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An Overview of Student Learning Outcomes at Saddleback College

The Student Learning Outcomes (SLO) assessment process is a means to discover if students are, in fact, learning what they are expected to learn in courses and programs throughout the College. The accrediting agency for California Community Colleges (ACCJC) has elected to use SLOs as an integral part of its accrediting standards (see Appendix A). This is, in large part, a response to the U.S. Department of Education call for colleges and universities to engage in a process of continual self-examination and reflection with the goal of improvement.

Saddleback College began a process to implement SLO assessment across the campus in spring 2005. 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 for the program as a whole. Course-level SLOs are linked to Program SLOs (PSLOs) and Institutional SLOs (ISLOs), as shown in the chart below:

\[
\text{Institutional SLOs (ISLOs)} \quad \substack{\uparrow \downarrow \text{Program SLOs (PSLOs)} \quad \substack{\uparrow \downarrow \text{Course SLOs (SLOs)}}}
\]

The use of assessment results is meant to stimulate discussion and direct activities that can improve instructional delivery and support systems on campus. Results will not be used as the basis of 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 Educational Planning and Assessment Committee (EPA) is responsible for organizing and facilitating our SLO efforts. The SLO/AUO 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 in order to improve student learning. Please visit the EPA website for updated information on all aspects of SLO development and assessment:

http://www.saddleback.edu/epa/.
The coordination of SLO development, assessment, and reporting is primarily the work of the department chair. Some departments have selected a different individual to coordinate these efforts. Faculty should contact their department chairs for information on who is responsible for the coordination of these efforts within their department.

**Reporting of SLOs**

SLOs and their assessment results are reported in TracDat. Please see Appendices C and D for instructions on this system.

Each program must have a minimum of 3-5 PSLOs and each course taught at the college must have a minimum of 3-5 SLOs associated with it. ACCJC requires that course-level SLOs be placed on course syllabi so that students are fully aware of what they can expect to learn by the end of the course. The Academic Senate has approved this requirement.

At least three SLO must be assessed per course each year the course is taught. Assessment results are aggregated by course and then input into TracDat by the department chair or designee by the **third Friday of September** following the academic year in which the SLOs were assessed.

[REMEMBER: SLO RESULTS ARE DUE BY THE THIRD FRIDAY OF SEPTEMBER EACH YEAR]
Institutional SLOs

Below are the ISLOs adopted by the Academic Senate. Each course-level SLO and PSLO developed must be linked to one of these ISLOs in TracDat.

Saddleback College’s primary mission is to foster learning and student success. Students should expect to develop knowledge, skills and abilities across four broad areas as a result of their overall experience at Saddleback College. The broad areas are identified by the Institutional Student Learning Outcomes (ISLOs) listed below:

I. Effective Communication
Students completing a degree or transfer program at Saddleback College will be able to:

- Demonstrate the ability to understand, evaluate, and analyze readings from a variety of texts and to apply that ability in academic, personal, and professional contexts.
- Demonstrate the ability to clearly express themselves and the knowledge they have attained in various forms of writing.
- Demonstrate the ability to orally communicate ideas to others in a clear, coherent, and structured fashion when speaking in one or more of the following modes: interpersonally, in small group settings, or in public presentations.

II. Intellectual and Practical Skills
Students completing a degree or transfer program at Saddleback College will be able to:

- Demonstrate competence in fundamental computing and information technology.
- Demonstrate competence in scientific and quantitative reasoning necessary for informed judgment and decision-making.
- Conduct effective research, including the identification, evaluation, synthesis, and responsible use of sources and information.
- Analyze information and ideas independently and logically in order to arrive at reasoned, meaningful, and creative conclusions.
- Work with others to develop creative, logical, and reasoned solutions to problems.
- Develop cognitive, physical, and affective skills which will afford students the opportunity to be well-rounded individuals.

III. Community/Global Consciousness and Responsibility
Students completing a degree or transfer program at Saddleback College will be able to:

- Demonstrate knowledge of cultural diversity and awareness of multiple perspectives in the U.S. and globally.
- Demonstrate the ability to effectively communicate and interact with others in academic, personal, and professional contexts.
- Demonstrate awareness of the necessity for social responsibility and accountability of citizenship in a democratic society.
- Demonstrate an awareness of the necessity for ethical conduct in academic, personal, and professional contexts.

