

Handbook

Program and Course SLO Assessments

Contents

Introduction	2
The Basics.....	2
What is a Student Learning Outcome (SLO)?.....	2
What is an Action Plan? Dialogue Report?	2
Before you Write or Revise SLOs	2
Writing or Revising SLOs	3
Three-Year Cycle	4
Roles and Organization	5
Organization.....	5
All Faculty Responsibilities.....	5
Department SLO Roles	6
Assessment Process Overview.....	7
Step 1: Plan/Adjust Assessment Calendar	7
Step 2: Collect Data (Score Assessments).....	8
What Do I Need to Score Assessments?.....	8
Entering Scores in eLumen.....	8
Step 3: Analyze Results, Plan Actions	10
Course-Level (CSLO Action Plans)	10
Department/Discipline Level (SLO Dialogue Reports)	10
Step 4: Implement Changes	10
Step 5: Address PSLOs/CSLOs in Program Review	10
Revising Program and Course SLOs.....	11
Mapping SLOs	11
Frequently Asked Questions (FAQs)	12
Appendix	13
Appendix A – All Faculty Responsibilities.....	13
Appendix B – Department Coordinator Responsibilities	14
Appendix C – Course Coordinator Responsibilities.....	16
Appendix D – SLO & eLumen Glossary.....	17

Introduction

This handbook is meant to guide all credit faculty (faculty who teach credit courses, as opposed to noncredit courses) in the Student Learning Outcomes process. There are separate handbooks for Outcomes Assessment in Administrative Services, Student Services, and Noncredit/Adult Education.

The Basics

What is a Student Learning Outcome (SLO)?

A Student Learning Outcome (SLO) is a succinct statement of an educational goal (e.g., knowledge or skill) that students are expected to demonstrate during their time in the course/program/institution. We can further define the different levels of SLOs:

1. **Course SLOs (CSLOs)** describe the knowledge, skills, abilities, and/or attitudes that student attain by successfully completing a course. All faculty are required to list the CSLOs on the course syllabus.
2. **Program SLOs (PSLOs)** describe the learning obtained across multiple courses. It describes the ideal graduate of a particular program and what a graduate will be able to do once they have successfully completed all the courses and requirements of a program. These are listed in the [College Catalog](#).
3. **Institutional SLOs (ISLOs) or General Education LOs (GELOs)** state the skills and abilities that students are expected to have mastered by the time they graduate from Los Angeles City College. These are listed on the [SLO&A SharePoint Site](#).

What is an Action Plan? Dialogue Report?

An **Action Plan** is a report that describes proposed actions from analyzing a course SLO assessment. The action plan may include what actions the department plans to undertake in response to data, often with the intent of creating improvements, meeting pedagogical goals, or improving the outcome of future SLO assessments. **Action Plans** are completed at the **course-level**. This is usually submitted by the Course Coordinator, after instructor(s) of the course analyzes and discusses the results of an SLO assessment. If your course was not assessed during a semester, no action plans are required for said semester.

A Dialogue Report is the documentation of a department- or discipline-level discussion of course SLO assessment results. The dialogue report should include plans of actions based on those discussions. Dialogue Reports are similar to Action Plans but are done at the **department- or discipline-level**. These are completed once every semester and involve discussions of SLO assessment results from the previous semester. For example, Fall 21 Dialogue Reports is a discussion of the results from the Fall 21 course SLO assessments and they are due in the Spring 22 semester.

Before you Write or Revise SLOs

In the past, we rushed to create program SLOs (PSLOs) after we rushed to create course SLOs (CSLOs). For some of us, that resulted in PSLOs and CSLOs that did not reflect the most important skills or abilities we want our students to learn. For some of us, it resulted in poor alignment. For some of us, it created unnecessary work. To continue our efforts in making the SLO assessment process more meaningful and efficient, it is recommended that you start with reviewing (and revising, if necessary) the PSLOs before you revise or write new CSLOs. It is also important to remember that SLOs should be understandable to

a wide audience (i.e. students, admissions committees, employers, accreditation visitors, administrators, etc...).

Writing or Revising SLOs

If you need to write or revise SLOs, use the following process to guide you:

First Look at All Your Existing PSLOs

Consider the following questions when looking at PSLOs:

1. Are you looking to revise/write CSLOs that are not part of a program? If so, then you can skip this section on PSLOs.
2. Are they reflective of your most important program goals or are they obscure?
3. Do they reflect what the accrediting body/transfer program/employer are looking for?
4. If a transfer program/employer looked at these PSLOs, would they get the sense that these students will have the abilities and skills they are seeking, thus leading them to want to accept/hire our students?

If you are not happy with the PSLOs get rid of them and write new ones that you find are better (and contact the SLO&A Coordinator about these changes). There are [additional faculty resources](#) available on the SLO&A SharePoint site on how to write or revise SLOs. If your PSLOs are already good, look at the CSLOs next.

