

SOUTH LOUISIANA COMMUNITY COLLEGE INFORMATION
HCR 69

PROFILE OF SOUTH LOUISIANA COMMUNITY COLLEGE & ITS STUDENTS

South Louisiana Community College strives to excel in providing innovative educational solutions to empower learners. SLCC's mission is to transform and enrich the lives of individuals and communities. SLCC commits to providing skills and knowledge through a dynamic learning environment where students realize their potential, compete in today's global economy and advance to solve the complex problems of tomorrow.

To ensure we accomplish our mission, South Louisiana Community College provides general education courses as well as developmental studies to help strengthen basic skills and prepare the student for college level work. The college also provides specialized career training and technical skills development. Comprehensive support services are offered to each student to help them reach academic, personal, career and employment goals. SLCC offers Associate degrees, Technical Diplomas and Certificates of Technical Studies in programs that prepare students for immediate employment. A number of Associate degrees can also be transferred directly into baccalaureate programs.

Admissions Policy

The institution has an open-admissions policy which provides access for all students of diverse racial, religious, economic, educational, and cultural backgrounds. With this open-admissions policy the college offers educational opportunities that will improve the quality of life and meet the educational needs of the people it serves.

Student Body Profile

2022-23 For-Credit Student Unduplicated Headcount

Full-Time	(60%)
Part-Time	(40%)
Total Headcount	7,477

For-Credit Student Characteristics

Female	(63%)
Male	(37%)
Caucasian	(46%)
African American	(40%)
Other Races/Ethnicities	(14%)
Louisiana Resident	(98%)
Nonresident – Other States	(1%)
Nonresident – Other Countries	(1%)
Average Age – Degree Seeking Students	25
Average ACT Composite Score (ACT not required for admission)	18.8

Source: SLCC Office of Institutional Excellence

Tuition, Fees, and Cost of Attendance

⊖ TUITION, FEES, AND ESTIMATED STUDENT EXPENSES

ESTIMATED EXPENSES FOR FULL-TIME BEGINNING UNDERGRADUATE STUDENTS

- Beginning students are those who are entering postsecondary education for the first time.

ESTIMATED EXPENSES FOR ACADEMIC YEAR	2019-2020	2020-2021	2021-2022	2022-2023	% CHANGE 2021- 2022 TO 2022-2023
Tuition and fees	\$4,205	\$4,205	\$4,205	\$4,205	0.0%
Books and supplies	\$1,300	\$1,300	\$1,300	\$1,300	0.0%
Living arrangement					
Off Campus					
Room and board	\$9,656	\$9,795	\$9,932	\$10,666	7.4%
Other	\$5,130	\$5,160	\$5,190	\$5,034	-3.0%
Off Campus with Family					
Other	\$5,130	\$5,160	\$5,190	\$5,034	-3.0%
TOTAL EXPENSES	2019-2020	2020-2021	2021-2022	2022-2023	% CHANGE 2021- 2022 TO 2022-2023
Off Campus	\$20,291	\$20,460	\$20,627	\$21,205	2.8%
Off Campus with Family	\$10,635	\$10,665	\$10,695	\$10,539	-1.5%

Source: US Dept. of Education Integrated Postsecondary Education Data System

Affordability – 2021-22 Academic Year

UNDERGRADUATE STUDENT FINANCIAL AID, 2021-2022

Full-time Beginning Undergraduate Students

- Beginning students are those who are entering postsecondary education for the first time.

TYPE OF AID	NUMBER AWARDED AID	PERCENT AWARDED AID	TOTAL AMOUNT OF AID AWARDED	AVERAGE AMOUNT OF AID AWARDED
Any student financial aid ¹	822	100%	—	—
Grant or scholarship aid	821	100%	\$5,521,750	\$6,726
Federal grants	821	100%	\$4,601,314	\$5,605
Pell grants	515	63%	\$2,724,037	\$5,289
Other federal grants	814	99%	\$1,877,277	\$2,306
State/local government grant or scholarships	314	38%	\$853,724	\$2,719
Institutional grants or scholarships	52	6%	\$66,712	\$1,283
Student loan aid	267	32%	\$1,372,193	\$5,139
Federal student loans	265	32%	\$1,357,973	\$5,124
Other student loans	(*)	0%	(*)	(*)

- ¹ Includes students awarded Federal work study aid and aid from other sources not listed above.
- (*) Number awarded aid and total and average amounts of aid awarded are withheld to preserve the privacy of individuals.

