TAFTCOLLEGE
WEST KERN COMMUNITY COLLEGE DISTRICT

Assessment Guidebook

Prepared for
Governance Council
2015-16 Institutional Effectiveness Plan

Prepared by

Victoria J. Jacobi, SLO Coordinator

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Introduction

Assessment is a collective commitment to ensuring the best quality education to the community served by Taft College. This guidebook will be updated on an annual basis by the Student Learning Outcome Assessment Steering Committee. Some items are still in draft form or are proposal for implementation. Please visit the Assessment Guidebook on line to ensure that you are viewing the most recent copy of the Assessment Guidebook. (Insert link)

The policies and procedures described in this Guidebook are a means to achieve this goal, including how to assess and reflect on assessment. It is a guidebook because there is no formula for quality. The answer to questions such as "How many SLO's do we need to assess?" or "What PEMs are need?" is: "Exactly as many as are required to ensure the quality of education provided to the students at Taft College."

Ensuring quality as an institution does mean doing assessment as an institution and using those results to guide conversations for continuous improvement. This Guidebook describes assessment ***systems***, to ensure the college together is fulfilling its Mission in the best possible way, and together making improvements in how we serve students, at the institution, program, and course level and through the support services provided to students.

Mission of Taft College

> Taft College is committed to creating a community of learners by enriching the lives of all students we serve through career technical education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

Overview of Assessment at Taft College

Assessment is a continuous, campus-wide process that is the fundamental means by which the College validates the fulfillment of its mission. Taft College measures outcomes and sets goals using a combination of Student Achievement Outcomes (SAOs), Student Learning Outcomes (SLOs), and Program Effectiveness Measures (PEMs).

Assessment of these outcomes and measures to meet Taft College's goals is the basis for institutional effectiveness planning through the Annual Program Review cycle of continuous improvement. SAOs, SLOs, and PEMs provide the institutional effectiveness measures needed for validating and improving both the "equitable learning environment" and "achievement of educational goals" called for in the Mission of Taft College.

To analyze is to examine methodically and in detail the constitution or structure of (something, especially information), typically for purposes of explanation and interpretation (Oxford dictionary) and to describe what the data is telling us. It's the "I Wonder". To evaluate is to form an idea of the amount, number, or value of; assess (Oxford dictionary) and to use the data

to make judgements or decisions. It is the "What if." In this way, analysis and evaluation of the data provides for continuous improvement in the assessment cycle.

Taft College is accredited by the ***Accrediting Commission of Community and Junior Colleges*** (**ACCJC**: http://www.accjc.org/). Many accreditation standards are dedicated to ensuring institutional effectiveness and mission fulfillment. Standard **I.A.2** requires that "The institution use(s) data to determine how effectively it is accomplishing its mission, and whether the mission direct institutional priorities in meeting the educational needs of its students." Other ACCJC standards that define and guide this work are listed in Appendix A.

Definitions of Terms

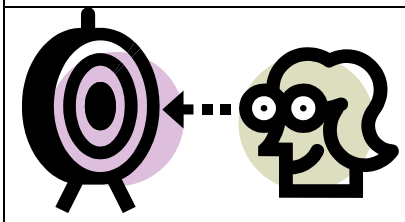
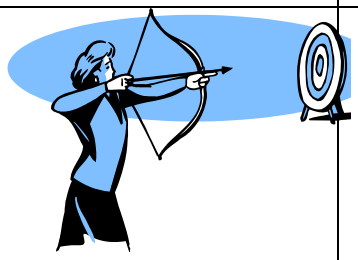
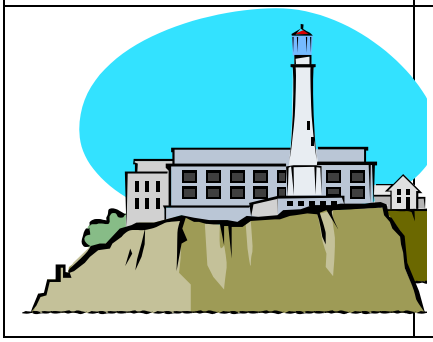
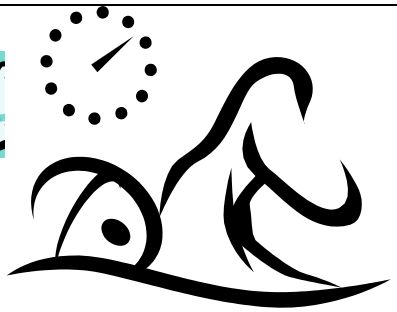
SAOs: Student Achievement Outcomes are ***measures of student success*** as defined by the Chancellor's Student Success Scorecard (http://scorecard.cccco.edu/scorecard.aspx). The Scorecard provides a performance measurement system that tracks student success for all 113 community colleges in terms of retention, completion and graduation metrics. Taft College has adopted the Completion by Design (http://www.completionbydesign.org/) model as a framework for Scorecard data for reporting, analyzing and assessing Student Success (link to Student Success Plan) ("achievement of educational goals") and Student Equity (link to Student Equity Plan) ("equitable learning environment").

