

## **Proposal to Require Completion of the Assessment Methods and Reflection Fields in Course-Level Student Learning Outcome Assessments**

**Submitted by:** Angie Vogel, Outcomes Faculty Lead

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### **Purpose of Proposal**

This proposal recommends changing the *Assessment Methods* field and the *Reflection* field in the Student Learning Outcomes (SLO) assessment process from optional to required for all faculty completing course-level outcomes assessments. Requiring both fields is an essential step toward improving the quality, consistency, and usefulness of our outcomes documentation and supporting the College's accreditation requirements.

### **Rationale**

As we prepare for ongoing review under the ACCJC Accreditation Standards, it is essential that our program demonstrates systematic processes for analyzing student learning and achievement. ACCJC Standard II.A.2.9 specifies that institutions must:

“Establish processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.”

At present, the *Assessment Methods* and *Reflection* sections are not consistently completed because they remain optional. This limits our ability to:

- Analyze how different Assessment Methods affect student performance
- Identify disparities among student groups within those modalities
- Document meaningful trends that support continuous improvement
- Provide required evidence aligned with ACCJC Standard II.A.2.9

Requiring both fields ensures faculty engage in modality-specific analysis and reflective evaluation of student learning outcomes—critical components of effective assessment practice.

### **Additional Recommendation: Program Learning Outcome Audit and Mapping**

In addition to making both SLO fields required, I propose conducting an audit of all Program Learning Outcomes (PLOs) to ensure they reflect the most current curriculum structure and expectations. This audit will allow us to update any PLOs that no longer align with recent curricular revisions. Following the PLO audit, the next step will be to encourage program-level mapping of PLOs to the corresponding SLOs. This mapping will:

- Strengthening the alignment between course-level learning outcomes and overarching program competencies

- Highlight how learning is scaffolded across the program
- Support evidence-based program review and curriculum decision-making
- Provide clearer documentation of how student learning progresses across the program

This will significantly strengthen the coherence and integrity of our outcomes documentation.

### **Impact on Quality Improvement**

Requiring the *Assessment Methods* and *Reflection* fields, along with auditing and mapping PLOs, will:

- Promote continuous quality improvement in teaching and learning
- Ensure consistent and complete assessment reporting across faculty
- Improve data collection needed for accreditation, program review, and resource planning
- Support curriculum alignment and transparency within the department
- Enhance institutional readiness for ACCJC review

Collectively, these efforts represent an important initial step in strengthening outcomes assessment processes across the department.

### **Implementation**

If approved:

1. The SLO reporting form will be updated to make both the *Assessment Methods* and *Reflection* fields required prior to submission.
2. A comprehensive PLO audit will be initiated to verify alignment with current curriculum.
3. Once updated, department level faculty will be asked to engage in systematic mapping of PLOs to SLOs.
4. Brief guidance and support resources will be provided to ensure meaningful and efficient completion of these requirements.

### **Conclusion**

Requiring completion of the Assessment Methods and Reflection fields, conducting a PLO audit, and encouraging PLO-to-SLO mapping are strategic and necessary steps to strengthen our outcomes documentation and reinforce a culture of continuous improvement. This proposal serves as an initial foundation for enhancing our department's assessment practices and supporting accreditation compliance.