All Undergraduate Students

TYPE OF AID	NUMBER AWARDED AID	PERCENT AWARDED AID	TOTAL AMOUNT OF AID AWARDED	AVERAGE AMOUNT OF AID AWARDED
Degree/certificate-seeking				
Grant or scholarship aid ¹	4,795	100%	\$24,301,381	\$5,068
Pell grants	2,778	58%	\$11,781,734	\$4,241
Federal student loans	1,928	40%	\$12,004,760	\$6,227
Non-degree/non-certificate-seeking				
Grant or scholarship aid ¹	1,141	96%	\$2,059,150	\$1,805

- ¹ Grant or scholarship aid includes aid awarded, from the federal government, state or local government, the institution, and other sources known by the institution.

AVERAGE NET PRICE FOR FULL-TIME BEGINNING STUDENTS

Full-time beginning undergraduate students who paid the in-state or in-district tuition rate and were awarded grant or scholarship aid from federal, state or local governments, or the institution.

	2019-2020	2020-2021	2021-2022
Average net price	\$8,791	\$9,052	\$10,135

Full-time beginning undergraduate students who paid the in-state or in-district tuition rate and were awarded Title IV aid by income.

AVERAGE NET PRICE BY INCOME	2019-2020	2020-2021	2021-2022
\$0 – \$30,000	\$7,922	\$8,401	\$8,281
\$30,001 – \$48,000	\$8,543	\$8,853	\$9,232
\$48,001 – \$75,000	\$10,647	\$10,863	\$10,622
\$75,001 – \$110,000	\$12,666	\$13,971	\$13,386
\$110,001 and more	\$12,899	\$14,100	\$13,189

- Average net price is generated by subtracting the average amount of federal, state/local government, or institutional grant or scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state), books and supplies, and the weighted average for room and board and other expenses.
- Beginning students are those who are entering postsecondary education for the first time.
- Title IV aid to students includes grant aid, work study aid, and loan aid. These include: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Mathematics Access to Retain Talent Grant (National SMART Grant), Teacher Education Assistance for College and Higher Education (TEACH) Grant, Federal Work-Study, Federal Perkins Loan, Subsidized Direct or FFEL Stafford Loan, and Unsubsidized Direct or FFEL Stafford Loan. For those Title IV recipients, net price is reported by income category and includes students awarded federal aid even if none of that aid was provided in the form of grants. While Title IV status defines the cohort of student for which the data are reported, the definition of net price remains the same – total cost of attendance minus grant aid.

Crime Statistics

Consolidated crime statistics for SLCC's campuses as reported to the U.S. Department of Education in compliance of the Clery Act were as follows:

Crime Category	2015	2016	2017	2018	2019	2020	2021	2022
Murder/Non-Negligent Manslaughter	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0
Sex Offenses – Forcible	0	0	0	0	0	0	1	0
Sex Offenses – Non-Forcible	0	0	0	1	0	0	0	0
Robbery	0	0	3	0	0	0	0	0
Aggravated Assault	0	0	3	0	0	0	0	0
Burglary	2	2	5	1	0	0	0	0
Motor Vehicle Theft	0	0	1	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0
Hate-Base Crimes	0	0	0	0	0	0	0	0
Illegal Weapons Possessions	1	0	0	0	1	0	0	2
Drug Law Violations	0	0	0	0	0	0	0	0
Liquor Law Violations	0	0	0	0	0	0	0	0

Counts of criminal incidents by campus can be found in this report:

<https://www.solacc.edu/about-us/annual-security-report>

STUDENT & FACULTY ENGAGEMENT

Percentage of Lower-Level Classes Taught by Full-Time Faculty

Characteristic	Fall 2022
Fall 2022 – Total # Sections Taught	1,026
# Sections Taught by Adjunct Faculty	359
# Sections Taught by Full-Time Faculty	667
% Sections Taught by Full-Time Faculty	65%

Average Teaching Load by Discipline – Fall 2022

Average number of credit hours taught per faculty member at section full-load equivalent (section full-load enrollment of 12-30 students)