SLOs: Student Learning Outcomes ***measure what students will be able to do*** as a result of the learning experience. SLOs are defined at the course (CSLO), program (PSLO), and institutional (ISLO) levels. The College also has General Education Learning Outcomes (GELOs), defined to validate and provide continuous improvement of a liberal arts education requirements for coursework eligible for transfer to baccalaureate institutions.

PEMs: Program Effectiveness Measures are defined for outcomes and measures not directly measured in terms of SAOs or SLOs, but quantitative data measuring the effectiveness of services. PEMs may be defined for any part of the college, notably for student services that support student success, but also for operational areas of the college essential for student success.

SAOs, SLOs, and PEMs can all be reported on, analyzed and assessed in terms of Scorecard Data (Student Success and Completion by Design framework), and Scorecard Demographics (Student Equity).

Course Objectives and SLOs There is a difference between the course objective and student learning outcomes. Objectives are what happen in the course whereas SLOs are what students are able to do as a result of the course. Both objectives and SLOs are contained in the Course Outline of Record (COR). See Table from the Fulks, Granger-Dickson presentation to Taft College January 9, 2009 below. The goal what we are aiming for such as to swim to Alcatraz. The objective what the intent of the course is such as to teach swimming techniques, and The SLO is what is accomplished by the student in measurable terms such as the time it took the student to swim to Alcatraz.

Goals	Objectives	Outcomes
		
A goal is a statement of intent or vision that is not necessarily measurable. The aim, the vision, usually the catalog description of a course or program.	Measurable Objectives are small steps that lead toward a goal.	SLOs overarching specific observable characteristics, developed by local faculty, to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process.
		

The Assessment Cycle

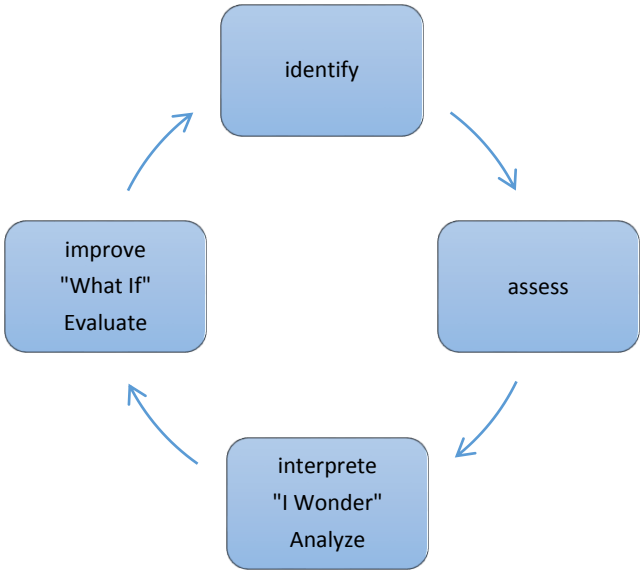


Figure 1 the Assessment Cycle

Why Do Assessments?

Assessment Results Informs Decision Making

"A *learning outcome* is a stated expectation of what someone will have learned (Driscoll, 2007, p.5). Individual programs engage in Annual Program Review (APR) cycles of assessment, evaluation, reflection, planning, and revision. The APR Report requires faculty and staff to report on the impact of course and program SLOs. Departmental conversations (documented in division meeting minutes) report the impact regarding the quality and effectiveness of courses, and the sequences of courses, along with the assistance of student support services. These conversations regarding assessment results guide decisions from program restructuring, to scheduling of courses to resource allocations. These conversations may occur across the college to determine the impact on programs in other areas.