Then, Look at Your CSLOs

Consider the following questions when looking at CSLOs:

1. Are they reflective of your most important course goals or are they obscure?
2. Are they actual outcomes or do they sound like a specific task or assignment?*
- a. *Warning: avoid writing CSLOs that are specific assignments or tasks. CSLOs should be actual outcomes (skill/ability) that you want your students to leave with after taking your course. The task or assignment is instead the tool to help you assess whether the outcome was met.
3. Do they align well to any of your PSLOs? They all do not have to align to a PSLO, but it will help with planning if they do.
4. Did you have to invent an extraneous, unimportant assignment just to satisfy a CSLO? If so, consider discarding that CSLO.
5. Are there any PSLOs not linked to any CSLOs? If so, consider adding a CSLO to align with that PSLO.
6. Do you have too many CSLOs? If so, consider making the CSLOs broader and incorporate multiple related outcomes.
7. Do you have too few CSLOs (recall each course should have a minimum of two CSLOs)? If so, consider adding new CSLOs.

If you are not happy with the CSLOs get rid of them and write new ones that you find are better. There are [additional faculty resources](#) available on the SLO&A SharePoint site on how to write or revise SLOs. If your **CSLOs are already good and align well with PSLOs**, then the next step is to ensure the CSLOs are mapped properly in eLumen. If your CSLOs need any changes, submit your revisions to the SLO&A Coordinator.

Examples of Good and Bad SLOs

Good Examples

1. Create a coherent body of work that expresses personal content and style. (Art)
2. Be able to set up and perform common radiographic exams independently under indirect supervision. (Rad Tech)
3. Perform selected repertoire as part of an ensemble with proper technique, articulation, expression, and intonation. (Music)
4. Demonstrate good aseptic technique to minimize contamination and ensure safe working environment. (Science)
5. Apply ethical principles to respect author's intent, various forms of text, and the audience. (Comm Studies)

Examples to Avoid

1. Present a poster on a scientific research article.
 - a. **Why It Is Bad:** This is a task that can certainly be used to assess an outcome, but it is not an outcome. A suggested revision would be “evaluate the validity of research claims” or “be able to summarize the findings of a research study to various audiences.”
2. Write a research paper of 5000 words.
 - a. **Why It Is Bad:** This is also a task, but it is not an outcome. A suggested revision would be “demonstrate understanding of how to use library resources to research a topic” or “distinguish between research of a topic vs. summary of a source.”

Three-Year Cycle

Starting Fall 2021, the Program SLO (PSLO) and Course SLO (CSLO) assessment process will follow a three-year assessment cycle. This means that assessment of all CSLOs and PSLOs must be completed within three years (with the first cycle starting Fall 2021 and ending Spring 2024).

Roles and Organization

Organization

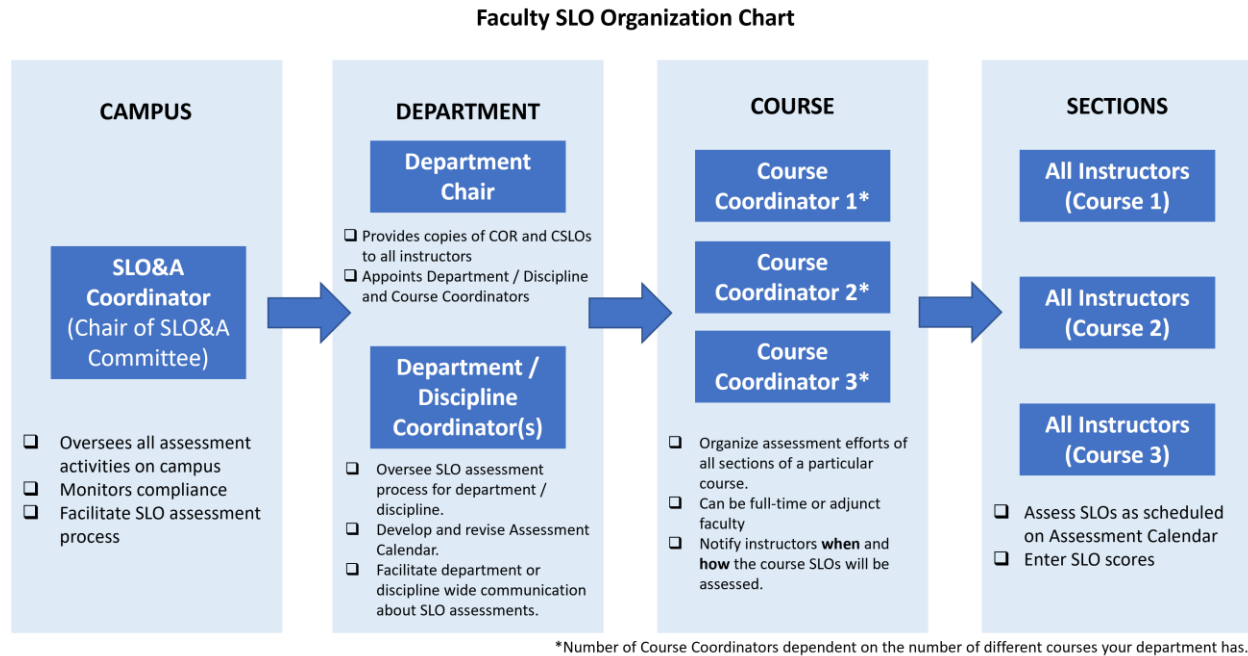


Figure 1. Faculty SLO Organization Chart.