Division	Full-Time	Adjunct	Total
Arts & Humanities	17.8	6.7	10.7
Business & IT	19.9	10.4	13.2
Nursing & Allied Health	17.7	8.9	14.1
STEM	18.5	7.6	12.2
Workforce / Technical	11.7	7.8	10.8
Grand Total	18.3	8.0	12.2

Source: SLCC Office of Institutional Excellence

Number and Type of General Education Courses Required for Each Degree Program

SLCC Associate Degree programs require a minimum of 15 credit hours of General Education courses in addition to the program concentration area coursework. Required general education courses include introductory English composition (ENGL 1010, 3 credit hours), college algebra (MATH 1105, 3 credit hours), one social/behavioral science 3 credit hour course, one natural science 3 credit hour course and one arts/humanities 3 credit hour course.

Specific general education courses included in SLCC's Associate degree programs can be referenced here: <http://www.solacc.edu/majors>

Criteria for Transferring to the Institution

- [Advanced Placement/Credit for Prior Learning/Transfer Credits](#)

Process for Evaluating the Effectiveness of Each Program

- See Appendix

Student Outcome Expectations and Measurement

- [Learning Outcomes by Program](#)

Satisfactory Academic Progress

- [Academic Status and Grading System](#)
- [Financial Assistance](#)

Percentage of Faculty Who Possess the Highest Degree Possible in Their Given Fields of Study

Characteristic	Counts / Percentage
Fall 2022 – Full-Time Faculty Headcount	132
Fall 2022 – Full-Time Faculty with Terminal Degrees	15
% Full-Time Faculty with Terminal Degrees	11.4%

Source: SLCC Office of Institutional Excellence

MEASURES OF ACADEMIC ACHIEVEMENT

Fall to Fall Student Retention Rates

Characteristic	Full-Time Students	Part-Time Students
Fall 2021 – First-Time Freshmen Cohort	824	297
Fall 2022 – Enrolled @ SLCC or Completed Program	501	127
Same-Institution Retention Rate	61%	43%

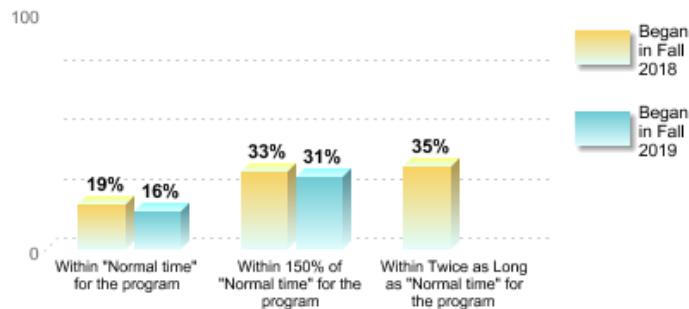
Source: US Dept. of Education Integrated Postsecondary Education Data System

Graduation Rates

GRADUATION RATES BY TIME TO COMPLETION

Graduation rates can be measured over different lengths of time. "Normal time" is the typical amount of time it takes full-time students to complete their program. For example, the "normal" amount of time for many associate's degree programs is 2 years. Not all students complete within the normal time, so graduation rates are measured by other lengths of time as well, including "150% of normal time" (e.g., 3 years for a 2-year program) and "200% of normal time," or twice as long as the normal time (e.g., 4 years for a 2-year program).

GRADUATION RATES FOR STUDENTS WHO BEGAN THEIR PROGRAM IN FALL 2018 OR FALL 2019, BY TIME TO COMPLETION



Percentage of Full-time, First-time Students Who Graduated in the Specified Amount of Time

Source: US Dept. of Education Integrated Postsecondary Education Data System

Percentage of Students Enrolled in Learning Foundations Courses

Characteristic	Counts / Percentage
Fall 2022 – Unduplicated for-credit student enrollment	5,677
Fall 2022 – Enrolled in one or more learning foundations courses (unduplicated headcount)	1,017
% Students Enrolled in Learning Foundations	17.9%

Source: Analysis of Board of Regents Statewide Student Profile System (SSPS) Report data

Average Years to Degree – 2021-22 SLCC Associate Degree Graduates

Characteristic	Full-Time	Part-Time	Total
Entered As First-Time Freshmen	3.9	6.7	4.4
Entered As Transfer Student	7.7	7.7	7.5
<i>All Associate Degree Graduates</i>	<i>5.9</i>	<i>6.8</i>	<i>6.1</i>