Assessment Results Provide Student Feedback

Assessments enable faculty to provide improved feedback, guidance, and mentoring to students in order to help them better plan and implement their educational goals. The assessments allow students to see what they have learned and are able to do as a result of the educational experience. Outcomes provide focus for the students enabling deeper learning (Driscoll, 2007).

Assessments Results Provide a Long View of the College

Assessments help the college understand how different groups of students experience college differently so that we can adapt our programs and courses to the needs and capacities of all students. The assessment process over time allows the college to understand how the different courses and programs affect students over time so that better coordination and sequencing of courses improve the student's experience to produce more and deeper learning.

Who is Responsible for Assessment?

Faculty and Staff For student learning improvement to be successful, it must be a visible priority in all practices and structures across the campus. Assessment is the responsibility of all faculty, staff, and the administration. Assessments are the tools to determine if the institution is making sustainable continuous quality improvements and meeting the mission of the college. Faculty is responsible for the systematic administration of assessments for courses, programs, and ultimately the institutional set learning outcomes.

Division Chairs are responsible for the coordination of assessment practices within each department through the program leads and providing opportunities for faculty to engage in assessment dialogue in division meetings and departmental meetings. Each program area needs to submit an assessment plan to the division chair. At times through the semester, there should be additional opportunities for cross discipline dialogue, within curriculum meetings or other meetings. Student services is responsible for providing advocacy and support to students throughout the students' educational term. Counselors as division liaisons should provide data to the division as to the students' perspectives and additional support as students are successful in their academic pursuits.

The SLO Assessment Steering Committee is responsible for managing the SLO processes could make recommendations to the Academic Senate, and administration as appropriate.

Academic Senate is responsible to ensure all faculty are meeting their responsibility to assess and analyze assessment results to make continuous improvements to courses and programs. The Academic Senate, through its Curriculum and General Education Committee, ensures that all courses have appropriate Student Learning Outcomes developed and assessed by faculty. The SLO Coordinator leads the effort to coordinate the student learning outcomes at all levels.

Campus Committees are responsible to use the assessment results to provide services to assist in student success.

Governance Council holds the responsibility to align college plans to assessments results. The college's administration through its Strategic Planning Committee, a subcommittee of the Governance Council ensures the SLOs are regularly assessed and the results are used for continuous improvement for both instructional and non-instructional areas.

Timeline, Due Dates, and Submissions

Fall Checklist:

- ❑ Review Assessment Plan and Revise as necessary so that **each SLO per course within a program will be assessed during a two-year cycle.** Note any changes to PSLO and assure alignment with CSLOs. Review and complete mapping in eLumen as necessary.
- ❑ Refer to Assessment Plan, "Roadmap to Sustainability", to determine what SLOs will be assessed for the *current* semester. Set up assessments for the fall semester in eLumen (October and November). Use the syllabus to determine when the assessment will occur. Outcomes should be determined in agreement with discipline faculty. The GANTT chart at the end of the guide maybe a helpful tool to plan assessment activities. All SLOs for the course and program need to be assessed at least once during a two-year cycle.
- ❑ Conduct assessments for SLOs at the course, and program (s) (for each degree or certificate the course is in), and provide a visible calendar as determined by discipline faculty, program faculty, and institutional level as determined by the Academic Senate or Curriculum Committee (November and December). You may also need to access a General Education SLO if your course is in the General

Education pattern). See "Roadmap to Sustainability form" at the end of the "How To" guide to document what SLOs will be assessed.

- ❑ Complete Section Innovation Plan (SIP) for *each* course you teach (December and January). SIPs are found in eLumen, and should be completed once ***all*** your assessments for that class are completed. There are ten questions in the SIP. Only one SIP per course per instructor, therefore if you teach multiple sections of the same course during the semester, you only need to complete one SIP.

Spring Checklist:

- ❑ Complete, in concert with other discipline faculty, a Course Innovation Plan (CIP) for each separate course taught in the fall and previous spring semester (January faculty in-service). If you teach 10 separate courses (spring of previous year and fall) then you need to contribute to 10 Course Innovation Plans. These plans are evidence that may be used for changes in the Course Outline of Record during the five year course review cycle through Curriculum. Career Technical Education courses need to be reviewed on a two year cycle.

Repeat fall process for spring courses.

- ❑ Determine what SLOs will be assessed for the *current* semester. Set up assessments for the fall semester in eLumen (January and February).

- ❑ Conduct assessments for SLOs at the course, program, and institutional level as determined by your discipline faculty, program faculty, and institutional level as determined by the Academic Senate or Curriculum Committee (April and May). See "Roadmap form" included in "How To" guide for documentation of progress.