A healthy SLO system requires a lot of people working together to assess, report, analyze, and implement changes relating to SLOs. Figure 1 shows the organization of the various faculty SLO roles.

The SLO&A Coordinator oversees all assessment activities on campus, while also monitoring compliance and facilitating the SLO assessment process. The SLO&A Coordinator provides direction for the entire campus. At the next level, we have the Department Chairs and Department/Discipline Coordinators, providing direction for the departments/disciplines. Under the department/discipline coordinators, we have Course Coordinators (at least one for each course), who will provide direction for the instructors of all the sections of a particular course. Please jump to the next section for more information about these roles.

All Faculty Responsibilities

All instructors shall conduct SLO assessments in their assigned classes and use the results to make appropriate changes in instruction to improve student learning, as stated in Appendix L of the AFT 1521 Contract 2020-2023 (2009-04 Art. 19,43). The evidence of this professional responsibility will come from data/results of assessments and modifications (i.e. action plans). See [Appendix A](#) for more information about all faculty responsibilities.

Accountability

When an instructor fails to participate, the SLO&A Coordinator (chair of SLO&A Committee) will generate reports of courses and instructors who have not completed their SLO assessments according to their department's assessment calendar. These reports shall be included in evaluations for all faculty, which will be shared with the appropriate Dean and Vice President of Academic Affairs.

Department SLO Roles

1. *Department Chair*

The department chair may or may not also be the Department/Discipline Coordinator. For information regarding the responsibilities of Department/Discipline Coordinators, jump to the next section.

According to Appendix L of the AFT 1521 Contract 2020-2023 (2009-04 Art. 19, 43), "...The department chair shall, at the time a course is assigned, provide the instructor with a copy (electronic or hard copy) of the course outline and any officially approved SLOs."

2. *Department/Discipline Coordinator*

All departments must have a Department and/or Discipline coordinator.

The primary function of the Department/Discipline Coordinator is to oversee the SLO assessment process for a department/discipline so that it is systematic and ongoing, and results in course and program improvement. This is an unpaid position of leadership within a department or a discipline, though FLEX credit is awarded for this important work. See [Appendix B](#) for more information about Department/Discipline Coordinator responsibilities.

The SLO&A Committee recommends that each department have at least one Department/Discipline Coordinator. For large departments or those with multiple disciplines, it would be beneficial to have multiple faculty members share the responsibilities (for example, large departments can have two or more faculty that share the Department Coordinator responsibilities, or departments with multiple disciplines can have one Discipline Coordinator per discipline).

3. *Course Coordinator*

The primary function of the Course Coordinator is to organize the assessment efforts of all sections of a particular course. To give the widest latitude, the department chair shall, using their own methodology, identify a Course Coordinator for every active course. The role should be divided up equally among the full-time faculty, with every full-time faculty member serving as a Course Coordinator for at least one course. Adjunct faculty are eligible to be Coordinators. The Department Coordinator may also serve as a Course Coordinator. The department/discipline can decide whether to rotate faculty as Course Coordinators or to keep faculty with a particular course for a period. See [Appendix C](#) for more information about Course Coordinator responsibilities.

Assessment Process Overview

Figure 2 below shows the overview of the assessment process.

