



One Classified employee - Dixie Krimm
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Closing the loop refers to the use of assessment results to improve student learning through collegial dialog informed by the results of student service or instructional learning outcome assessment. It is part of the continuous cycle of collecting assessment results, evaluating them, using the evaluations to

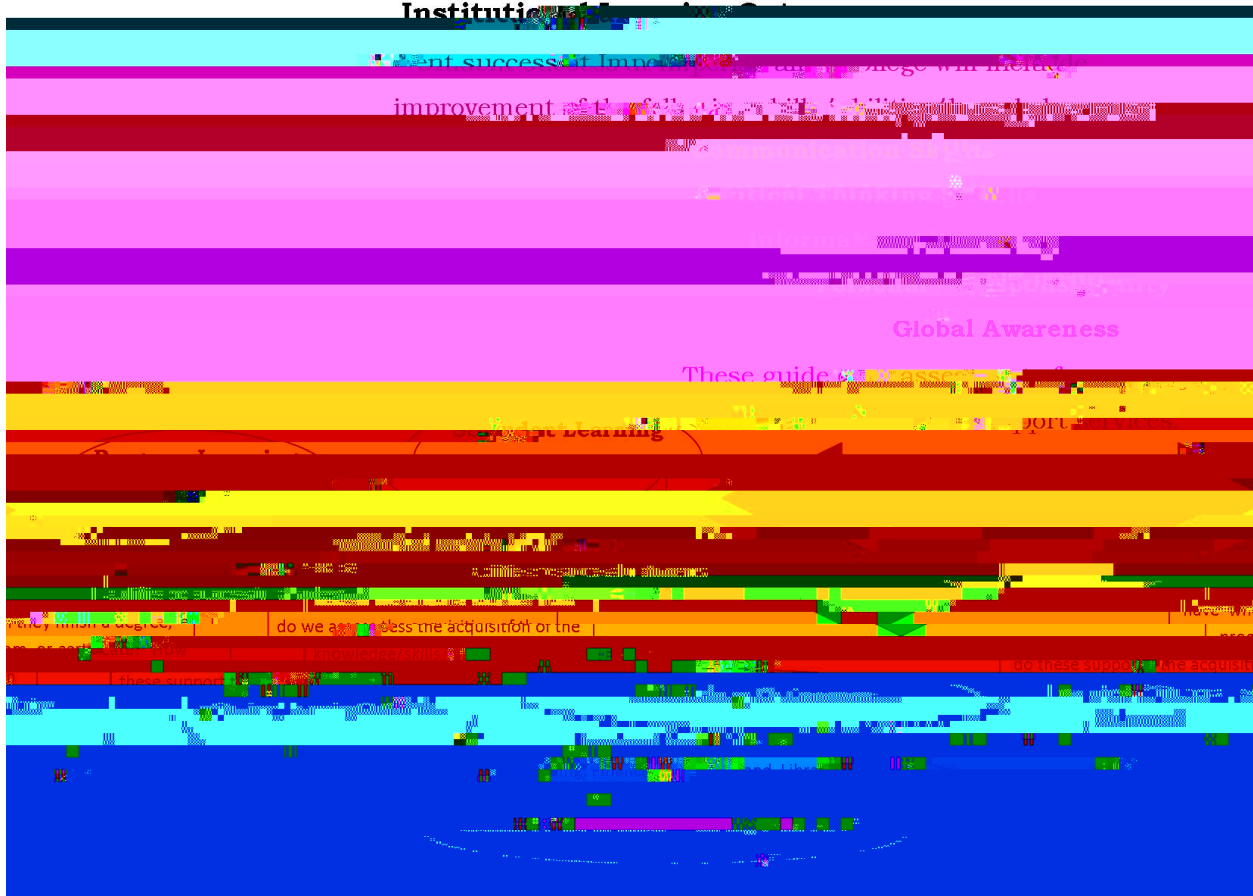
If you would like to close the loop for each course that is the department's decision. Each department will know what works best for it.



The image is a screenshot of a software interface, likely Nuventive, displaying a table of course outcomes. The table has several columns: 'Subject Code', 'Course Title', 'Course Outcomes', '15-16 SLO Data', and '15-16 SLO Dialogue/Improvements'. The '15-16 SLO Dialogue/Improvements' column contains the text 'Assessed COMPLETED COMPLETED'. The table rows contain various course outcomes, such as '1. Demonstrate critical thinking skills by analyzing and responding to a selected reading.' and '2. Demonstrate critical thinking skills by analyzing and responding to a selected reading.' The interface is cluttered with many overlapping text elements and colors, suggesting a complex or corrupted view.

All SLOs will be completed and saved to Nuventive. Along with these SLOs, PLOs, and ILOs will be mapped to ensure all outcomes are aligned. Once these two steps are completed, the Chairs or Point Person will be able to complete the Comprehensive Program Review (CPR) in Nuventive. They can pull up the SLOs, PLOs, and alignment maps to use for evidence to support the CPR.

The mission of the OAC is to assist Imperial Valley College's campus community in the ongoing assessment of courses, programs, and services that lead to student success.



The Student Learning Outcomes (SLO) assessment process is a means to discover if students are learning what they are expected to learn in courses and programs throughout IVC.

Course-level Student Learning Outcomes (SLOs) course-level SLOs focus on what a student will be able to do as a result of completing a course.

These address the measurable and observable outcomes you expect to see in a student at the end of the semester in terms of knowledge, skills, and attitude.