- ❑ Complete Section Innovation Plan (SIP) for *each* course you teach (May and June). SIPs are found in eLumen, and should be completed once ***all*** your assessments for that class are completed. There are ten questions in the SIP.

Designing Student Learning Outcomes

Taft College has three levels of student learning outcomes; institutional, program, and course. Each *course* has its own set of learning outcomes. These outcomes provide the skills and experiences the student needs to achieve the *program* level outcomes which are the skills and experiences the student needs either for employment or move to the next level of higher education. The college also has *institutional* level learning outcomes which are expectations of what each student will need in order to be successful no matter what is their educational goal. The following is a description of the outcome, the process for writing or revision each SLO, and setting up assessment plans.

Course Level Student Learning Outcomes

Description of Course Level Outcome

There are course level outcomes for each course taught at Taft College. If there is a new course, the learning outcomes should be sent to the Division Chair with the Course Outline of Record. When creating new outcomes, think of what the student should be able to demonstrate as a result of the learning experience. Try to relate the learning to real work application.

Process for Writing Course Level SLOs (CSLO)

1. Refer to the Course Outline of Record's Course Objectives
2. Use the Taft College Course SLO Template. Link to SLO Template here.
3. In the SLO column, state outcomes of the course. These should be things the student can do upon completing the course. Use higher order skills from Bloom's taxonomy. Courses should have a maximum of three or four outcomes. Limit the outcomes to the most important knowledge, skills, and attitudes students can perform upon completing the course. There may be many course objectives that develop skills that are used to produce one learning outcome. Incorporate multiple learning domains (cognitive, affective, psychomotor) as appropriate to the course. Words like "know" and "understand" are not measureable. Avoid them if possible. Instead use words like "demonstrate" or "compare and contrast" Think of what the student can do as a result of the learning experience and how that is observed.
4. In the "assessments" column, list the means by which the outcomes could be assessed. This could include portfolios, essays, class presentations, and exams. See appendix for additional assessment methods. Assessments are the means by which instructors measure SLOs.
5. The course level SLOs should align to program level SLOs and Institution level SLOs using the SLO matrix. A copy of the matrices are in the appendix.
6. Ensure full time faculty who teach the course review the new SLOs and are all in agreement with the changes and the means of assessment (faculty, of course, may use different assessments for the same SLO). Make changes as needed so that multiple perspectives are included and the SLOs relate directly to the course content listed on the COR. Have all fulltime faculty who teach the course sign off and date the document. SLOs should be clearly stated on the syllabus and should be the same ones as found at the Taft College website. Contact the SLO technician for the SLOs information.
7. Send changes of the SLOs to SLO Coordinator. If the coordinator has questions about the alignment, SLOs, or assessments, you will be contacted. SLO Coordinator will upload the most current course SLOs to Taft College's SLO Website. The SLOs will be added to the course outline of record (COR) in the same manner new textbooks are added to the COR.
8. Lastly, make sure the CSLOs are consistent on each faculty syllabus that are distributed to the students.

Assessment Plans for Course Level Learning Outcomes

Each course should have an assessment plan outlining which SLOs will be assessed each semester. All course level SLOs need to be assessed at least once every two years. There

needs to be a two-year assessment plan for each course that can be revised each fall semester. The assessment plan should be in sync with the two-year schedule of classes. The assessment plan will be published on the Taft College website so that it is available for students and the public to see which SLOs are being assessed in any one semester and when that assessment will occur as per Administrative Procedure 4024. A template is available to use so that the assessment plans are similar, making it easier for students to understand the assessment of SLOs and can be found in the appendix of this document.

Program Level Student Learning Outcomes

Description of Program Level Outcome

At this time, all academic degrees and certificates have program level SLOs (PSLO). If a new program is under development, the program level SLOs should be written before course level SLOs. Think of the end in mind. What should the student be able to do upon graduating from the program? What is needed for either the workplace or for the transfer institutions? There should be no more than eight program level outcomes. Once the program outcomes are established, courses should be developed to support the learning of those outcomes. Course level outcomes should be aligned to support either the program

Process for Writing or Revising Program Level Outcomes

There should be a major change within a program to remove or revise PSLOs. If the original PSLOs did not reflect what the students should be demonstrating at the end of the program, there needs to be evidence that the changes are needed. The steps for writing or revising PSLOs is the same for course level except that faculty should consider what the student should be able to do as a result of completing a program. Start with the overall goal of the program, transfer, career technical, or moving into collegiate course work. Start with the end in mind. The PSLOs should align to both the CSLOs and the ISLOs. Everyone within the program should be in agreement to the PSLOs. For Career Technical Education (CTE) programs, faculty may rely on advisory committee feedback. Programs should consider input from students and external contributors such as accrediting and licensing boards.