IV. Breadth of Subject Area Knowledge
Students completing a degree or transfer program at Saddleback College will be able to:

- Describe the scope, key principles, and defining framework of the discipline of study within the natural sciences and mathematics, including an understanding of the methods of scientific inquiry.
- Describe the scope, key principles, and defining framework of the discipline of study within the arts and humanities in order to understand the rich history of human knowledge, discourse, and achievements.
- Describe the scope, key concepts, and defining framework of the discipline of study within the social and behavioral sciences in order to understand the complexities of social interactions and human experiences.
Step-by-Step Guide to SLO Assessment

Departments and administrative units should follow the steps listed below in the creation and assessment of their SLOs.

**Step 1:** Define the mission and purpose of the program or administrative/service unit. Input the mission into TracDat.

**Step 2:** Formulate program-level SLOs (PSLOs). Input into TracDat.

**Step 3:** Link the PSLOs to institutional-level SLOs (ISLOs) in TracDat.

**Step 4:** Formulate course-level SLOs for each course in the program. Input into TracDat.

**Step 5:** Link each course-level SLOs to PSLOs and ISLOs in TracDat.

**Step 6:** Determine the means of assessment and the criteria for success for each SLO. Input into TracDat.

**Step 7:** Conduct and document assessment activities. Input results into TracDat.

**Step 8:** Use assessment results to improve courses or program. Input the use of results into TracDat.
Writing an Effective Mission Statement

Each instructional program should begin by defining its mission and purpose. This should be in the form of a mission statement that provides a clear description of the program, what it does, and for whom it does it. The mission statement should be aligned with the College’s vision, mission statement, or values (see Appendix B), and reflect, in particular, on how student learning and student success are enhanced by the program and its offerings.

Below are examples of possible mission statements:

The Saddleback College Reading Department is dedicated to facilitating student achievement and academic success by providing courses that increase and enhance reading proficiency in meeting the challenges of college coursework.

The mission of the Electronic Technology program is to educate students coming from diverse backgrounds in the fundamental skills, knowledge, and practice of Electronic Technology in order to prepare them for employment in the field.

The ESL program is a comprehensive and flexible program dedicated to helping non-native English speakers achieve their diverse goals—be they academic, vocational, and/or personal growth—by providing accessible courses to improve students’ language skills, basic skills, and cultural awareness.
How to Formulate Program Student Learning Outcomes (PSLOs)

Program Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, attitudes, or habits of mind that students have at the completion of a course, program, activity or interaction. Most of these competencies should be measurable in some way, but some may only be observable (such as values).

Faculty within a department or program should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate, an AA/AAT/AS/AST degree, or for transfer. The minimum number of PSLOs is 3-5, but the department might elect to have a more comprehensive list. For most programs, PSLOs are only assessed through linked course-level SLOs.

Writing measurable outcomes is a skill that takes time to master. When writing SLOs:

- **Focus on what the student can do.** Do not address what was taught or presented, but address the measurable and observable outcome you expect to see in the student. Think about the knowledge, skills, and attitudes you expect from students who receive a certificate or degree in the program.

- **Use active verbs.** Active verbs produce statements that are concrete and measurable. For instance, if you want the students to understand how to correctly use a microscope - using the word understand is not measurable. Can you measure understanding? Instead try to imagine the outcome - Students will focus and display an image on the microscope. With this outcome, you can both develop criteria and measure ability. Other active verbs include: describe, classify, distinguish, explain, interpret, compose, perform, demonstrate, etc. (see list of active verbs in Appendix C).

- **Create a singular outcome.** Do not “bundle” outcomes by linking them with “and.”

- **Work with the faculty within your department on writing SLOs.** Since all faculty are responsible for SLO assessment, it is important to come to a consensus on which SLOs are important for the program a whole.

- **Share the outcomes with your students.** Students need to clearly understand what is expected of them. They are unfamiliar with the discipline specific language, so they can help in clarifying the outcomes as well.