Source: Louisiana Board of Regents Time To Degree For First Postsecondary Award Report

Average Scores on Graduate School Admission Tests and Licensure Exams

Not Applicable

Admission Rates of Baccalaureate Degree Recipients into Graduate Programs

Not Applicable

Job Placement Rates by Discipline

Students earning one or more credentials in 2021-22 that left higher education and were identified by Louisiana Workforce Commission and/or SLCC as employed 18 months following graduation

MAJOR	Credentialed Leaver Count	Employed	% Employed
Application Software Development	13	13	70%
Digital Media Design	19	23	83%
Information Technology	21	23	91%
Cosmetology	8	9	89%
Culinary Arts & Occupation	11	16	69%
Industrial Technology	22	23	96%
Oil & Gas Production	2	2	100%
Civil Survey & Mapping Tech	1	1	100%
Drafting & Design Technology	16	16	100%
General Studies	162	117	72%
Louisiana Transfer	2	2	100%
NDT Testing Technology	34	35	96%
Criminal Justice	36	36	100%
Electrician	21	23	91%
Industrial Electronics Technology	13	15	87%
A/C & Refrigeration	21	22	95%
Industrial & Ag Mechanics Technology	9	9	100%
Automotive Technology	17	24	71%
Diesel Power Equipment Technology	13	14	93%
Aviation Maintenance	7	7	100%
Industrial Marine Electronics	2	2	100%
Technical Studies - A.A.S.	0	1	0%
Machine Tool Technology	3	4	75%
Welding	44	49	90%
Helicopter Aviation	3	3	100%
Commercial Diving	10	14	71%
Medical Assistant	27	29	93%
EMT Paramedic	100	151	66%
Medical Laboratory Technician	11	11	100%
Registered Nursing – ASN	54	54	100%
Practical Nursing	82	84	98%
General Business - A.S.	123	138	89%
Business Administration - A.A.S.	27	31	87%
Business Office Technology	2	2	100%
SLCC Overall Average	936	1,003	93%

Source: SLCC Office of Institutional Excellence

INDICATORS OF INSTITUTIONAL EFFICIENCY AND FISCAL CONDITIONS

Percentage of Expenditures by Function – Fiscal Year 2021

Expense Function	Percent of Expenditures
Instruction	35%
Academic Support	16%
Research	0%
Public Service	2%
Institutional Support	12%
Student Services	9%
Other Core Expenses	26%
TOTAL	100%

Source: US Dept. of Education Integrated Postsecondary Education Data System

Ratio of Administrative Staff to Total Staff Check

Characteristic	Counts / Ratio
Fall 2022 – SLCC Employee FTE – All Categories	412
Fall 2022 – SLCC Management Employee FTE (SOC 11-0001)	57
Ratio of Administrative Staff to Total Staff	1 : 7.2

Source: US Dept. of Education Integrated Postsecondary Education Data System

Measurements of Classroom and Laboratory Space Utilization

[Regent's Space Utilization Report](#)

General Fund Appropriations per Full-Time Equivalent Student

Characteristic	Values
FY 2021-22 State Funds Appropriation – SLCC	\$15,801,630
FY 2021-22 Annual FTE Enrollment – SLCC	4,101
FY 2021-22 Formula Appropriation per FTE	\$3,853

Source: Louisiana Board of Regents

Total Expenditures per Full-Time Equivalent Student

Characteristic	Values
FY 2021-22 Total Expenditures – SLCC	\$60,684,202
FY 2021-22 Annual FTE Enrollment – SLCC	4,101
FY 2021-22 Expenditures per FTE	\$14,797

Source: US Dept. of Education Integrated Postsecondary Education Data System

Appendix

Purpose:

The Outcome Assessment process is a collaboration between the faculty and administration to ensure continuous review and improvement of student learning. The assessment process identifies expected outcomes, evaluates the extent to which students achieve these outcomes, and provides evidence of seeking improvement based on the results.

Mission:

South Louisiana Community College is committed to the development and sustainability of a college-wide culture of learning outcome assessment (Identify, Achieve, Improve) to support student learning.