Changes at this level need to be presented to the Curriculum and General Education Committee since removing or major revisions to the PSLOs implies there are major changes to the Program. Changes to PSLOs need to be finalized before the publishing of the college catalog. Typically the catalog is finalized in March for next academic year.

Assessment Plans for Program Learning Outcomes

Each program should have an assessment plan outlining which PSLOs will be assessed each semester. **All program level SLOs need to be assessed at least once every two years.** There needs to be a two-year assessment plan for each course that aligns to the program outcomes. The program outcomes can be assessed in capstone courses, the last course in a sequence of classes, or 2000 level courses. The assessment plan should be in sync with the two-year schedule of classes and should be reviewed and revised each fall as necessary. The assessment plan will be published on the Taft College website each fall after in-service so that

it is available for students and the public to see which SLOs are being assessed in any one semester and when the assessment will occur. A template is available to use so that the assessment plans are similar, making it easier for students to understand the assessment of SLOs

Institutional Level Student Learning Outcomes

1. *Communication - Graduates should be able to deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions; demonstrate active reading skills and thorough comprehension; and write clearly and effectively.*
2. *Community/Global Consciousness and Responsibility - Graduates should be able to demonstrate social and cultural awareness, ethical behavior, effective and sensitive communication, and a commitment to learning.*
3. *Computation - Graduates should be able to solve problems involving data gathering and analysis, apply mathematical concepts, and use technology in these processes.*
4. *Critical and Creative Thinking - Graduates should be able to analyze, interpret, explain and evaluate texts, ideas, works of art, and scientific and mathematical problems.*

Taft College has four institutional level learning outcomes. The four outcomes are listed below with specific criterion as outline in the college catalog.

Taft College	
ISLO Categories	**Representative Outcomes – Students achieving these outcomes will be able to:**
1. Communication	a. Deliver focused and coherent presentations: demonstrate active, discerning listening and speaking skills in lectures and discussions; demonstrate active reading skills and thorough comprehension; and write clearly and effectively. b. Deliver focused and coherent presentations. c. Demonstrate active reading skills and thorough comprehension. d. Demonstrate speaking skills. e. Demonstrate competence in both active and emphatic listening. f. Write clearly and effectively at an associate degree (Freshman English) level upon graduation.
2. Community/Global Consciousness and Responsibility	a. Demonstrate social and cultural awareness, ethical behavior, effective and sensitive communication, and a commitment to learning. b. Analyze from various perspectives, the implications of events, past or present, on a diverse population groups external to the U.S. c. Apply relevant facts and assumptions related to an ethical dilemma. d. Apply theoretical models for cross-cultural comparisons. e. Assess how the world has been and continues to be shaped by natural, social, and cultural processes and evaluate how their own lives are impacted by these processes. f. Compare and contrast essential cultural and social similarities and differences between two cultures. g. Demonstrate professional and ethical behavior. h. Identify key issues facing the contemporary world in terms of outcomes. i. Practice ethical behavior in dealing with people, problems, and situations. j. Take responsibility for their own actions and well-being, make ethical decisions in complex situations, and participate actively in a diverse society.

3. Computation	a. Solve problems involving data gathering and analysis, apply mathematical concepts, and use technology in these processes. b. Apply mathematical concepts to a variety of everyday life situations. c. Solve problems involving data gathering and analysis.
4. Critical and Creative Thinking	a. Analyze, interpret, explain and evaluate texts, ideas, works of art, and scientific and mathematical problems. b. Analyze, discriminate, organize, and scrutinize assumptions in an attempt to identify evidence for a conclusion. c. Judge or evaluate information based upon standards and criteria, values and opinions. d. Remember or recognize information or specifics as communicated with little assimilation. e. Grasp the meaning behind the information and interprets, translates, or comprehends the information. f. Demonstrate an ability to combine existing elements in an innovative way to create a new purpose or result. g. Think innovatively, extending a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.

