

# Principles of Practice: Student Learning Outcomes

The following principles are designed to inform the practice of Student Learning Outcomes (SLOs) at Kapi'olani Community College, including SLO development, implementation, application, assessment, maintenance, and the use of SLO assessment results.

## Principle 1:

The development, implementation, application, assessment, maintenance, and use of assessment results of SLOs are collaborative, college-wide efforts driven and **directed by faculty and staff members**. Because of this, SLO practice requires a **shared leadership** approach. Individual faculty and staff members (or small groups of faculty and/or staff members), with the support of administrators, assume responsibility for various aspects of this large-scale process, and decisions are made in consultation with other faculty and staff members and with administrators.

## Principle 2:

SLO assessment results are **used to measure and evaluate program, learning-experience, and institutional effectiveness**; SLO assessment results are **not used in any way to evaluate individual faculty or staff members**.

## Principle 3:

SLO assessment is a large-scale and ongoing effort, requiring **significant and steady allocation of resources**. Budgets may fluctuate during an assessment cycle and/or may require revision as the SLO framework and its implementations evolve.

## Principle 4:

The results of SLO assessment are periodically and regularly summarized in **formal reports**, and these reports form an essential part of:

- a. institutional and programmatic tactical planning,
- b. funding allocation decision making, and
- c. reaccreditation reporting.

They may also be used for:

- a. grant and other funding applications,
- b. award applications/nominations, and
- c. other forms of documentation, as necessary, excluding the use of SLO assessment results to evaluate individual faculty or staff members.

## Principle 5:

The SLO framework, implementation, adjustments, and results are **freely and conscientiously communicated** to all faculty, staff, and administrators at the college. Opportunities for feedback from faculty, staff, and administrators are frequently provided; resulting feedback is documented and regularly reviewed. In addition, all aspects of the SLO framework, implementation, results, and adjustments are freely shared outside the school with:

- a. other colleges and boards within the UH system,
- b. others within the larger academic community, and
- c. members of the community at large.

## Principle 6:

SLOs and their assessment are **fully institutionalized** and are an **integrated part of the campus culture**. At KapCC, this enculturation includes but is not limited to the following:

- a. The concept and framework of SLOs are **introduced to new faculty** at the New Faculty Orientation and/or within the First Year Experience for Faculty program.
- b. **Service** on the SLO Area Councils is written into all **faculty job descriptions**.
- c. The SLO Committee is a **joint standing committee** of the Faculty Senate and the Staff Council.
- d. A from the SLO Committee **serves on the PPAC**.
- e. A consultant from the SLO Committee **serves on the Curriculum Committee** to provide support for that committee's work with course-SLO tie-ins.