

Program SLOs
From the 2005-2006 Program Review (PrOF)
CASSL

Program Student Learning Outcomes

P-SLO 1

Outcome 1: As a result of CASSL activities CRC staff will be able to demonstrate cultural competence, work to reduce bias on campus, and engage in productive collegial interactions across the college.

- Assert the need for cultural competence and actions to reduce bias and increase students' and employees' sense of validation on campus.
- Seek out and disseminate information about the cultures and the experiences of our students and our staff.

P-SLO 2

Outcome 2: As a result of CASSL activities CRC staff will be able to engage in a culture of shared ideas, data-driven planning, and professional development.

- Facilitate professional development activities in conjunction with the Professional Development Committee.
- Engage in shared best practices discussions and idea exchanges with colleagues.
- Provide expertise to colleagues through CASSL sponsored activities that link educational research to teaching practices.
- Effectively participate in college planning and curriculum processes.

P-SLO 3

Outcome 3: As a result of CASSL activities CRC staff will be able to utilize campus research resources effectively.

- Effectively interpret, disseminate, and utilize data collected by campus research staff.
- Develop the capacity for interested faculty to engage in research and collect data in addition to that provided by the campus research staff (e.g. classroom-based research.)
- Request or respond to information about the experiences and best practices of other institutions (external to CRC.)

P-SLO 4

Outcome 4: As a result of CASSL activities CRC staff will be able to develop, use, and assess effective teaching methodologies (including SLOs.)

- Review educational research to discover teaching methodologies relevant to student success at CRC and disseminate this information to CRC staff (e.g. teaching methods effective for under-prepared students.)
- Assist CRC staff in the development of SLOs for courses and programs, the utilization of assessment measures embedded in current practices, and the development and use of new assessment measures.