Process for Writing or Revising Institutional Level Outcomes (ISLO)

Embedded in the assessment plan is a procedure for revising ISLOs. This would occur during Phases I. During Phase VI - Improvement, a new ISLO can be discussed and added as well as removing an ISLO if it appears to be outdated or irrelevant. There is also an opportunity during the assessment cycle to **evaluate** the process at each phase.

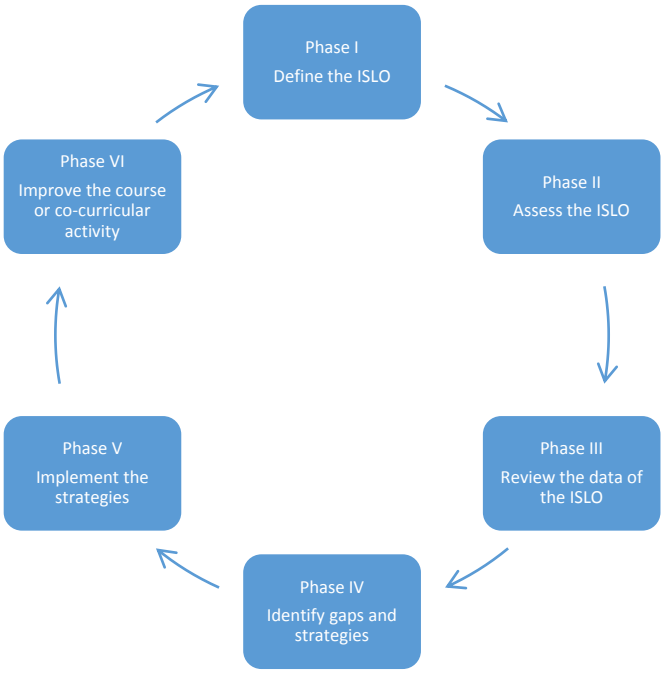


Figure 2 Cycle of ISLO Assessments

Assessment Plan for ISLOs

Institutional Student Learning Outcomes are at the highest level and are reviewed in a structured six-year cycle. During any given year the College is engaged with all ISLOs at different phases of a continuous improvement cycle.

The college assesses the institutional level outcome as a snapshot of the institutions status effectiveness. A specific plan outlining all the courses that will assess the ISLO should be submitted to the SLO coordinator and posted to the Taft College website. Assessments can occur either in the fall or spring semester depending when the course is taught. The more courses that assess the ISLO, the more robust the data will be for a more accurate picture of the outcome.

Phase I – Define: professional development to understand the ISLO, refine or develop a rubric to score the ISLO, discuss possible authentic assessments, test inter-rater reliability, set standards, set benchmarks, schedule assessments in what classes for next year, and consider other links (such as for the high school or transfer).

Phase II – Assess: the CSLOs should be mapped to program and/or General Education SLOs, and the ISLO. As the CSLOs are assessed, the results will aggregate to provide evidence for the ISLO. One assessment could be used to assess the CSLO, PLSO, and the ISLO within a course.

Phase III – Review: data is compiled and analyzed to see if the strategies used made any type of significant difference to the learning outcomes. Gaps identified as to what parts are students not getting. Data comparisons to standards and benchmarks. Public release of the data occurs at the end of this phase. These gaps and summaries are identified in the Institutional Report of the ISLO.

Phase IV – Implement: new strategies or pedagogy, reviewing the standards set based on the new benchmarks.

Four-year Assessment Cycle for ISLOs

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
I - Define	Critical Thinking	Computation	Global Awareness	Communication	Critical Thinking
II - Assess	Communication	Critical Thinking	Computation	Global Awareness	Communication
III – Review Data for Gaps	Global Awareness	Communication	Critical Thinking	Computation	Global Awareness
IV – Implement Strategies for Improvement	Computation	Global Awareness	Communication	Critical Thinking	Computation

This cycle will be updated annually.

General Education Student Learning Outcomes

Taft College has many courses that meet the general education requirements at the local level, as well as approved for the California State University (CSU) General Education Breadth and the Intersegmental General Education Certificate (IGETC), the general education pattern accepted within the CSU system as well as the University of California (UC). Many private, independent, and out-of-state colleges and universities also accept the IGETC as meeting the lower division general educational requirements of their institutions.

GE SLO's are the knowledge, skills, and abilities a student is expected to be able to demonstrate following a program of courses designed to provide the student with a common core of knowledge consistent with a liberally educated or literate citizen. Here are the general education learning outcomes by area for Taft College.

