order to be productive. Just because assessment is occurring, does not mean it is effective. Faculty should be learning something important to improve learning not just checking off that the students are assessed. Improve learning through best practices.

**Encourage department ownership to drive the process.**
Faculty resistance to assessment activity can defeat the best designed assessment practices. Assessment planning should grow out of the fundamental questions the faculty have about how their contributions shape program success. This emphasis may involve addressing differences between an individual faculty member’s personal goals (e.g. income, convenience, lifestyle, security, and autonomy) and the collective goals of the department.

**Define your objectives in the context of your institutional mission.**
Create a shared mission and goals statement that reflects an emphasis on student learning. The values of the institution should be reflected in your department's plan. Faculty identification with the institution will reinforce assessment activities, particularly if faculty can envision that their results will have a positive impact on how the institution works.

**Focus on collaboration and teamwork.**
Faculty members must agree on assessment goals for planning to be meaningful. They may have to rise to a higher level of collaboration than may have been traditionally practiced in most departments. Collaboration within the department, across departments, and with higher administration will facilitate the best outcomes from assessment planning. All constituents must recognize that assessment skills must be developed and that colleagues can assist each other by sharing practices and strategies.

**Clarify the purpose of assessment.**
Assessment can serve dual purposes: Assessment can promote student learning or provide evidence for accountability requirements through an evaluation of strengths and weaknesses. Wherever possible, students should experience a direct, positive benefit from their participation in assessment activities.

**Identify clear, measurable, and developmental student learning.**
Explicit identification of learning expectations facilitates the department's coherence about their goals. Sharing those expectations explicitly with students can provide an effective learning scaffold on which students can build their experiences and render effective performance. Outcomes can be specified in a developmental hierarchy, where possible.
Implement continuous assessment with clear, manageable timelines. Better assessment practice involves spreading out assessment activity throughout the year and across years rather than conducting a marathon short-term assessment effort in a single year. Projecting a schedule of regular formal reviews can facilitate appropriate interim activity.

Help students succeed on assessment tasks. Students will fare best in assessment activities when faculty make expectations explicit, provide detailed instructions, and offer samples or models of successful performance. They will benefit most with opportunities to practice prior to assessment and when given detailed feedback about the quality of their performance.

Interpret and use assessment results appropriately. Assessment should be a stimulus for growth, renewal, and improvement, not an action that generates data to ensure positive outcomes. Linking funding to assessment outcomes may encourage artificial results. Assessment data should not be used for personnel decisions. If cross-institution comparisons are inevitable, care should be taken to ensure comparisons across comparable institutions (benchmarking).

Evaluate your assessment practices. Results from assessment activity should be evaluated to address their reliability, validity, and utility. Poor student performance can reflect limited learning or an ill-designed assessment process. Examining how effectively the assessment strategy meets departmental needs is a critical step in the evolution of the department plan.
**Course Performance Objectives – Behavioral Verbs**

Objectives are statements describing what the student should be able to do upon the completion of a course. Objectives help create a focus for the instructor and learners. Once the course outline has been written, use the outline as a guide to write the course objectives. Review the main topics (the roman numerals.) When creating course objectives, there should be one performance objective affiliated with each of the main topics. Decide whether the student will need to be able to analyze, apply, evaluate, comprehend, know or synthesize the material being taught in affiliation with each main topic. Keep in mind, objectives should be measurable. Write objectives using behavioral verbs. Below are some examples of behavioral verbs, affiliated with different types of learning:

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<thead>
<tr>
<th>Analysis</th>
<th>Application</th>
<th>Evaluation</th>
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<td>analyze</td>
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<td>decide</td>
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<td>illustrate</td>
<td>determine</td>
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<td>interpret</td>
<td>estimate</td>
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<td>diagram</td>
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<td>grade</td>
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<td>locate</td>
<td>judge</td>
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<td>operate</td>
<td>measure</td>
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<td>experiment</td>
<td>order</td>
<td>rank</td>
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<td></td>
<td>utilize</td>
<td>rate</td>
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<td></td>
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<td>recommend</td>
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<tr>
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<th>Knowledge</th>
<th>Synthesis</th>
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<td>count</td>
<td>modify</td>
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<td>assemble</td>
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<td>synthesize</td>
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<td></td>
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<td>systematize</td>
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<tr>
<td></td>
<td></td>
<td>manage</td>
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<tr>
<td></td>
<td></td>
<td>write (essay)</td>
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</table>

(**Demonstrate is usually affiliated with lab courses**)

