

## Mesa College SLO Assessment Cycle (SLOAC Form #1)

First, programs, departments (or disciplines within departments), service areas and administrative units **must** choose three to five outcomes – perhaps using the language of the already-established institutional outcomes, perhaps developing ones that more nearly approximate what goes on in their classes or service areas. The question to ask is always: what’s most important for students to know or be able to do when they finish our classes or use our services? **Call this absolutely necessary step “Step Zero.”**

Then the assessment cycle begins. Departments, disciplines, service areas, and administrative units . . .

### Choose an Outcome to Assess, and a Way to Assess It

This could be a student assignment, activity or survey question, the results of which can speak, somehow, to the outcome you’ve chosen to assess. Ask yourselves: how can a student show mastery of or facility with this outcome? There’s no need for different faculty members or service area professionals to choose the same assessment activity, but you do all have to be assessing the same outcome. Then . . .

### Assess the Outcome

Assess the assignment or activity or survey question you’ve chosen, using a rubric or system of measurement that is common across your program (department/discipline/service area); ideally, the measures employed should be both qualitative and quantitative, direct and indirect. Then . . .

### Analyze the Results

Otherwise known as “closing the loop,” you now have to analyze the evidence and decide whether or not to adopt new outcomes, tweak the ones you have (i.e., if students are seen to be demonstrating something else that might be essential), change the assignment (too difficult? too easy?), or even change the criteria or rubrics you’ve used to assess the assignment or survey. Then . . .

Continue the cycle with another outcome.

As a diagram, that might look like this . . .

**Choose an Outcome to Assess, and a Way to Assess It**

This could be an assignment, activity or survey question, the results of which can speak to the outcome you've chosen to assess. There's no need to choose the same assessment activity, but you do all have to be assessing the same outcome. Then . . .

**Assess the Outcome**

Assess the assignment or activity or survey question you've chosen, using a rubric or system of measurement commonly used in your area: ideally, the measures employed should be both qualitative and quantitative, direct and indirect. Then . . .

**Analyze the Results**

Otherwise known as "closing the loop," you now have to analyze the evidence and decide whether or not to adopt new outcomes, tweak the ones you have, change the assignment or survey (too difficult? too general?), or even change the criteria or rubric you've used to assess the assignment or survey. Then . . .