The assessment of SLOs is useful in helping professors know where their teaching and learning activities have and have not been successful.

SLOs also let students know what they can expect to attain as a result of completing the course. Here are some examples: 1- Upon successful completion of this course, students will be able to change the oil and the oil filter to industry standards. 2- Upon successful completion of this course, students will be able to identify anatomical differences between monocotyledonous and dicotyledonous plants. 3- Upon successful completion of this course, students will be able to cite all sources used for their speeches in the form of a bibliography attached to their preparation outlines. The accrediting agency for California Community Colleges (ACCJC) has elected to use SLOs as an integral part of its accrediting standards ([ACCJC Accreditation Standards](#))

When faculty construct or adjust their curriculum, performing what is known as a “course outline of record” update, part of the process includes affirming both the course objectives and the course learning outcomes. Sometimes, the difference between objectives and outcomes can be difficult to discern, as they both play an important role in the learning process. The ASCCC has written an “SLO Terminology Glossary” to help local academic senates and faculty in understanding and communicating the lexicon of assessment. In this glossary, the difference between objectives and outcomes is made as follows: • Objectives are small steps that lead toward a goal; for instance, the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching Student Learning Outcomes which address synthesizing, evaluating and analyzing many of the objectives. • Student learning outcomes are the specific observable or measurable results that are expected after a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or support service area (such as the library). SLOs describe a student's ability to synthesize many discrete skills using higher-level thinking skills and to produce something that asks them to apply what they've learned. SLOs usually encompass a gathering together of smaller discrete objectives (see definition above) through analysis, evaluation, and synthesis into more sophisticated skills and abilities. CLOs, then, comprise the measurable

evidence of student learning that occurs as a result of taking classes through IVC.

The CLOs for any given course are expected to be attained when students are successful, and they are guiding “big ideas” faculty want students to comprehend and utilize during and after their learning experience.

The U.S. Department of Education has called for colleges and universities to engage in a process of continual self-examination and reflection with the goal of improvement.

As part of this process, the outcomes and means of assessment are determined by members of a particular department or program for each course and the program as a whole.

Course-level SLOs are linked to Program SLOs (PSLOs) and Institutional SLOs (ISLOs), as shown in the chart below:

(From Saddleback College Website)

The use of assessment results is meant to stimulate discussion and direct activities that can improve instructional delivery and support systems on campus: Closing the Loop.

This part of the assessment cycle is very important. The discussions that assess the data and use the outcomes of the discussions are to be used to improve student learning.

Results will not be used as the basis for evaluation or disciplinary action for individual faculty members.

However, as part of the regular professional duties of faculty, instructors are expected to participate in the SLO process.

The SLO Coordinator works directly with departments to assist in developing their outcomes, determining the means of assessment, compiling the results of that assessment, analyzing those results, and making changes to their program or unit if necessary to improve student learning.

All SLOs should be assessed within three years.

It is each department's decision on how to accomplish this.

For example, some departments may assess all SLOs in the Fall semester and then evaluate the data in the Spring semester.

PLOs should be assessed every three years. It is recommended that this corresponds to your department's Comprehensive Program Review.

However, departments may choose to assess both SLOs and PLOs more often than the suggested cycle. One advantage of doing these assessments more often is that more data can be collected and improved upon.

The Academic Senate for California Community Colleges.

Although there is a standard form to complete for PLOs, there is specific information needed for each department's PLO assessments, so please contact Kevin.

Be sure that your courses, your PLOs, and ILOs are aligned. In Nuventive under each program, there is an alignment map to complete.

Your department may use a portfolio, a capstone course(s), an essay, a licensure pass rate, or any other assessment that your department chooses. What assessment tool did you use?

Each course should be assessed before the PLOs are assessed. The best way to analyze the course-level SLOs is to revisit the Closing of the Loop forms that were previously submitted. SLO reports can be easily created in Nuventive Dashboard.

Analyze and discuss the results of the PLOs within the department.

What improvements need to be made?

Were there any course-level SLOs that need to be improved upon?

Do the PLOs truly align with the ILOs? This section will be on the PLO data collection form.

Overall, what are the PLOs telling you? What are the weaknesses and strengths? What improvement can be made and how?

Complete the Nuventive PLO assignments via email that OAC Coordinator will send to you.

Complete the Outcomes Alignment Map by logging !

Service Area Outcomes (SAOs) are for non-instructional areas, which include Administrative Unit Outcomes as well.

An SAO is a statement about what a student, faculty, or staff will experience, receive, or know as a result of a given service.

This overview will introduce you to all the key components of SAOs:

SAOs assessment data is collected and evaluated every year by the selected departments listed below.

The assessment data is kept on this website and is no longer attached to the end of the Program Review report.

The number of SAOs is up to the department to establish. Many schools have between one and two. These can always be changed later if the department decides to do so.

Institutional Learning Outcomes (ILO). Institutional Learning Outcomes are the knowledge, skills, and abilities a student is expected to leave an institution as a result of a student's total experience. Because GE Outcomes represent a common core of outcomes for the majority of students transferring or receiving degrees, some but not all, institutions equate these with ILO's. ILOs may differ from GE SLOs in that institutional outcomes may include outcomes relating to institutional effectiveness (degrees, transfers, productivity) in addition to learning outcomes. Descriptions of ILOs should include dialog about instructional and student service outcomes (The Academic Senate for California Community College 9).



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