Certain behavioral verbs are difficult to measure. **Do not use these verbs:**

ascertain    consider    realize
appreciate   grasp       cognize
discover     know        recall
comprehend   learn       understand
APPENDICES
SLO Website

(Under construction current information in the intranet)
## SLO Discipline Leaders

<table>
<thead>
<tr>
<th>Program</th>
<th>Leader</th>
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</thead>
<tbody>
<tr>
<td>ACC - Accounting</td>
<td>Kathy Munter</td>
</tr>
<tr>
<td>AJ - Administration of Justice</td>
<td>John Patla</td>
</tr>
<tr>
<td>ANT/ARC - Anthropology, ARC - Archaeology</td>
<td>Tineke Van Zandt</td>
</tr>
<tr>
<td>ART - Art</td>
<td>Trina Felty</td>
</tr>
<tr>
<td>AST - Astronomy</td>
<td>Steven Croft</td>
</tr>
<tr>
<td>ATT/AVM - Avionics Technology Training and Aviation</td>
<td>Mark Heywood</td>
</tr>
<tr>
<td>AUT - Automotive Technology</td>
<td>Kelly Brumbaugh</td>
</tr>
<tr>
<td>BCT - Building and Construction Technologies</td>
<td>Patrick Lawless</td>
</tr>
<tr>
<td>BIO/ENV - Biology/Environmental Technology</td>
<td>Brad Fiero</td>
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<tr>
<td>BUS/HRS (combined): Group 1 (BUS, ECN, IBS, RLS, TVL) Group 2 (FIN, MGT, MKT, PAI</td>
<td>John Knutsen</td>
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<tr>
<td>CAD - Computer Aided Drafting</td>
<td>Susan Pritchett</td>
</tr>
<tr>
<td>CHM - Chemistry</td>
<td>Pollyanna Wikrent</td>
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<tr>
<td>CIS - Computer Information Systems</td>
<td>Odile Wolf</td>
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<tr>
<td>CRC</td>
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<tr>
<td>CSA - Computer Software Applications</td>
<td>Fred D'Angelo</td>
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<tr>
<td>CSM - Crime Scene Management (Program Mgr.)</td>
<td>Julie Daglio</td>
</tr>
<tr>
<td>CTC - Clinical Trial Coordinator</td>
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</tr>
<tr>
<td>CUL - Culinary Arts</td>
<td>Barry Infuso</td>
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<tr>
<td>DAE - Dental Assisting Education</td>
<td>Sarah Marcus</td>
</tr>
<tr>
<td>DAR - Digital Arts, GAM - Game Design</td>
<td>Reinhard Pawlicki</td>
</tr>
<tr>
<td>DCP - Direct Care Professional (pending curriculum changes)</td>
<td>Karen Tam</td>
</tr>
<tr>
<td>DHE - Dental Hygiene</td>
<td>Sarah Marcus</td>
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<tr>
<td>DLT - Dental Laboratory Technology</td>
<td>Aurora Goncalves</td>
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<tr>
<td>DNC - Dance/THE - Theatre</td>
<td>Cindy Yrun-Calenti</td>
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<tr>
<td>ECE/CDA - Early Childhood Education/ Child Development Associate</td>
<td>Michael Radloff</td>
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<td>EDS/ETT/EDU - Education-Special Education</td>
<td>Michael Kacsur</td>
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<tr>
<td>EMT - Emergency Medical Technology</td>
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<td>ENG - Engineering</td>
<td>Alexander Shayevich</td>
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<td>ESL - English as a Second Language</td>
<td>Andrea Kooshian</td>
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<td>FAW - Fitness and Wellness</td>
<td>John Kordich</td>
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<td>FDC - Fashion Design &amp; Clothing</td>
<td>Nancy Spaulding</td>
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<tr>
<td>FSC - Fire Science</td>
<td>Julie Daglio (Prog.Mgr)</td>
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<tr>
<td>FSS - Fitness and Sport Sciences</td>
<td>John Kordich</td>
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<td>GEO - Geography</td>
<td>Charlie MacCabe</td>
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<td>GLG - Geology</td>
<td>Noah Fay</td>
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<td>HIS/AIS - History, American Indian Studies</td>
<td>Julianna Wilson</td>
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<td>HON - Honors Program</td>
<td>Kenneth Vorndran</td>
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<td>HIT - Health Information Technology</td>
<td>Theresa Brown</td>
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<tr>
<td>HRM - Hotel and Restaurant Management</td>
<td>Armando Trujillo</td>
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<tr>
<td>HUM - Humanities, PHI - Philosophy, REL - Religion</td>
<td>Stu Barr</td>
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<tr>
<td>IDE - Interior Design</td>
<td>Gigi Brown</td>
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<tr>
<td>ITP - Interpreter Training/SLG-Sign Language</td>
<td>Erin Eichelberger</td>
</tr>
<tr>
<td>JRN - Journalism</td>
<td>Catherine Reeve</td>
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<tr>
<td>LEA/LEN - Law Enforcement Academy and Law Enforcement</td>
<td>Julie Daglio (Prog.Mgr)</td>
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<tr>
<td>LIB SCI - Library Science</td>
<td>Sandra Ley</td>
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<tr>
<td>LIT - Literature</td>
<td>Josie Milliken</td>
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<td>MAT</td>
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<td>Tony Vinton</td>
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<td>MLT</td>
<td>Medical Laboratory Technician</td>
<td>Amee Rosales</td>
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<td>MUS/MUP</td>
<td>Music/Music Studio Instruction</td>
<td>Eileen Perry</td>
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<td>NRS</td>
<td>Nursing</td>
<td>Susan Deering</td>
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<td>OAP</td>
<td>Office and Administrative Profession</td>
<td>Sandy Niederriter</td>
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<td>Paralegal</td>
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<td>PHT</td>
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<td>Jessie Mellor</td>
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<td>RAD</td>
<td>Radiologic Technology</td>
<td>Renee Tossell</td>
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<td>Reading</td>
<td>Marty Frailey</td>
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<td>Tommie Miller</td>
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<td>OTHERS</td>
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<td>TDT</td>
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BIBLIOGRAPHY OF SLO RESOURCES