- **Modify as you learn from experience.** SLOs should be reviewed and modified bi-annually during program review. However, as you assess an SLO, sometimes flaws will be identified in the SLO itself.
Below are examples of PSLOs:

<table>
<thead>
<tr>
<th>Upon completion of an AA or AAT degree in anthropology, students will be able to identify the ethical responsibilities and concerns in the conducting of anthropological research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of an AA degree in music, students will demonstrate a working knowledge of musical analysis and harmonic theory applicable to their area of specialization.</td>
</tr>
<tr>
<td>Upon completion of an AA degree in geography, students will be able to demonstrate map literacy (as related to the basic geographic theme of &quot;location&quot;).</td>
</tr>
</tbody>
</table>
Course-level Student Learning Outcomes (SLOs)

Course-level SLOs focus on what a student will be able to do as a result of successfully 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.

Below are examples of course-level SLOs:

- Upon successful completion of this course, students will be able to change the oil and the oil filter to industry standards.
- Upon successful completion of this course, students will be able to identify anatomical differences between monocotyledonous and dicotyledonous plants.
- 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.
Outcomes versus Objectives

There has been a lot of confusion, both locally and on the state level, about what differentiates SLOs from objectives. We are attempting to resolve this confusion by bringing the Course Outlines of Record (CORs) into alignment with current State Academic Senate norms. Over the next few years faculty will be asked to update the language of their course learning objectives so that they are distinct from SLOs. Currently many of the objectives on CORs read more like student learning outcomes (SLOs). There is, however, a subtle but important difference between objectives and SLOs.

Learning objectives are statements that focus on the content and/or skills faculty will cover and the actions that student will be expected to perform during the semester. Objectives guide how professors plan the class lessons or activities that will lead to the desired outcomes as stated in the SLOs.

SLOs focus on what a student will be able to do as a result of completing the course successfully. These address the 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.

SLOs and learning objectives, therefore, are intricately linked to one another. Simply put, objectives explain what will be done in the class and outcomes explain what students will be able to do after the class.

Below are some examples of wording differences between learning objectives and their related SLOs:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Related Student Learning Outcome (SLO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this course, students will analyze seminal works in 20th century American literature.</td>
<td>Upon successful completion of this course, students will be able to compare and contrast the literary techniques used in seminal works of 20th century American literature.</td>
</tr>
<tr>
<td>In this course, students will examine the basic structure and function of cells.</td>
<td>Upon successful completion of this course, students will be able to outline the</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Related Student Learning Outcome (SLO)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><em>In this course, students will locate and evaluate appropriate sources of information for a college research paper.</em></td>
<td><em>Upon successful completion of this course, students will be able to perform a critical evaluation of the quality and appropriateness of sources of information using such factors as currency, reliability, accuracy, bias, credibility of the author, and relevancy for the assignment.</em></td>
</tr>
<tr>
<td><em>In this course, students will research, create, support, and defend various types of arguments.</em></td>
<td><em>Upon successful completion of this course, students will be able to give an effective persuasive speech.</em></td>
</tr>
<tr>
<td><em>In this course, students will assess the impact of environmental law on business competitiveness.</em></td>
<td><em>Upon successful completion of this course, students will be able to evaluate the potential consequences of proposed environmental laws.</em></td>
</tr>
</tbody>
</table>

For more information, please contact the Curriculum Chair.
Types of SLO Assessment Methods

After writing the SLOs, you need to determine how you will assess them and what criteria you will use for success. The key thing to remember about assessing SLOs is to keep it simple, because overly complex assessment methods are too cumbersome to manage.

There are two kinds of evidence: direct methods and indirect methods. Both are valid, although indirect methods alone are not necessarily considered to be sufficient evidence. Below is a table outlining SLO assessment methods used by programs and units at the college:

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
<th>Direct or Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone Project or Course</td>
<td>A capstone project or course that integrates knowledge, concepts, and skills students are to have acquired during the course of their study. Capstones provide a means to assess student achievement within a program.</td>
<td>Direct</td>
</tr>
<tr>
<td>Clinical Evaluation</td>
<td>An evaluation of students’ performance in a clinical setting. The clinical performance is scored using a rubric.</td>
<td>Direct</td>
</tr>
<tr>
<td>Competition (Juried)</td>
<td>An evaluation of students’ performance or work based on the scoring or judging of external reviewers.</td>
<td>Direct</td>
</tr>
<tr>
<td>Demonstration/Presentation</td>
<td>An evaluation of students on a demonstration or presentation to the class or other audience. The demonstration or presentation is scored using a rubric.</td>
<td>Direct</td>
</tr>
<tr>
<td>Document Review</td>
<td>A review of course or unit documents for the purpose of determining if information is available and clear.</td>
<td>Indirect</td>
</tr>
<tr>
<td>Entrance/Exit Interviews</td>
<td>An assessment based on interviews conducted with students when they enter college and when they leave—either through graduation or early departure. These interviews can be designed to measure program-specific SLOs or to gather feedback on student services AUOs.</td>
<td>Direct/Indirect</td>
</tr>
<tr>
<td>Exam - Exit</td>
<td>A comprehensive exit exam given near the end of the student’s academic career (usually during the final semester prior to graduation). The exam is generally given to determine a student’s acquisition and application of a particular type or form of knowledge or skill, as well as the ability to integrate knowledge from various disciplines. The exam can be written, oral, or a combination.</td>
<td>Direct</td>
</tr>
<tr>
<td>Exam or Quiz – In Course</td>
<td>An exam or quiz that is administered by individual professors in their classes. It may be the entirety of the exam or embedded questions within an exam.</td>
<td>Direct</td>
</tr>
<tr>
<td>Exam – Standardized/Licensure</td>
<td>A test that is developed outside the institution for use by a wide group of students using national, regional, or professional norms.</td>
<td>Direct</td>
</tr>
<tr>
<td>Exhibit</td>
<td>An evaluation of students’ work in a public exhibit. The exhibit is scored using a rubric.</td>
<td>Direct</td>
</tr>
<tr>
<td>Method</td>
<td>Description</td>
<td>Direct or Indirect</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Field Work</td>
<td>An evaluation of students on the demonstration of skills during field work. The skills demonstration is scored using a rubric.</td>
<td>Direct</td>
</tr>
<tr>
<td>Focus Group</td>
<td>A series of structured discussions with students who are asked a series of open-ended questions designed to collect data about beliefs, attitudes, and experiences.</td>
<td>Indirect</td>
</tr>
<tr>
<td>Frequency/Count</td>
<td>An assessment based on the number or frequency of things, such as usage of particular services.</td>
<td>Direct/Indirect</td>
</tr>
<tr>
<td>Group Project</td>
<td>An evaluation of students’ work on an assigned group project. The work is scored using a rubric.</td>
<td>Direct</td>
</tr>
<tr>
<td>Institutional Data</td>
<td>A review of program and student data collected at the institutional level. Data may include program enrollment, retention, or student GPA.</td>
<td>Direct/Indirect</td>
</tr>
<tr>
<td>Internship</td>
<td>An evaluation of students’ job performance during an internship or volunteer placement. The job performance is scored using a rubric.</td>
<td>Direct</td>
</tr>
<tr>
<td>Journal Review</td>
<td>An evaluation based on students’ written journals. Entries can be used to determine students’ overall engagement with the course material and to assess their understandings of course content.</td>
<td>Direct</td>
</tr>
<tr>
<td>Lab Practicum</td>
<td>An evaluation of students’ work during a lab practicum. The work is scored using a rubric.</td>
<td>Direct</td>
</tr>
<tr>
<td>Lab Report</td>
<td>An evaluation of students’ work on a lab report. The work is scored using a rubric.</td>
<td>Direct</td>
</tr>
<tr>
<td>Observation/Interview Report</td>
<td>An evaluation of students’ work on an observation or interview report. The work is scored using a rubric.</td>
<td>Direct</td>
</tr>
<tr>
<td>Outreach</td>
<td>An assessment of the successes, benefits, or quality of outreach activities.</td>
<td>Direct/Indirect</td>
</tr>
<tr>
<td>Participation</td>
<td>An evaluation of students on their course participation. Participation is scored using a rubric.</td>
<td>Direct</td>
</tr>
<tr>
<td>Performance</td>
<td>An evaluation of students during musical, theatre, athletic, communications, or other performance. The performance is scored using a rubric.</td>
<td>Direct</td>
</tr>
<tr>
<td>Portfolio</td>
<td>An evaluation of students’ work collected in a portfolio and evaluated using a common rubric. Portfolios may contain research papers, reports, tests, exams, case studies, videos, personal essays, journals, self-evaluations, or exercises.</td>
<td>Direct</td>
</tr>
<tr>
<td>Pre/Post Testing</td>
<td>An exam administered at the beginning and at the end of a course or program to determine the progress of student learning.</td>
<td>Direct</td>
</tr>
<tr>
<td>Professional Development</td>
<td>An assessment based on the frequency or quality of professional development opportunities.</td>
<td>Indirect</td>
</tr>
<tr>
<td>Project</td>
<td>An evaluation of students’ work on an assigned project. The work is scored using a rubric.</td>
<td>Direct</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>Reflective essays used to determine students’ opinions and perceptions.</td>
<td>Indirect</td>
</tr>
<tr>
<td>Method</td>
<td>Description</td>
<td>Direct or Indirect</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Survey - Alumni</td>
<td>An assessment based on the surveying of program alumni. Alumni surveys can provide information about program satisfaction, preparation (transfer or workforce), employment status, and skills for success. Surveys can ask alumni to identify what should be changed, altered, maintained, improved, or expanded.</td>
<td>Indirect</td>
</tr>
<tr>
<td>Survey - Employee</td>
<td>An assessment based on the surveying of unit employees. Employee surveys can provide information about satisfaction levels and can ask employees to identify what should be changed, altered, maintained, improved, or expanded.</td>
<td>Indirect</td>
</tr>
<tr>
<td>Survey - Employer</td>
<td>An assessment based on the surveying of employers to determine if graduates are satisfactorily skilled. Additional information collected can include on the job skills, or field specific information.</td>
<td>Indirect</td>
</tr>
<tr>
<td>Survey – Exit</td>
<td>An assessment of a student’s overall satisfaction with his or her collegiate experience and learning.</td>
<td>Indirect</td>
</tr>
<tr>
<td>Survey - Student</td>
<td>An assessment based on the surveying of students designed to collect perceptions of their college experiences.</td>
<td>Indirect</td>
</tr>
<tr>
<td>Writing Assignment</td>
<td>An evaluation of students’ work on written assignments or essays. The work is scored using a rubric.</td>
<td>Direct</td>
</tr>
</tbody>
</table>
Conducting Assessments