Guiding Principles - Commitment to Assessment:

- Provide oversight of student learning outcome assessment and validate the content and quality of assessment tools through faculty peer review.
- Ensuring the overall process of outcomes assessment is driven by the faculty and stakeholders, with established roles and connections to all assessment activities.
- Provide stimulating and meaningful training and professional development opportunities on assessment for staff and faculty (full and part-time) members.
- Develop a common language for outcome assessment and provide continuous communication about outcomes assessment efforts and improvements to the entire college community.
- Using student outcomes assessment to improve the quality of teaching and learning and the overall success of the student.

Oversight:

Assessment Oversight Committee (AOC)

- Oversees the execution of the SLCC assessment process:
- Office of Academic Affairs
- Deans of Liberal Arts and Humanities
- Department Chairs Allied Health, Applied Engineering, Business and IT, Emergency Medical, English, Fine
- Arts, Humanities, Math, Mechanical and Machine Technology, Natural Science, Petroleum and
- Manufacturing Technology, Practical Nursing, Public and Construction Services, Registered Nursing, and
- Social Science
- Director of Institutional Effectiveness and Accreditation
- Vice-Chancellor Academic and Student Affairs

General Learning Outcome Committee (GLOC)

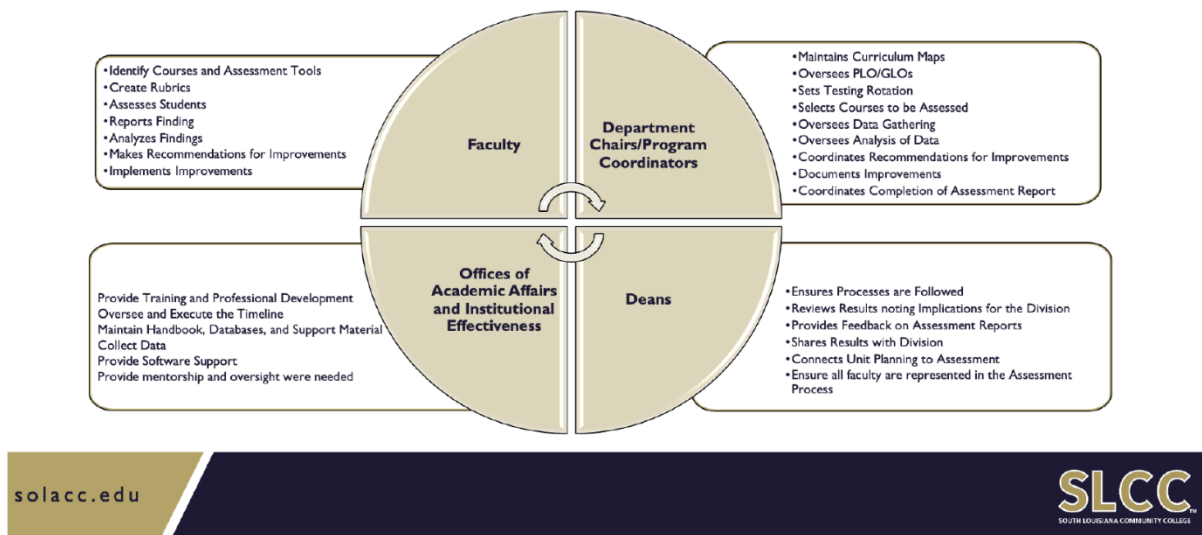
- Program Coordinator General Studies - Chair
- Dean of Liberal Arts and Humanities
- Faculty Representative – Humanities
- Faculty Representative – Natural Science
- Faculty Representative – Social Science
- Faculty Representative – Fine Arts
- Faculty Representative – English

- Faculty Representative – Math
- Director of Institutional Effectiveness and Accreditation – Ex-Officio
- Vice-Chancellor Academic and Student Affairs – Ex-Officio
- Office of Academic Affairs – Ex-Officio
- A co-chair is selected from a faculty representative.

Roles & Responsibilities:

OUTCOME ASSESSMENT

ROLES & RESPONSIBILITIES



Scope:

The planning and outcome assessment process applies to every credit-based academic program and discipline in the College. For outcomes assessment purposes, an academic "program" is a credit-bearing course of study that results in a degree or stand-alone certificate. All terminal degree academic and stand-alone certificate programs must participate. Furthermore, all disciplines supporting the college's general education coursework are required to complete the assessment process.

