

SMC PHILOSOPHY AND APPROACH TO STUDENT AND INSTITUTIONAL LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES—at the course, program, and institutional levels—encompass an orientation to teaching, a process of collegial discussion, and statements of assessable outcomes.

ORIENTATION:

In pedagogical terms, a Learning Outcomes orientation looks beyond content knowledge toward developing students' abilities to apply such knowledge. It emphasizes coverage *plus* implementation: what can students do as a result of their education at SMC?

S/ILO pedagogy involves assessing students' abilities to use new knowledge and/or skills through a variety of measurable and/or observable tools. Individual faculty, programs, and other campus units are responsible for designing their own preferred methods of evaluation, informed by SMC's assessment principles.

PROCESS:

The S/ILO process involves discussion initially at the department level among colleagues who share responsibility for the same or related courses and/or services. The goal is consensus on anticipated outcomes for given courses and functions. This consensus supports and informs program and institutional outcomes.

→ Faculty design and teach courses that seek to realize the outcomes and assess students' achievement of these.

→ Colleagues revisit and revise outcomes in a cyclical process of discussion.

→ Assessment results lead to planning and budgeting decisions.

The S/ILO process also encompasses the SMC support services, who are responsible for identifying outcomes relevant to their function, assessing results, and making planning and budgeting decisions based on these results.

STATEMENT:

As a statement generated from the above process, a S/ILO specifies an anticipated outcome. It is perpetually in draft form, because it derives from a regular process of discussion and re-visiting to ascertain student success.

