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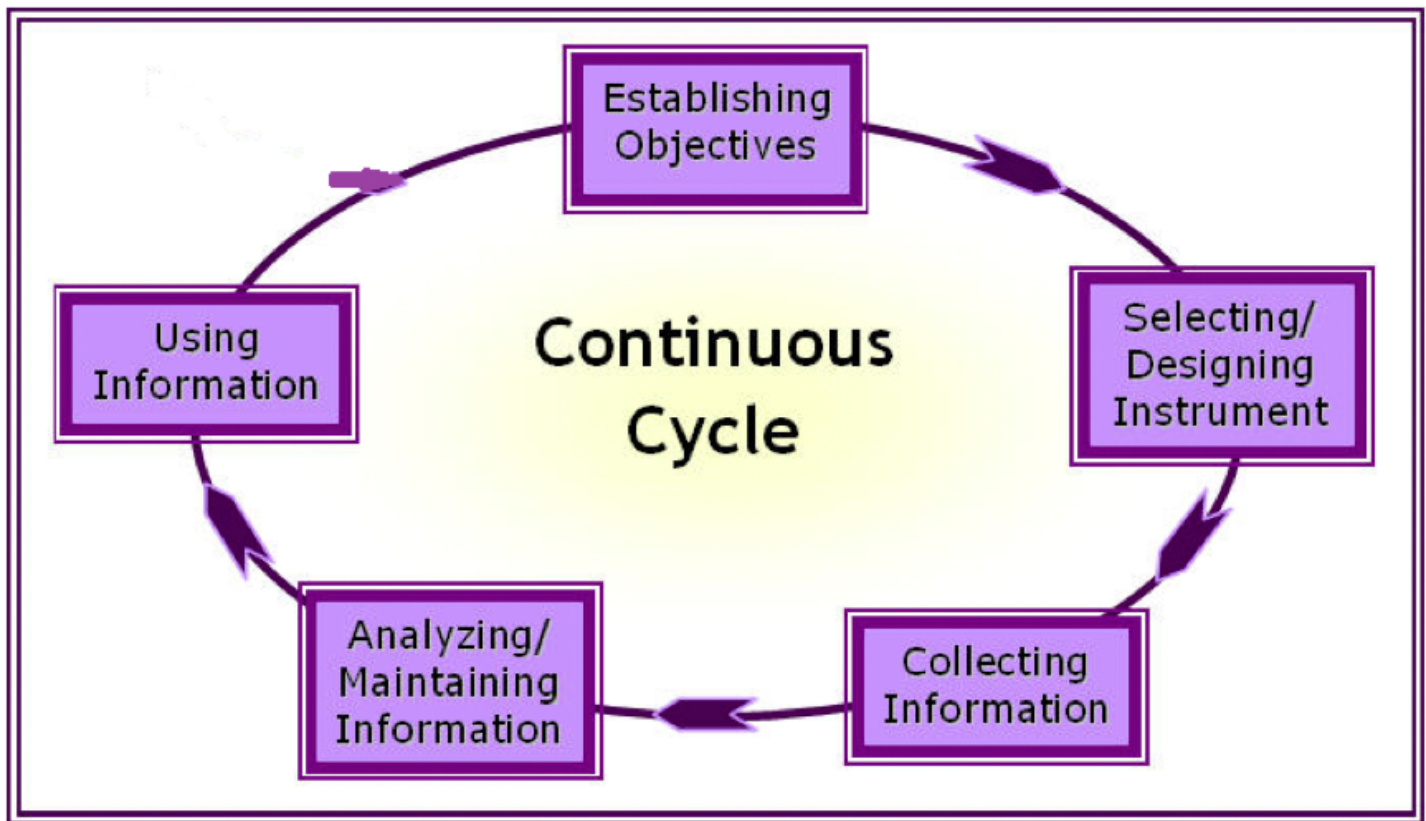
Welcome

SLO Introduction

Assessment of student learning outcomes is the centerpiece of instructional improvement at Gavilan College. Owing to the critical nature of this work, support is available to faculty in the form of both this website and consultation with the SLO/PLO faculty liaison. Currently that position is vacant. Questions should be directed to Dr Kathleen Rose at krose@gavilan.edu (<mailto:krose@gavilan.edu>)

Cycle Overview

SLO Assessment Cycle Overview



The SLO Assessment Cycle is a process used by Gavilan College for continual improvement, so that our students have access to the best learning environment that we can create.

Step 1: Identify the 4-7 most important ideas in each course, and then develop an assessable student learning outcome (SLO) for each idea. It is best to use verbs from Bloom's Taxonomy in each SLO to describe what students need to be able to do. Be sure to write each SLO so that you can objectively verify whether or not students can meet the outcome.

Step 2: Figure out how the SLO is going to be assessed. The number of possible assessment measures is limited only by the faculty member's imagination. There are certain best practices that are recommended, but the only real requirement is that the assessment be based on student activity, not simply what the instructor "thinks" of a student's ability.

Step 3: Carry out the assessment and gather data. Determine the percentage of students who "met" the outcome, or were able to demonstrate their learning to a satisfactory level.

Step 4: Evaluate the results of the assessment, and identify areas where improvement may be needed. There may be a need to improve pedagogical approach, improve (re-word) the SLO itself, improve the SLO assessment tool, or even change the curriculum of the course.

Step 5: Implement any changes necessary. This means making any changes to the curriculum, to the wording or assessment of the SLO itself, or in teaching strategy. Then...

Repeat the cycle!