

**RCCD STUDENT LEARNING OUTCOMES  
ASSESSMENT PLANNING GUIDE**

Unit/department:

Contact Person:

Ext.

Date of Submission:

<b>LEVEL</b> Choose institutional, program, or course	<input type="checkbox"/> <b>Institutional</b> (select one)	<input type="checkbox"/> General Ed.	<input type="checkbox"/> Developmental Education	<b>Program Title:</b>
	<input type="checkbox"/> <b>Program</b> (select one)	<input type="checkbox"/> Academic/Vocational	<input type="checkbox"/> Student Support	<b>Program Title:</b>
	<input type="checkbox"/> <b>Course</b> <b>Course Number and Title:</b>			

**GOAL STATEMENT:**

<b>Step 1: Taking Stock</b>	<b>Step 2: Time &amp; Methods of Assessment</b>	<b>Step 3: Measurement Criteria</b>	<b>Step 4: Summary and Analysis of Data</b>	<b>Step 5: Use of Results and Modifications</b>
Select Outcome	Establish and Identify Framework	Identify benchmark	Analyze and contextualize results	Act, enact, and disseminate
<p><b>Select the SLO to be assessed.</b></p> <p><b>Why?</b></p> <ol style="list-style-type: none"> <li>1. improve SLOs</li> <li>2. student success rates</li> <li>3. equity</li> <li>4. retention rates</li> <li>5. persistence rates</li> <li>6. course completion rate</li> <li>7. increase awards, certificates, transfer readiness</li> <li>8. align with general education outcomes</li> <li>9. meet licensure requirements</li> <li>10. improve special program</li> <li>11. other</li> </ol> <p><b>Provide a clear "picture" of steps involved to selecting the specific outcome the unit has selected to focus assessment activities on and explain the rationale for the selection.</b></p>	<p><b>Establish how the learning outcome will be assessed.</b></p> <p><b>directly</b> -- using criteria to measure student learning</p> <ul style="list-style-type: none"> <li>• analytic rubric</li> <li>• portfolio</li> <li>• capstone course</li> <li>• performance-based measures</li> <li>• agreed upon embedded graded assignments</li> <li>• agreed upon standardized test such as common final</li> <li>• other</li> </ul> <p><b>indirectly</b> – assumes learning has taken place</p> <ul style="list-style-type: none"> <li>• employer questionnaire</li> <li>• scaled survey</li> <li>• other</li> </ul> <p>NOTE: indirect measures are used primarily to measure program and certificate outcomes. Courses are measured primarily using direct methods.</p> <p><b>PLEASE PROVIDE COMPLETE, RICH DESCRIPTION OF STEPS LEADING TO THE CREATION OF THE ASSESSMENT TOOL.</b></p>	<p><b>State goal established for the assessment activity. This is where "hunches" regarding the outcome are articulated and explained.</b></p> <p><b>Identify the overarching goal or benchmark for the assessment activity.</b></p> <ol style="list-style-type: none"> <li>1. specific % of all submissions will display competency</li> <li>2. specific % of all performances will indicate competency</li> <li>3. benchmark not available; assessment activity to serve as initial benchmark.</li> <li>4. other</li> </ol>	<p><b>Analyze and report what the assessment indicates relative to the framework developed in the first three steps.</b></p> <p style="text-align: center;"><b>Reporting Out:</b></p> <ol style="list-style-type: none"> <li>1. Provide overview of process selecting outcome, identifying methods and criteria and results from the activity.</li> <li>2. Provide specific analysis of data from assessment and discuss the successes or concerns related to what the data indicates regarding student learning.</li> <li>3. Include all potential links to other outcomes and constituencies. Consider how this assessment "fits" into institutional processes and initiatives.</li> </ol>	<p><b>Articulate any changes (big and small) being considered as a result of the assessment</b></p> <p><b>Reporting Out (cont):</b></p> <ol style="list-style-type: none"> <li>1. Do the results of this assessment indicate a need for another assessment? When? Why?</li> <li>2. As a result of the assessment, is the unit considering any modifications to improve the learning outcome? What are they? When will they occur? Do they involve other units?</li> </ol>