GE–Natural Science

1. Develop an understanding of the relationship between science and other human behaviors.
2. Students should be able to demonstrate the scientific method.

GE–Communication and Analytical Thinking

1. Student demonstrates the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, problem solve, and make decisions.

GE-English Composition

1. Student writes clearly and effectively at an associate degree (Freshman English) level upon graduation.

GE-Humanities

1. Student develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
2. Student to demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
3. Students to describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgments.

GE-Social and Behavioral Science

1. Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts.
2. Explain the methodologies employed in social scientific inquiry.

Ethnic Studies- Requirement

1. Effectively address significant issues from diverse perspectives.
2. Applies knowledge to implement sophisticated, appropriate, and workable solutions to address complex issues from multidisciplinary perspectives.

Revising General Education Student Learning Outcomes

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
I - Define	Ethnic Studies	Natural Science	Communication & Analytical Thinking	English Composition	Humanities	Social & Behavioral Sciences
II - Assess	Social & Behavioral Sciences	Ethnic Studies	Natural Science	Communication & Analytical Thinking	English Composition	Humanities
III – Review Data for Gaps	Humanities	Social & Behavioral Sciences	Ethnic Studies	Natural Science	Communication & Analytical Thinking	English Composition
IV – Implement Strategies for Improvement	English Composition	Humanities	Social & Behavioral Sciences	Ethnic Studies	Natural Science	Communication & Analytical Thinking

Figure 3 General Education Assessment Plan Cycle

Phase I – **Define**: professional development to understand the ISLO, refine or develop a rubric to score the ISLO, discuss possible authentic assessments, test inter-rater reliability, set standards, set benchmarks, schedule assessments in what classes for next year, and consider other links (such as for the high school or transfer).

Phase II – **Assess**: the CSLOs should be mapped to program and/or General Education SLOs, and the ISLO. As the CSLOs are assessed, the results will aggregate to provide evidence for the ISLO. One assessment could be used to assess the CSLO, PLSO, and the ISLO within a course.

Phase III – **Review**: data is compiled and analyzed to see if the strategies used made any type of significant difference to the learning outcomes. Gaps identified as to what parts are students not getting. Data comparisons to standards and benchmarks. Public release of the data occurs at the end of this phase. These gaps and summaries are identified in the Institutional Report of the ISLO.

Phase IV – **Improve**: make changes to the CSLOs and co-curricular activities to reflect the ISLO improvement at the course level or activity level. This is the phase in the cycle in which changes can be made to the ISLOs.

Assessment Plans for General Education Student Learning Outcomes

Assessment Cycle of Learning Outcomes

Most of the assessment of student learning outcomes occurs within the course. If ISLOs, GESLOs, and PSLOs are aligned to the course level SLOs and assessments are aligned and documented with eLumen, aggregation of data at each of the levels will automatically occur. A step by step guide of how to document assessment results in eLumen can be found on the faculty resource page or at this link (http://dl-test.taftcollege.edu/tcwp/instruction/wp-content/uploads/eLumen-Step-by-Step-Guide-Fall-20161.pdf) Assessment is an activity that intentionally finds ways to improve student learning through meaningful inquiry. As faculty participate in institution-wide constructive dialogue, the process becomes valuable and collaborative. In no way should assessment results be used in a punitive way against faculty, as the results are only one piece of data to let the institution know what well its mission is being met. Assessment is part of active research for the campus in order to make continuous improvement to the education provided to our students.

Faculty Tasks

Board Policy and Administrative Procedure 4024 states that:

- Include SLOs on all course syllabi. Address the outcomes as a regular part of the course. Current SLOs are available either on Taft College's website or by contacting the SLO Technician in the Office of Institutional Research and Assessment Office. May include SLO making to PSLOs on syllabus to show students how the course aligns with program outcomes.
- Assess CSLOs as identified according to the assessment plan developed by the department.
- Record assessment results using the software program eLumen as the repository for all SLO data.

- Attend professional development, departmental and division meetings to discuss methods to improve teaching and learning, and to strategize how to eliminate the gaps in learning. Discuss the data and other methods to triangulate the data.
- Contact the program lead to suggest modifications to existing CSLOs.
- Implement action plans and reassess the SLO perhaps more than once to determine if the action has filled the gap. Report findings in eLumen.