Structure:

The Office of Academic Affairs (OAA), in conjunction with the Office of Institutional Effectiveness (IE), oversees the outcome assessment process each year, providing support to the Department Chairs and Academic Deans. They will:

- Provide documentation and training on the assessment process.
- Document and communicate the outcome assessment schedule to the campus community.
- Review assessment documents and provide structured feedback to the originators.
- OAA will oversee the implementation of the assessment process, including the assessment databases, rubrics, and documentation. OAA will make recommendations for sustainable changes to enhance and support the outcome assessment process.
- The appropriate Vice-Chancellor is charged with ensuring that all departments/disciplines in the area complete the assessment process correctly and promptly.

Key Terms:

- Student Learning Outcomes (SLO) Assessment: Refers to the course-level learning outcome assessment – what a student should know, think, or do after taking the course;
- Program Learning Outcomes (PLO) Assessment: Refers to the Program-level learning outcome assessment – what a student should know, think, or do after completing the program;
- General Learning outcomes (GLO) Assessment: Refers to the General Education–level learning outcomes assessment – what a student should know, think, or do after completing the general education portion of their program.

SLO assessment should support the GLO/PLO assessment.

Process Goals:

- Establish student learning outcomes.
- Measuring and analyzing student achievement of the outcomes aggregated across the program/department.
- Reviewing findings and creating action plans to improve curricula, pedagogy, etc.
- Implementing improvements and assessing the effectiveness of changes on student outcomes.

Foundational Steps for GLO/PLO Assessment:

Note: All GLO/PLO information is housed in a master database for the discipline/program. Department Chairs and Program Coordinators completed steps in conjunction with the Dean.

Step 1 – PLOs were developed/reviewed for each program, and GLOs were developed around the general education coursework.

Step 2 - Each department identified which GLOs/PLOs apply to each course offered in their curriculum. Curriculum Maps were created.

Step 3 – Disciplines/Programs set the rotation for assessing GLO/PLOs. The length of the program influenced the rotation schedule. For example, one-year programs would cycle through their PLOs within the year. Rotations schedules are housed in the master database for the program/discipline. (An example schedule is provided below)

Step 4 – Rubrics were developed for each GLO/PLO (Note: this part of the process is still on-going for a few two-year programs).

Semester/Yearly Steps for GLO/PLO Assessment:

Note: All GLO/PLO information is housed in a master database for the discipline/program.

Step 1 – Each year, the discipline/program (department chair and program coordinator) determines the courses to be measured for the year:

1. Courses in discipline/program which are to be measured that year are influenced by success rates of the previous year, the curriculum map, and sample size.

Step 2 – Instructors select sections and assignments in line with the rotation schedule and yearly plan. Course, CRN, Assignment, Instructor, and part of term are reported to the Department Chair/Program

Coordinator, who places it in the master database for the program/discipline.

Note: All full-time faculty must have at minimum one class to assess each semester. Adjunct faculty, including Dual Enrollment Adjuncts, assess only courses only if they are teaching a course up for review.

Step 3 – Rosters are created in Starfish for the chosen course. Note: due to restrictions on the software, dual enrollment faculty receive excel spreadsheet rosters.

Step 4 – Each instructor applies the appropriate rubric to the selected assignment to measure and evaluate the outcome.

Step 5 – Each instructor records results in Starfish or on their excel spreadsheet.

Step 6 – Each instructor submits three random examples of work assessed to the Office of Academic Affairs via google forms.

Step 7 – Assessment results are tabulated and provided to the program coordinator/department chair.

Step 8 – Assessment results are reviewed by faculty (full-time, adjunct, and dual). Program Coordinator/Chairs complete semester Assessment Reports based on faculty findings and feedback. Action plans for continuous improvement are developed.

Step 9 Testing in follow-up semesters will determine the effectiveness of improvement actions and will be reported again.