Best Resource


EXCELLENT: This is *the* most comprehensive and comprehensible training manual. Janet Fulks is biology faculty at a community college in California, and she developed this training for Postsecondary institutions in California. The information is easy to use, and comes in modules once you get into the site. Audience: Faculty in all disciplines.

Other Resources


Excellent graphic that illustrates types of assessment. Also, there are excellent links to Assessment Research.


This guide provides a strategic model for assessment at institutional, program and course levels in certificate, AS, and AA degrees as well as student services. It also includes a variety of formal and informal methods for assessing SLOs and specific examples for several AS degree programs. Audience: Faculty in all disciplines, especially AS faculty.


This is a short, clear explanation for how to write SLOs. There are examples from Laney College faculty from a variety of areas. Audience: Faculty in all disciplines.


This is a clear, step-by-step explanation for how to write SLOs. Elsewhere on the site are sources for undergraduate and General Education assessment.


MCC won 2007 CHEA Award for Institutional Progress in Student Learning Outcomes. There is a great deal of valuable information on this site.

Good explanation of need for consensus (p. 19). Good explanation of process.


This ERIC document was funded by the California Community Colleges Fund for Instructional Improvement. This handbook describes assessment in terms of direct and indirect measure of student learning outcomes for the following: general education, programs/majors, basic skills, and student/academic service areas. Audience: Faculty in all disciplines, Counselors


This site has many articles and other resources.

NC State University. *Internet resources for higher education outcomes assessment*. Retrieved from [http://www2.acs.ncsu.edu/UPA/assmt/resource.htm](http://www2.acs.ncsu.edu/UPA/assmt/resource.htm)

Comprehensive information on this site for everything related to assessment.

New Mexico Highlands University. *Academic program outcomes assessment*. Retrieved from [http://www.nmhu.edu/FacultyStaff/institutionalresearch/outcomesassessment/](http://www.nmhu.edu/FacultyStaff/institutionalresearch/outcomesassessment/)

This website contains a great deal of information Faculty use at NMHU. Audience: Faculty in a variety of disciplines.


Excellent explanation for developing an assessment plan and the cooperative process (p. 6). Examples of Accounting, Chemistry, and Music programs’ outcomes, measures, and criteria for success (p. 9).


Excellent examples of what learning outcomes are and what they are not.


This contains sources for many issues SLOs faculty encounter in the SLOs process.

SRJC (Santa Rosa Junior College). (2007). *Course and program student learning outcomes assessment handbook*. Retrieved from [http://www2.santarosa.edu/media/project_learn/Pro_Learn_Handbook_FINAL_092807%5B1%5D.pdf](http://www2.santarosa.edu/media/project_learn/Pro_Learn_Handbook_FINAL_092807%5B1%5D.pdf)

Good examples of Step-by-step Five Row Model (p. 6) and Program (p. 8) and Course Outcomes (p. 9) statements.

Good How-to’s of Assessment (p. 19).


