### First Step 1: Identifying SLOs and Developing Assessment Plan
**What do we want students to know, do, think or feel and how will we know they have learned?**

- Develop SLOs for selected courses.
- Develop measures and rubrics, checklists or guided processes for the SLOs.
- Develop a department SLO Plan.

**How:** Collaboratively authored, Collectively approved

**Who:** Faculty and staff who interact with students where learning is to occur

### Step 2: Data Collection
**How do we document what students learn?**

- Collect data on the SLOs for these courses.
- Send student performance on data collection sheet/roster to IR.
- Map these course SLOs to appropriate ISLOs as well as to degree/certificate and/or program SLOs.

**How:** Capstone projects, embedded test questions, exams, portfolios, presentations, performances, rating scale, other

**Who:** Program faculty and staff

### Step 3: Analyze/Use Results to Improve Student Learning
**What do we know about what students have learned and what changes do we make to improve student learning?**

- Analyze SLO assessment results with respect to student attainment of the course, degree/certificate/program SLOs and ISLOs to which they have been mapped.
- Discuss changes to the SLO itself, assessment methods, materials, or measurements, criteria for success, and/or instructional methods.
- Identify needs for improvement and develop improvement plan.

**How:** Dialogue

**Who:** Program faculty and staff

### Step 4: Closing the Loop and Repeating the Cycle
**How do we know that the changes worked?**

Close the loop and begin the cycle anew:
- Implement improvement plan and collect data again to assess the intended improvements.
- Develop SLOs, measures and rubrics for new courses.

**How:** Reflection and dialogue

**Who:** Program faculty and staff