Reporting Process:

The reporting process occurs at the end of each semester using the Academic Learning Outcome Assessment Report (ALOAR) form. Department Chairs/Program Coordinators meet with the faculty in their discipline to analyze the results and create action plans for improvement. Single-member departments meet with the Dean to discuss the results and determine action plans for improvement. Reports and updates documenting assessments and improvements are created in response to the results. Reports are collected by the Dean's office from department chairs/program coordinators; they are reviewed and evaluated and returned with feedback. A second draft is submitted to IE for review using the evaluation template. A final edit based on the evaluation template feedback is completed, and the final report is submitted to the Vice-Chancellor of Academic and Student Affairs for filing. *Assessment reports should include an evaluation of outcomes regardless of the mode of delivery.*

Reporting Cycle:

Assessment reports are completed semesterly using the ALOAR form. All assessment reviews must be completed and submitted to the Office of Academic Affairs by the OAA deadline. Assessment reports and supporting materials will be filed with the Office of Institutional Effectiveness and Office of Academic Affairs.

Master Assessment Plans (MAP):

All SLCC programs and general education disciplines will be required to keep an updated PLO or GLO database in the Master Assessment folder on the college OneDrive. These databases are dynamic and are accessible to program coordinators, department chairs, deans, OAA, and the Director of Accreditation. All databases will include a curriculum map, rotation schedule, courses being assessed

each semester, rubrics, section and assignment information, and results. Assessment reports will be filed separately from the reporting database but are housed within the same OneDrive folder.

GLO/PLO Assessment Cycle: Example

The Outcome Assessment cycle is program dependent. For example, programs graduating on a one-year cycle will assess all PLOs over one year (see Electrician below). Programs graduating on a two-year cycle will assess all PLOs over the two years (see Registered Nursing below). General Learning outcomes will assess all 5 GLOs, annually, with a minimum of 5 indicators across the GLOs (See General Education below).

Program	2020-21	2021-22	2022-23	2023-2024
Electrician – Example 1-Year Program	<i>Initial: PLO1 & PLO4 Reviewed: PLO2 & PLO3</i>	<i>Initial: PLO2 & PLO3 Reviewed: PLO1 & PLO4</i>	<i>Initial: PLO1 & PLO4 Reviewed: PLO2 & PLO3</i>	<i>Initial: PLO2 & PLO3 Reviewed: PLO1 & PLO4</i>
Registered Nursing — Example 2-year program	<i>Initial: PLO4 & PLO5 Reviewed: PLO1, PLO2 & PLO3</i>	<i>Initial: PLO6 and PLO7 Reviewed: PLO4 & PLO5</i>	<i>Initial: PLO1, PLO2 & PLO3 Reviewed: PLO6, PLO7</i>	<i>Initial: PLO4 & PLO5 Reviewed: PLO1, PLO2 & PLO3</i>
General Education	<i>Initial 1.1., 2.2, 3.4, 4.4, 5.1 Reviewed: Remaining items from 2.1, 3.2</i>	<i>Initial 1.3, 2.3, 3.3, 4.1, 5.2 Reviewed: Remaining Items from 1.1, 2.2, 3.4, 4.4, 5.1</i>	<i>Initial 1.2, 1.4, 2.1, 3.2, 4.2, 5.3 Reviewed: Remaining Items from 1.3, 2.3, 3.3, 4.1, 5.2</i>	<i>Initial: 1.1., 2.2, 3.4, 4.4, 5.1 Reviewed: Remaining Items from 1.2, 1.4, 2.1, 3.2, 4.2, 5.3</i>
<i>Note: General Education Outcomes not at meets expectations or with too small a sample size in Fall are retested in Spring with the same courses. Courses that meet expectations are not retested in Spring and instead test new indicators for Spring.</i>				

PLO Outcomes and GLO Outcomes and Indicators:

All General Learning Outcomes and Program Learning Outcomes are published yearly in the college catalog. Additionally, a listing and rotation of outcomes are available in the Master database from each program/discipline.

Assessment Rosters

Assessment Rosters are housed in Starfish, an online comprehensive software that connect advisors, faculty, and all departments across campus in one student-focused platform. Starfish streamlines communication, workflows, and alerts to provide seamless support to students. It also manages access to data, activity, and notes in a consolidated, secure environment. Note: due to software restrictions some rosters will be provided via an excel spreadsheet. The SLCC Assessment Roster evaluates students on a three-point scale, E for Exceeds, M for Meets, or F for Fails expectations; NA is also available if the student was not tested.

Assessment Report Evaluation Rubric Review Process

When the assessment report is due, the Office of Institutional Effectiveness reviews and assesses the Assessment Reports using Appendix 3. Reviewed Assessment Reports and the evaluation rubric findings are returned to the Department Chair/Program Coordinator and Dean for review.