

Mesa College SLO Timeline

Programs, departments (or disciplines within departments), and service areas need to carry out this four-step process by the following dates:

Step One:

Choose Three to Five Outcomes

Spring 2008

Feel free to use some of the already-established college outcomes, but if you do, tweak them to be relevant to what goes on in your classes or service areas. Ask yourselves: what's most important for students to know or be able to do when they finish our classes or use our services?

Step Two:

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

Fall 2008

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.

Step Three:

Assess the Outcome

Fall 2008

Assess the assignment or activity or survey question you've chosen, using a common rubric or system of measurement that prioritizes direct observation; ideally, the measures employed should be both qualitative and quantitative, direct and indirect.

Step Four:

Analyze the Results

Spring 2009

Otherwise known as "closing the loop," we now have to analyze the evidence and decide whether or not to adopt new outcomes, tweak the ones we 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 the assignments are judged by.

And Then . . .

Fall 2009 →

Continue the cycle of steps one through four with another outcome.