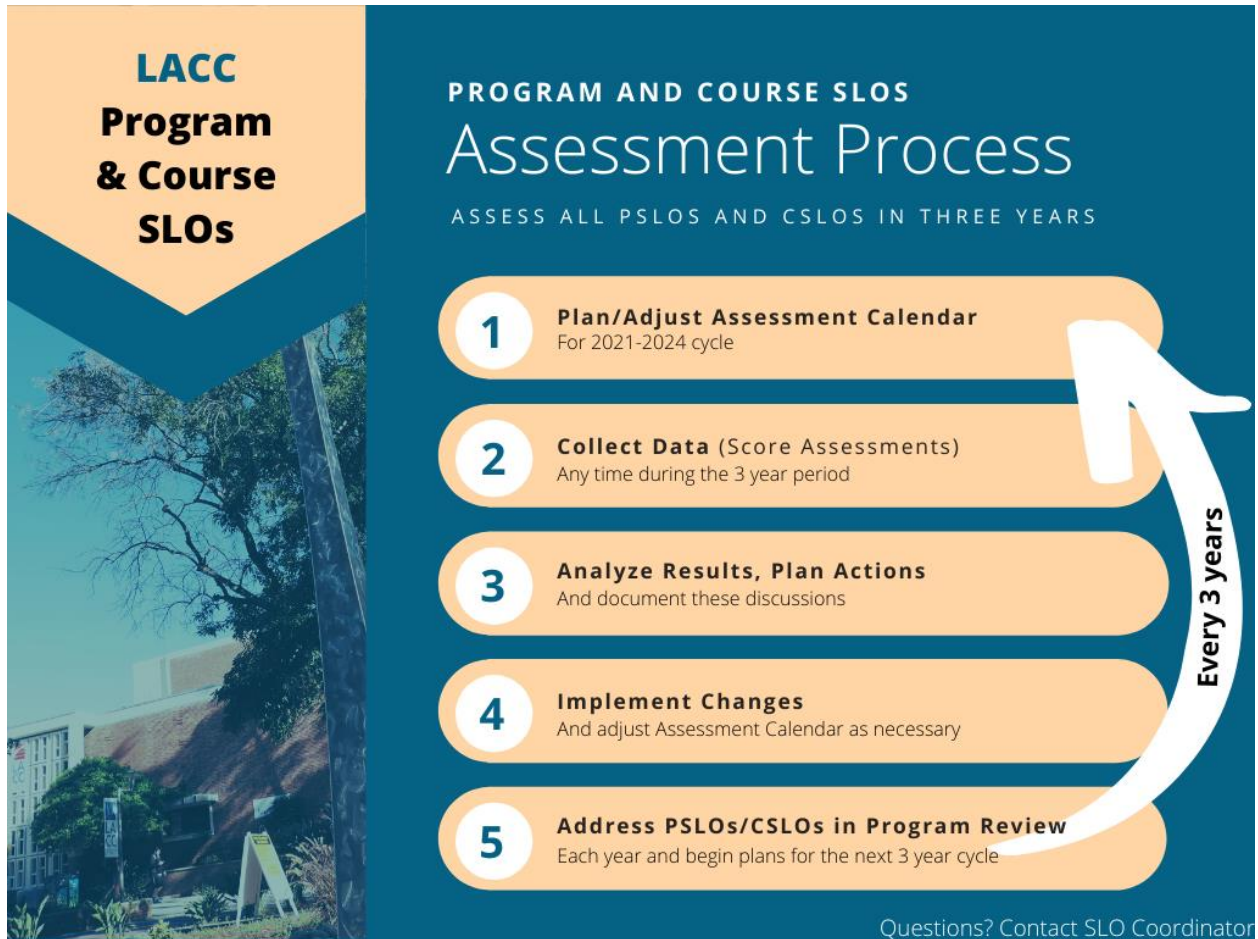


Figure 2. Diagram of Overview of Program and Course SLOs Assessment Process

Step 1: Plan/Adjust Assessment Calendar

The first thing to establish in the three-year assessment process is the [Assessment Calendar](#) (to be completed by the Department Coordinator and any other faculty willing to participate). All faculty within the department shall follow this Assessment Calendar. The *Department Coordinator* is also expected to regularly maintain the Assessment Calendar by providing any changes/edits to the SLO&A Coordinator. *Department Coordinators and Course Coordinators* are responsible for communicating these plans to all faculty within the department.

This Assessment Calendar should account for both PSLO and CSLO assessment plans. However, if your PSLOs already align well with at least one CSLO, then the Assessment Calendar only needs to indicate the CSLO assessment schedule. It is recommended that Department Coordinators ensure that all Program and Course SLOs are **updated and relevant** before starting the assessment process.

Department Coordinators should also work with the SLO&A Coordinator to ensure **proper mapping of CSLOs to PSLOs**, as PSLO assessments should be linked to CSLO assessments.

Step 2: Collect Data (Score Assessments)

All faculty shall score assessments and enter assessment scores according to their department's [Assessment Calendar](#).

What Do I Need to Score Assessments?

As the experts of your disciplines, how and what you need to score your assessments is entirely up to you and your colleagues in the discipline. However, here are some **suggestions** when it comes to SLO assessments:

1. Ideally, you should be drawing assessments from **what you already do** in your classes (the point of SLO assessments is to provide us a process to reflect on how our teaching methods and policies help our students achieve the outcomes we set for them). Creating a separate assignment/task to your students just to satisfy SLO requirements is discouraged.
2. It might help to provide flexibility, and have instructors simply rate each student's performance as Exceeds Expectations, Meets Expectations, or Below Expectations (see Scorecard View below). This can allow for rich discussions about student learning when instructors can share how they individually approach teaching towards an outcome.
3. It might help *some* disciplines to have instructors who teach the same course collaboratively develop a universal rubric for all instructors to use. These disciplines may also benefit from having norming sessions, where the instructors grade a few sample assignments together to standardize the grading.

Entering Scores in eLumen

There are two ways of entering assessment scores in eLumen. Department Coordinators should communicate with the SLO&A Coordinator which of the following two ways (Scorecard View or Rubric View) is preferred. The following information describes as well as provide pros and cons for each of these ways. For step-by-step instructions on how to enter scores in eLumen, please visit the [Faculty SLO Instructions & Videos page](#) on the SLO&A SharePoint site.

