Basic Requirements

- **A minimum of one assessment topic must be listed and assessed in the current cycle.** (The emphasis is on quality over quantity. The SLOAC recommends that you choose something that you feel you don't do well and focus your SLO assessment process around how to improve this area.)

- **A minimum of one third of the sections of the course offered during the semester of assessment must be included in the assessment.**

- **At least one section of each different modality of the course must be assessed.** These include, but are not limited to, day, evening, weekend, SRC, online, hybrid sections, off-campus, learning community, etc.

- **Data for all assessed sections of a course should be compiled and analyzed by a group of faculty** (never just one).

Details of WebSLOs Report

1) **Method:** Specifically describe the method used by the department to assess achievement of the learning outcome. If multiple methods are used, describe all. Assessment methods should measure learning, not achievement based on grades, course retention, external certification, etc.

   For example: "Students were given an in-class writing assignment consisting of 4 short answer questions regarding this topic. A department created rubric was used to evaluate student answers."

2) **Criteria for success:** Describe how the department determined whether a given student successfully learned the outcome, based on the assessment method used. Criteria should measure learning, not achievement based on grades, course retention, external certification, etc. **(This section is NOT a percentage benchmark the department wished to reach.)**

   For example: "Students who earned a score of 4 or 5 out of 5 on the rubric for this performance were counted as successful."

3) **Data analysis and cohort:** This section should include:
   - the semester(s) of assessment
   - the number of students assessed
   - the number and type of sections assessed (day, evening, SRC, online, hybrid, off campus, learning community, etc)
   - the number or percent of successful students, including results broken down by different student cohorts, if applicable

- analysis of the results, including any significant variations among cohorts

For example: In Spring 2018, a total of 298 students in 12 out of 20 sections were assessed. The sections included 8 face-to-face PHC, 1 face-to-face SRC, 2 online, and 1 hybrid. Of the 298 students, 78.2% (233 students) were successful in the assessment for this topic. An analysis of the results show that the remaining 65 students struggled most often with providing appropriate evidence and supporting statements to prove their thesis.

4) **Action Plan:** The action plan explains what worked, what did not work, and opportunities for improvement. **This section should include specific actions for the department to implement in order to improve the teaching and learning process.**   Action plans should address the following items, at minimum:
   - the level of learning demonstrated by the current assessment
   - action plans of previous cycles, if not the first cycle of assessment
   - outside accrediting agencies, if applicable
   - any information learned from the assessment that affects a program or certificate
   - any information learned that will be included in the next program review cycle
   - any information that might affect student success in the subsequent course(s)
   - advisory committee consultation for CTE courses

Over time, action plans and assessment results should reflect authentic attempts to improve the teaching and learning process. Action plans that say "no plan", "no action needed", "no changes", or similar will not be approved.

For example: "As a plan of action the department will continue to encourage instructors to use the library resources, including handouts or presentations/workshops put on by librarians, to augment the lecture they give on this particular topic. Resources, such as assignments and activities, reinforcing this SLO will be gathered and shared at department meetings so that all instructors teaching this course will be able to incorporate these best practices. In addition, the department will add a FLEX workshop in August and in January to share the resources gathered since the last assessment cycle."