Assessment is the process of gathering documentation or data that demonstrates the success in achieving an SLO. Each year at least one SLO per course must be assessed using the assessment method indicated, which may involve tests, writing assignments, student surveys, or even a simple count. The conducting of assessment activities is probably the most difficult and time-consuming portion of the process. You should select assessment techniques that are reasonable based on the resources (time, technology, budget) available for your program and for the college.

Reporting of SLO data should include not only the successful attainment of an SLO (usually as a percentage), but also narrative on why these results were achieved and what changes might be made as a result of them. This can be handled when results are provided to the chair or the chair’s designee or during a faculty meeting as described below.

The College has also invested in the Scantron programs Class Climate and ParScore for the assessing of SLOs. These are extremely powerful tools which can greatly simplify the process of SLO assessment. Trainings are held periodically on these two programs, or you can contact the EPA Coordinator or a Research Analyst for individualized training.

Use of Assessment Results

Once the results of assessment have been collected, faculty in a program should meet to discuss what the results reveal about areas in which the program succeeds and about areas in which improvements can be made. Determinations will then be made on what to do to correct any shortcomings, and action should be taken.

When inputting the use of results into TracDat, you should only state what has already been done, not what you plan to do in the future – therefore the actions listed must be stated in the past tense. The actions should generally be substantive and detailed (list, for example, the specific course number in which changes to the curriculum were made), although there are times when no action is necessary and this can be stated as well.
Advantages of Using SLOs

Using SLOs is advantageous on many levels. Below is an outline of some of the benefits of SLOs assessment for the college, for you as an instructor, and for your students.