1. **Scorecard View:** This is a faster way we can use to enter scores into eLumen. It requires inputting only the **overall SLO score**. The instructor will simply record the student's SLO performance as one of the mastery levels (i.e. Below Expectations, Meets Expectations, and Exceeds Expectations).
 - a. **Pros:** This is much faster as the students' performances can be entered from a single page. This also allows for quickly scoring multiple SLOs at the same time.
 - b. **Cons:** This does not allow scoring of individual criteria, which means data at the course level will not reflect how the students performed for each criterion as it will only show how the students performed on the SLO overall.

Example Assessment Multiple SLOs

Assessment Type: Other
 Assessment Description: Example Assessment Multiple SLOs

Overall SLO Scores only

Student Learning Outcomes

Students	SLO	Exceeds Expectations	Meets Expectations	Below Expectations	
		3	2	1	N/A
	1. use basic microbiological principles and laboratory techniques to identify and describe an unknown microbe.	3	2	1	<input type="checkbox"/>
	3. successfully perform a gram stain using an unknown bacterium.	3	2	1	<input type="checkbox"/>
	1. use basic microbiological principles and laboratory techniques to identify and describe an unknown microbe.	3	2	1	<input type="checkbox"/>
	3. successfully perform a gram stain using an unknown bacterium.	3	2	1	<input type="checkbox"/>
	1. use basic microbiological principles and laboratory techniques to identify and describe an unknown microbe.	3	2	1	<input type="checkbox"/>
	3. successfully perform a gram stain using an unknown bacterium.	3	2	1	<input type="checkbox"/>
	1. use basic microbiological principles and laboratory techniques to identify and describe an unknown microbe.	3	2	1	<input type="checkbox"/>
	3. successfully perform a gram stain using an unknown bacterium.	3	2	1	<input type="checkbox"/>
	1. use basic microbiological principles and laboratory techniques to identify and describe an unknown microbe.	3	2	1	<input type="checkbox"/>
	3. successfully perform a gram stain using an unknown bacterium.	3	2	1	<input type="checkbox"/>

Figure 3. Scorecard view for entering scores in eLumen. This view is faster and allows for scoring of multiple SLOs at once.

2. **Rubric View:** This way is the old way we entered scores into eLumen. It requires inputting scores for **each individual criterion**. Then, the **overall SLO score** is automatically calculated, recorded, and categorized into one of the mastery levels (i.e. Below Expectations, Meets Expectations, Exceeds Expectations).
 - a. **Pros:** This allows departments to collect data on individual criteria.
 - b. **Cons:** This takes longer to enter scores as each student's SLO performance must be entered on separate pages. This also makes it difficult to enter scores for more than one SLO at a time.

Assessment Type: Other
 Assessment Description: Use basic microbiological principles and laboratory techniques to identify and describe an unknown microbe

Students

Weight: criteria:

Criteria	Weight	Exceeds Expectations	Meets Expectations	Below Expectations
Isolation of Unknown Microbe	0.25	3	2	1
Staining Characteristics	0.25	The student was able to correctly read the results for the Gram stain, acid-fast stain, and endospore stain	The student was able to correctly read the results for 2 of the 3 microbiological stains	The student was able to correctly read the results for 1 or fewer microbiological stains
Biochemical Tests	0.25	The student was able to correctly read the results for 7 or more biochemical tests	The student was able to correctly read the results for 6 to 4 biochemical tests	The student was able to correctly read the results for 3 or fewer biochemical tests
Identification Using Dichotomous Key	0.25	The student was able to correctly identify 3 unknown microbes using the dichotomous keys	The student was able to correctly identify 2 unknown microbes using the dichotomous keys	The student was able to correctly identify 1 or fewer unknown microbes using the dichotomous keys

Recommended SLO Score: 3

Figure 3. Rubric view for entering SLO scores in eLumen. This view allows for scoring of individual criteria.

Step 3: Analyze Results, Plan Actions

All faculty are required to use the SLO data to improve student learning within their courses. To analyze results, discussions will occur on two levels within the department:

1. **Course level**, which involves the instructors who teach the same course (documented as [CSLO Action Plans](#)); and
2. **Department or discipline level**, which involves the instructors from the entire department/discipline (documented as [SLO Dialogue Reports](#)).

Course-Level (CSLO Action Plans)

Course Coordinators will pull the CSLO performance report for their course from eLumen and use these results to initiate conversations about student learning. All instructors are expected to use these results to make any necessary changes to instruction. Documentation of the analysis and planned actions will be done by [completing an action plan](#). For step-by-step instructions for how to enter CSLO Action Plans, go to the [Faculty SLO Instructions & Videos page](#) on the SLO&A SharePoint site.

Department/Discipline Level (SLO Dialogue Reports)

Department/Discipline Coordinators will pull the CSLO performance report for all the courses in the department from eLumen and use these results to initiate conversations about student learning. Documentation of the analysis and planned actions will be done by [completing a Dialogue Report](#). For step-by-step instructions for how to enter SLO Dialogue Reports, go to the [Faculty SLO Instructions & Videos page](#) on the SLO&A SharePoint site.