This part of the site has resources for rubrics. The Plan is at [http://www.web.virginia.edu/iaas/assess/process/plan.shtml](http://www.web.virginia.edu/iaas/assess/process/plan.shtml) There is an excellent explanation of how to analyze and use results.


Audience: Faculty in all disciplines.

**YouTube Resources:**

Saint-Germain, M. A.. *Assessment quickies: Student learning outcomes assessment in 10 easy steps*. California State University, Long Beach.

Saint-Germain created the following videos to provide answers to FAQs.

- **Assessment quickie # 1:** What are student learning outcomes? Retrieved from [http://www.youtube.com/watch?v=819OSM2QSKo](http://www.youtube.com/watch?v=819OSM2QSKo)
- **Assessment quickie # 2:** Writing student learning outcomes? Retrieved from [http://www.youtube.com/watch?v=KA0DeysBX7M&feature=related](http://www.youtube.com/watch?v=KA0DeysBX7M&feature=related)
- **Assessment quickie # 3:** Levels of student learning. Retrieved from [http://www.youtube.com/watch?v=9XTpyloluxA&feature=related](http://www.youtube.com/watch?v=9XTpyloluxA&feature=related)
- **Assessment quickie # 4:** SLOs & curriculum mapping. Retrieved from [http://www.youtube.com/watch?v=U7tSPVEN3oM&feature=related](http://www.youtube.com/watch?v=U7tSPVEN3oM&feature=related)
- **Assessment quickie # 5:** Choosing assessment measures. Retrieved from [http://www.youtube.com/watch?v=pVyOQCpZI5w&feature=related](http://www.youtube.com/watch?v=pVyOQCpZI5w&feature=related)
- **Assessment quickie # 6:** Matching assessment to teaching and learning. Retrieved from [http://www.youtube.com/watch?v=0S22TOBZGIM&feature=related](http://www.youtube.com/watch?v=0S22TOBZGIM&feature=related)
- **Assessment quickie # 7:** Collecting assessment evidence. Retrieved from [http://www.youtube.com/watch?v=Ld012Em96tU&feature=related](http://www.youtube.com/watch?v=Ld012Em96tU&feature=related)
- **Assessment quickie # 8:** Analyzing evidence of student learning. Retrieved from [http://www.youtube.com/watch?v=BgYEWVTiu80&feature=related](http://www.youtube.com/watch?v=BgYEWVTiu80&feature=related)
- **Assessment quickie # 9:** Using evidence of student learning for program improvement. (Closing the Loop) [http://www.youtube.com/watch?v=lDFk_6OWKv0&feature=related](http://www.youtube.com/watch?v=lDFk_6OWKv0&feature=related)
- **Assessment quickie # 10:** Why assess student learning. Retrieved from [http://www.youtube.com/watch?v=7HZPBM8AkLE&feature=related](http://www.youtube.com/watch?v=7HZPBM8AkLE&feature=related)
Books


Articles


This article describes SLO process at PVCC. Interesting advice in Tips: 1) Celebrate and give awards, and 2) Don’t do too many assessments at one time, no more than 2 or 3. Begin with a simple process.


This report summarizes a study of service learning in terms of learning outcomes through the use of quantitative surveys and qualitative focus groups with both faculty and student groups. Audience: Faculty in all disciplines


Warren is from Central Arizona College, Winkelman.
RESOURCES FOR ADJUNCT FACULTY
STUDENT LEARNING OUTCOMES (SLOs)

PCC Intranet Resources:
Go to the Pima Homepage--MyPima-Intranet-Academic Services-Student Learning Outcomes
There is a variety of information about the Student Learning Outcomes process at PCC in the Intranet section. You may want to read through the “Frequently Asked Questions” as a start. Also, when you submit grades at the end of a term, you will need to provide information in the Student Learning Outcomes Interface concerning the College-Wide outcomes, so it can prove useful to become familiar with these outcomes ahead of time.

PCC Employee Development Course:
Go to the Pima Homepage—MyPima—Work tab-ED system
A course on Student Learning Outcomes is available online. This course is helpful in providing a general overview to Student Learning Outcomes.

YouTube Resources:
Saint-Germain, M. A. Assessment quickies: Student learning outcomes assessment in 10 easy steps. California State University, Long Beach.
Saint-Germain created the following videos to provide answers to FAQs.
• Assessment quickie # 1: What are student learning outcomes? Retrieved from http://www.youtube.com/watch?v=819OSM2QSKo
• Assessment quickie # 9: Using evidence of student learning for program improvement. (Closing the Loop) http://www.youtube.com/watch?v=IDFk_6OWKy0&feature=related
## CONTACT INFORMATION

### Student Learning Outcomes Task Force

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