College Benefits
All accrediting agencies today require colleges to engage in ongoing assessment. Assessment provides the accrediting agency with evidence of student learning and program quality. We engage in SLO assessment, however, not just as an empty exercise to achieve accreditation but because the information gained can allow us to highlight what we do well and help us to improve our programs and services for students in areas where we might be lacking.

Because SLO assessment has become standard in all four-year colleges and universities as well, aligning our SLOs with the SLOs of our primary transfer institutions facilitates the articulation process.

Faculty Benefits
The primary benefit for faculty and programs is the increased dialogue that results in relation to teaching and learning. Discussions about the use of SLO assessment results lead to an exchange of ideas and pedagogical techniques among faculty within and even across departments.

As individual faculty members we can also benefit from SLO assessment because they provide a method to evaluate how well you are teaching different sections of your courses. Thus, at the end of the semester you can use this information to evaluate your course structure or teaching methods.

Using SLOs also makes structuring a course simple because it helps you to select appropriate activities, course materials, and assignments to accomplish your goals for the class. In addition, it helps you to focus your course on what you really what students to go away with at the end of the semester.

Student Benefits
Communicating student learning outcomes to students provides them with an upfront understanding of what they are expected to learn and demonstrate at the end of a course, certificate, or degree. Learning outcomes should not be a mystery to students so they should be included on all course syllabi.

Using SLOs also changes the orientation of the class from what you want to cover to what a student should know or be able to do at the end of the semester. The result of this is a shift to student-centered learning with an emphasis on student activity, interaction and application that leads to higher-level processing.
Appendix A: Excerpts from the ACCJC Standards for Accreditation (as revised June 2014)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.
5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge,
practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.
8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
Appendix B: Saddleback College Vision, Mission and Values

Our Vision:
Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

Our Mission:
Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

Our Values:
Saddleback College embraces:

- **Commitment**
  We commit to fulfilling our mission to serve the south Orange County community.

- **Excellence**
  We dedicate ourselves to excellence in academics, student support, and community service.

- **Collegiality**
  We foster a climate of integrity, honesty, and respect.

- **Success**
  We place our highest priority on student learning and delivering comprehensive support for student success.

- **Partnership**
  We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

- **Innovation**
  We anticipate and welcome change by encouraging innovation and creativity.

- **Academic Freedom**
  We endorse academic freedom and the open exchange of ideas.

- **Sustainability**
  We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

- **Inclusiveness**
  We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

- **Global Awareness**
  We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.
## Appendix C: Active Verbs for Writing SLOs

<table>
<thead>
<tr>
<th>Position in Bloom's (1956) Taxonomy</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest</td>
<td>Arrange, define, describe, duplicate, enumerate, identify, indicate, know, label, list, match, memorize, name, reads, recall, recognize, record, relate, repeat, reproduce, select, state, view, underline</td>
</tr>
</tbody>
</table>

| Comprehension                       | Classify, cite, convert, defend, describe, discuss, distinguish, estimate, explain, express, generalize, give, examples, identify, indicate, infer, locate, paraphrase, predict, recognize, report, restate, review, rewrite, select, suggest, summarize, tell, trace, translate, understand |

| Application                          | Act, administer, apply, articulate, assess, change, chart, choose, collect, compute, construct, contribute, control, demonstrate, determine, develop, discover, dramatize, employ, establish, extend, give examples, illustrate, implement, include, inform, instruct, interpret, investigate, prepare, preserve, produce, project, provide, relate, report, schedule, ship, show, sketch, solve, teach, transfer, translate, use, utilize, write |

| Analysis                             | Analyze, appraise, breaks down, calculate, categorize, compare, contrast, correlate, criticize, debate, determine, diagram, differentiate, discriminate, distinguish, examine, experiment, focus, identify, illustrate, infer, inspect, inventory, limit, outline, point out, prioritize, question, recognize, relate, select, separate, subdivide, solve, test |

| Synthesis                            | Adapt, anticipate, arrange, assemble, categorize, collaborate, collect, combine, communicate, compile, compose, construct, create, design, devise, develop, explain, express, facilitate, formulate, generate, incorporate, individualize, initiate, integrate, intervene, manage, model, modify, negotiate, organize, perform, plan, prepare, produce, propose, rearrange, reconstruct, reinforce, relate, reorganize, revise, set up, structure, substitute, validate, write |

| Evaluation                           | Appraise, argue, assess, attach, choose, compare, conclude, contrast, criticize, critique, decide, defend, enumerate, estimate, evaluate, grade, interpret, judge, justify, measure, predict, rate, reframe, revise, score, select, support, value |
Appendix D: TracDat - Step-by-Step Instructions for Entering Course-Level SLOs

TracDat Access

Link: https://saddleback.tracdat.com/

Log in using your standard Saddleback login from any computer (home or office). If you do not have access to TracDat, please contact Shouka Torabi (storabi@saddleback.edu).