Step 4: Implement Changes

After deciding on the planned actions/next steps for improving instruction, faculty will implement those changes, and *assess the SLO again* to determine if any improvements were made. You are also expected to go back to these action plans and provide an update on whether the action plans helped student learning for the specific outcome. *Department Coordinators will update the Assessment Calendar as necessary to reflect any changes to the assessment schedule, while keeping in mind that all PSLOs and CSLOs must still be assessed within the three-year cycle.*

Step 5: Address PSLOs/CSLOs in Program Review

Each year, during program review, Department Chairs/Coordinators will document PSLO assessments (data and analyses completed from the previous academic year) in their program review reports. In the year (2024-2025) following the third year of the assessment cycle, all departments must comprehensively analyze all PSLOs and identify plans for improving instruction and student learning for the next cycle. Further instructions on how to do this will come with program review instructions. Please note that you are not expected to collect data for PSLOs separately from CSLOs, if your PSLOs are properly mapped with CSLOs in eLumen. When PSLOs and CSLOs are properly mapped, PSLO performance reports from eLumen will automatically draw from the aligned CSLOs.

Revising Program and Course SLOs

Substantial revisions of Program and Course SLOs will involve a series of approvals before they can be made official. **Substantial changes** are defined as the addition and/or removal of SLOs. **Minor changes**, such as grammatical and/or formatting edits, do not need to go through the approval process. To make minor changes, contact the SLO&A Coordinator.

For 2021-2022, substantial revisions of Program and Course SLOs will go through a temporary streamlined process, which was approved by the Curriculum Technical Review subcommittee. Contact the SLO&A Coordinator for more information.

After 2021-2022, any substantial program SLO and course SLO revisions must follow the process as detailed below.

Program SLO Revisions

To make any substantial changes to program SLOs:

1. Complete a **Program Modification Form** and submit to the Curriculum Technical Review subcommittee (this is done by emailing the form to the Curriculum Chair).
2. If you receive any feedback from the Curriculum Technical Review subcommittee, make any necessary changes and resubmit to the Curriculum Chair.
3. Upon approval from the Curriculum Technical Review subcommittee, attend the Curriculum Committee meeting and answer any questions from the committee.
4. Upon approval from the Curriculum Committee, the SLO&A Coordinator will make the changes in eLumen.

Course SLO Revisions

The process described below is general. This process will primarily take place in eLumen and detailed step-by-step instructions will be provided, once the workflow for the new Curriculum feature in eLumen is active.

To make any substantial changes to course SLOs:

1. Submit the proposed changes to the SLO&A Coordinator for feedback. If you receive any feedback from the SLO&A Coordinator, make any necessary changes and resubmit to the SLO&A Coordinator.
2. The SLO&A Coordinator will forward your revisions to the Curriculum Technical Review subcommittee.
3. Upon approval from the Curriculum Technical Review subcommittee, attend the Curriculum Committee meeting and answer any questions from the committee.
4. Upon approval from the Curriculum Committee, the SLO&A Coordinator will make the changes in eLumen.

Mapping SLOs

After substantial SLO changes have been approved, the next step is to map the SLOs.

- **New Course SLOs:** New Course SLOs must be mapped to the Institutional SLOs and, if applicable, to Program SLOs.
- **New Program SLOs:** Remap the relevant, existing course SLOs to the new Program SLOs.

Frequently Asked Questions (FAQs)

- 1. How many sections need to be assessed each semester?**
 - a. **All sections of a course** shall be assessed according to your department's Assessment Calendar.
 - i. For example:
 1. If Micro 20 SLO #1 and #2 are scheduled to be assessed during Fall 2021, then all sections of Micro 20 must assess SLO #1 and #2 during Fall 2021.
 2. If all Physiology 1 SLOs are to be assessed during Spring 2022, then all sections of Physiology 1 must assess all SLOs during Spring 2022.
 3. If none of Physiology 1 SLOs are scheduled to be assessed Fall 2021, then no sections need to assess Physiology 1 SLOs during Fall 2021.
- 2. How often should I enter scores?**
 - a. Refer to your department's Assessment Calendar (found in the [Assessment Calendar folder](#) on the [SLO&A SharePoint site](#)).
- 3. What are the SLOs for my courses and programs?**
 - a. Contact your Course Coordinator or Department/Discipline Coordinator for the most up to date SLOs.
- 4. What should my Assessment Calendar look like?**
 - a. Take a look at some examples in the [Assessment Calendar folder](#) on the [SLO&A SharePoint site](#).
- 5. Where can I find...**
 - a. Always check the [SLO&A SharePoint site](#) first as it will be updated regularly.
- 6. Are there video tutorials?**
 - a. Yes. Please check the [SLO&A SharePoint site](#).
- 7. Who can I ask questions to?**
 - a. You can direct SLO-related questions to your Course Coordinator, Department/Discipline Coordinator, or the SLO&A Coordinator. If you do not know who your Department/Discipline/Course Coordinators are, please reach out to the SLO&A Coordinator for help.
- 8. What happens if my class is not offered during the semester it is scheduled to be assessed?**
 - a. If your class is not offered during the semester it is scheduled to be assessed, let your Department/Discipline Coordinator know to adjust the Assessment Calendar and postpone assessment of the course to when the class is offered.

Appendix

Appendix A – All Faculty Responsibilities

Responsibilities

The following details the responsibilities of **all faculty**, including full-time and adjunct instructors, within the SLO process. Please refer to [Appendix L of the AFT Contract](#) (Contract Interpretation: Clarification of the Meaning of “Participates in the Student Learning Outcomes Assessment Cycle” on the Faculty Evaluation Form).

1. *SLOs on Course Syllabi*

All instructors must include the officially approved course SLOs on their course syllabi. Officially approved course SLOs are those that are approved by the Curriculum Committee and listed in the Course Outline of Record.

2. *Conduct SLO Assessments*

All instructors must conduct SLO assessments in their assigned classes and use the results to make appropriate changes in instruction to improve student learning.

3. *Enter Assessment Scores*

All instructors must enter their own assessment scores in eLumen. For help with entering scores in eLumen, refer to the [Faculty SLO Instructions & Videos page](#) of the SLO&A SharePoint Site or contact the SLO&A Coordinator.

Other Important Clarifications

1. *Writing SLOs and Establishing Assessment Tools/Rubrics*

Writing SLOs and establishing assessment tools/rubrics are the responsibility of full-time faculty. However, an adjunct instructor may participate in discipline or departmental activities to create SLOs and establish assessments. Adjunct instructors are not required to do so.

2. *Attendance of SLO Activities*

An adjunct instructor is not required to attend SLO assessment activities when they are conducted outside the classroom.

Appendix B – Department Coordinator Responsibilities

Overview

The primary function of the Department/Discipline Coordinator is to oversee the SLO assessment process for a department/discipline so that it is systematic and ongoing, and results in course and program improvement. This is an unpaid position of leadership within a department or a discipline, though FLEX credit is awarded for this important work.

The SLO&A Committee recommends that each department have at least one Department/Discipline Coordinator. For large departments or those with multiple disciplines, it would be beneficial to have multiple faculty share the responsibilities (for example, large departments can have two or more faculty that share the Department Coordinator responsibilities, or departments with multiple disciplines can have one Discipline Coordinator per discipline).

Responsibilities

Department or Discipline Coordinators will...

Be a Resource for All Instructors of the Department or Discipline

- Be knowledgeable with the assessment process as outlined in the Course and Program Assessment Handbooks and able to answer colleagues' assessment questions.
- Know where to access resources on the [SLO&A SharePoint site](#).
- Guide and support the work of Course Coordinators.

Coordinate Department/Discipline Assessment Efforts

- Develop and revise the 3-year Assessment Calendar in consultation with the Department Chair and the Course Coordinators.
- Shepherd the department/discipline through the assessment process according to the 3-year Assessment Calendar.
- Collaborate with the Department Chair to provide SLO assessment progress on annual program reviews.
- Implement a system of regular, discipline-wide communication about SLO assessment. The Academic Senate expects that each discipline/department will include a time for discussions about student learning at least once a semester. Topics should include the sharing of course SLO and program SLO results and action plans and resource ideas that may support student learning.
 - Generate CSLO performance reports from eLumen ([instructions and videos can be found here](#)) from courses and sections assessed and refer to the [Action Plans](#) entered for a given term. Use these reports in discipline-wide communications about SLO assessment and record these discussions as [Dialogue Reports](#).

eLumen-Related Responsibilities

Periodically Review Information in eLumen

- Periodically review the information in eLumen to ensure the discipline/department is up to date with CSLOs, PSLOs, and rubrics.

Generate eLumen reports on CSLO and PSLO assessments data

- Generate eLumen reports about CSLO and PSLO assessments data for the department/discipline to view and discuss together during department meetings.

Approved by SLO&A Committee 4/18/2022

Attend SLO Workshops, Trainings, Meetings with SLO&A Coordinator

- Attend any relevant SLO workshops and trainings.
- Meet with the SLO&A Coordinator at least once a year to report progress through the Assessment Calendar.

Document Your Work for FLEX Credit

- Document your work as Department/Discipline Coordinator for FLEX credit.

Other Important Clarifications

Department/Discipline Coordinators are Not Responsible For...

- Writing course SLO statements for courses that they do not teach.
- Designing assessment tasks and rubrics for courses they do not teach.
- Entering scores and action plans into eLumen for other full-time or adjunct faculty.

Appendix C – Course Coordinator Responsibilities

Overview

The primary function of the Course Coordinator is to organize the assessment efforts of all sections of a particular course. To give the widest latitude, the department chair shall, using his/her own methodology, identify a Course Coordinator for every active course. The role should be divided up equally among the full-time faculty, with every full-time faculty member serving as a Course Coordinator for at least one course. Adjunct faculty are eligible to be Coordinators. The SLO Department Coordinator may also serve as a Course Coordinator. The department/discipline can decide whether to rotate faculty as Course Coordinators or to keep faculty with a particular course for a period.