Home Screen

Once you are logged in you will be routed to your unit’s home screen *(you may toggle between your SLO screen and Program Review screen by selecting the drop-down arrow at the top of the page)*

I. Entering New Course-Level Student Learning Outcomes –

- Select “Course-Level Outcomes” from the left navigation pane
- Select “Course Assessment Plan”
- Select the course for which you are adding an outcome
- Select the `+` icon on the upper right-hand side of the screen to add a new course-level SLO
Then enter all of the necessary information pertaining to the outcome.

Make sure to save your work then return back to the SLO screen.

Once the new course-level SLO has been entered, select the drop-down arrow next to the desired outcome to enter the assessment method.

Then select the icon next to add a new assessment method.

Then enter all necessary information pertaining to the assessment method of your outcome.

Make sure to save your work then return back to the SLO screen.
- Once you return to the main SLO screen, select the icon to map your course-level outcomes to program and institutional level outcomes.

- Then select program or institutional outcomes to map to by using the drop-down option. **Your course-level outcomes must be mapped to both, program and institutional level outcomes, so you will need to repeat step nine (once for PSLOs and once for ISLOs)**.

- Once you select the program and institutional outcomes you are mapping to, simply select the check box beneath the course-level outcome(s) that align with the appropriate program or institutional outcome.

- Make sure to save your work then return back to the SLO screen.
Appendix E: Entering Results for Course-Level Outcomes

- Select “Course-Level Outcomes” from the left navigation pane
- Select “Results”
- Select the appropriate course that contains the outcome that requires results

1. Select Results
2. Select your course
3. Select the drop-down arrow
4. Select to add results

- Then complete all of the necessary fields pertaining to the result of your outcome
- Please notice that two new required fields have been added to this page: Distance Education Status and Honors Course Status
• Make sure to save your work then return back to the SLO screen
• Next, select the drop-down for the outcome you entered results for to add use of results
• Then select the + icon to add use of results

Then enter all necessary information pertaining to the use of results of your outcome
  ○ When writing “Use of Results” they should indicate review by faculty and a taken action
• Make sure to save your work then return back to the SLO screen
• Next, select the drop-down for the outcome you entered use of results for to add information for the new field, “Why do you think you got these results?”
  o This section should include narrative on why you think you got the results you did and what you intend to do with the results when evaluating your course.

9. Add “Why do you think you got these results?”

• Enter all necessary information pertaining to the “Why do you think you got these results?” section
• Make sure to save your work then return back to the SLO screen

10. Enter the necessary information
1. Comment on the results, indicating why you think you got those results, whether or not criteria were met
   Examples:
   The assignment on XYZ that we did this time really motivated students.
   The criterion is too high/low. The assessment was too difficult/easy.
   The assessment wasn’t really evaluating the SLO.
   The way the SLO is written doesn’t work and should be changed to ABC.
   We spent more time on this concept. The big news about (something) captured student interest and they understood the information better with this real life example.
   The test I used needs to be rewritten/improved/better aligned with student learning experiences.

2. Comment on how you used those results (improve course; improve student success; adjust SLO; adjust SLO assessment method; adjust SLO criteria)
   Examples:
   We revised our method of assessing this SLO.
   We revised/deleted this SLO.
   We changed/replaced the learning assignment (or learning assignment instructions or learning assignment timing in the course, etc.) for this SLO.
   We increased/decreased the SLO criterion.
   We decided not to change anything. It all works!
   We changed the course outline/readings/topics/assessments/assignments/etc.
   We assigned the class to a different instructor.
   We requested a lab for this class.