Responsibilities

Course Coordinators will...

1. *Be a Resource for All Instructors of the Course*
 - a. Be knowledgeable with the assessment process as outlined in the Course and Program Assessment Handbooks and able to answer colleagues' assessment questions.
 - b. Know where to access resources on the [SLO&A SharePoint site](#).
2. *Notify All Instructors of the Course about Planned Assessments*

Notify all instructors of a course about **when** and **how** the course SLOs will be assessed.
3. *Lead and Organize Discussions about Course SLOs*
 - a. Involve all faculty that teach the course, including adjuncts, in the discussion to create course SLOs and design assessment tasks and rubrics.
 - b. Organize a norming session, if necessary, to validate the rubric.
 - c. Generate a CSLO performance report from eLumen ([instructions and videos can be found here](#)) that aggregates course assessment results across sections, which will be used in the discussion about SLO results.
 - d. Organize a discussion with all faculty who teach the course to discuss the results and to write the action plan.
4. *Enter Course SLO Action Plan*

Enter the [CSLO action plan](#) after discussion of SLO results.
5. *Attend SLO Workshops and Trainings*

Attend any relevant SLO workshops and training.

Other Important Clarifications

Course Coordinators Cannot Enter Scores into eLumen for Other Instructors

Course Coordinators cannot enter scores into eLumen for other instructors; each instructor must enter their own scores into eLumen.

Appendix D – SLO & eLumen Glossary

Action An action is a discrete improvement or query about a section, course, or program. Actions should drive and represent the improvements that the college is engaged in toward furthering student outcomes.

Action Plan An [Action Plan](#) is a report that describes proposed actions from analyzing a course SLO assessment. Action Plans are completed at the course-level. This is usually submitted by the Course Coordinator, after instructor(s) of the course analyzes and discusses the results of an SLO assessment. If your course was not assessed during a semester, no action plans are required for said semester.

Assessment An [assessment](#) is a way of gathering student learning outcomes (SLO) data. Assessments, as distinguished from Activities, are general and usually describe the outcomes or pedagogical approach. Examples include formative and summative assessments, standardized assessment, and portfolio reviews.

Assessment Scales The Assessment Scales are the numerical scales faculty use for scoring, and an institution can have up to 99 levels. The levels can correspond to numerals (e.g. 0, 1, 2, 3, or 1, 2, 3, 4) or they can correspond to points or percentages (e.g. 20, 40, 60, 80, 100). Each level will then be mapped to a Mastery Level for the purposes of reporting.

Assessment Library Within eLumen, the Assessment Library stores all shared assessments in the college and filters them based on their associated SLOs. Within the Assessment Library, assessments can be created or planned to sections.

Coordinator (eLumen) Within eLumen, the Coordinator role serves to manage a Department, Program, Course, or Context. Coordinators can create and plan Assessments, RFIs, and Action Plans and at some levels create Initiatives. Coordinators help Data Stewards plan the management tasks within eLumen.

Coordinator (General) There are three main types of coordinators on our campus: the campus SLO&A Coordinator, [department/discipline coordinators](#), and [course coordinators](#). Click on the coordinator titles to jump to the section that describes the responsibilities of these coordinators.

Dialogue Report A [Dialogue Report](#) is the documentation of a department- or discipline-level discussion of course SLO assessment results. The dialogue report should include plans of actions based on those discussions. Dialogue Reports are similar to Action Plans but are done at the department- or discipline-level.

Mastery Levels Mastery levels are a single scale that often consist of two to five levels of achievement that are consistent across the institution. On our campus, the levels are: Exceeds Expectations, Meets Expectations, and Below Expectations. It is recommended that an institution use the fewest levels that provide meaningful distinction for their reporting needs because the assessment scales provide greater distinction for the purpose of scoring.

Performance Measures Performance Measures allow institutions to set a standard of performance for their SLOs. Specifically, an institution can set a goal for a percentage of students assessed on an SLO achieving the Mastery Levels that constitute Performance/Mastery/Achievement. Setting a performance measure of 100% would mean that the institution expects all students assessed will “pass” the SLO.

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Setting a performance measure of 0% would mean that your institution expects that no students will pass the SLO. A common Performance Measure is 70%.

Student Learning Outcomes A Student Learning Outcome (SLO) is a succinct statement of an educational goal (e.g., knowledge or skill) that students are expected to demonstrate during their time in institution. We have three levels of SLOs: course SLOs, program SLOs, and institutional SLOs.

Course SLOs (CSLOs) describe the knowledge, skills, abilities, and/or attitudes that student attain by successfully completing a course. All faculty are required to list the CSLOs on the course syllabus.

Program SLOs (PSLOs) describe the learning obtained across multiple courses. It describes the ideal graduate of a particular program and what a graduate will be able to do once they have successfully completed all the courses and requirements of a program. These are listed in the College Catalog.

Institutional SLOs (ISLOs) or General Education LOs (GELOs) state the skills and abilities that students are expected to have mastered by the time they graduate from Los Angeles City College. These are listed on the SLO&A SharePoint Site.