Division Chairs and/or Program Leads

- Verify that every course, program, certificate, and degree within the program review has CSLOs and PSLOs. Include specific certificate and degree outcomes if they are different from general education course outcomes. All CSLOs need to be mapped in eLumen to at least one PSLOs and (which is then) mapped to at least one ISLO. All SLOs need to be current and up-to- date.
- Ensure each program has an assessment plan that allows the department to complete assessments for all active courses and programs within a two-year cycle. Courses not offered during the two-year cycle should be inactivated and removed from the catalog through the curriculum review process. Revise the assessment schedule as needed. Forms can be found in the appendix. Assessment plans should be submitted to the SLO technician as revisions are made. These plans will be posted on the website.
- Prompt faculty to complete assessments per the assessment plan. Assessment data including the course innovation plans should be completed in eLumen.
- Lead the department in meaningful discussion about assessment results and related actions. Dialogue is encouraged during department and division meetings and institutionally planned days, such as during in-service. Document all conversations for ACCJC evidence.
- Seek out other departments to discuss results, as needed. Devise action plans and record on appropriate forms.
- Consult with the SLO technician to obtain the necessary assessment reports for the analysis for the Annual Program Review Report.
- Refer to Assessment and SLO information on the Taft College website.

Division Chairs' specific duties include

- Attend Curriculum Committee meetings to identify outcomes for all newly introduced course outline of record.
- Confirm that SLOS are consistently communicated across the campus on website, catalog, degree sheets and syllabi.
- Work with new faculty in meeting expectations of assessments and documentation the results.

Student Learning Outcomes Assessment Steering Committee (SLOASC)

- Measure the performance of institutional and general educational outcomes and report out to faculty and public.
- Participate in monthly meetings to analyze assessment activities, plans, and suggest additional actions for improvement if appropriate.
- Report results and action recommendations annually campus-wide through Academic Senate, Strategic Planning Committee, and Governance Council.
- Use assessment results to assist in effective resource allocation, contribute to the decision making process of the college and provide information for the Educational Master Plan.

Assessment Planning

Some have advocated a backwards design of SLO assessments which means have the end in sight, that is, what should the student be able to do as a result of the learning experience? What skills do they need to demonstrate the outcome? Determine what evidence is acceptable to demonstrate the outcome. Plan together with other faculty members the learning experience. Skill sets may come from the course objectives. Craft the learning experience based on the evidence from the SLO results of what has worked before. Academic freedom is how the course is taught. Use the evidence of what works to make changes within the course. Remember to check the linkage of the course outcomes to the other outcomes such as general education, program outcomes, and institutional outcomes.

Levels of Expectations

Faculty using a matric should determine when various learning outcomes are being presented to the students and then what expectation level is in each course.

Mastery-expectation upon completion of a sequence of courses or program

Developmental or reinforced-still in the learning process where the outcome is reinforced during the course.

Introduced-level in which the outcome expectation is introduced in the course. This should be the first time the student is seeing the outcome.

Types of Assessments

Students demonstrate what they learned in coursework through direct formative or summative assessments providing evidence of having demonstrated a certain expectation level of the CSLOs. These course-level SLOs provide evidence of student attainment of PSLOs, if the course level SLOs has been mapped to a PSLOs, which can also be measured directly (e.g.) in the last class of a sequence or as part of a program capstone course. Both CSLOs and PSLOs in turn provide evidence of attainment of the college's institutional-level learning outcomes again if they have been mapped in eLumen.

Direct assessment are those products produced by the student.

Indirect assessment are products such as student surveys or external input about the course such as advisory committee reflections. They do not stand on their own but can be used to confirm direct assessment results. They include student surveys, employer surveys, feedback groups, focus groups, or even instructor's perceptions.

Formative assessments occur during the class the whole time one is teaching.

Summative assessments occur at the conclusion of the course or program or when a student graduates as should be documented in eLumen.

Self-assessment allows students to assess at the beginning of the course how they feel about the course such as e for excited or d for dread. Clickers can be used as an assessment tool. This data is typically not documented in eLumen. Students might also use their Smartphones.

Signature assignments can be used as cross discipline assessments for different programs and tailored to assess the same skills such as writing across the curriculum, ISLOs, or research ability.

Capstone assignments assess program SLOs at the end of a student's study.

Rubrics

Each course level SLO needs to have a rubric. The rubric allows the student to know what skills are required in order to reach mastery of the SLO.

Levels of Outcomes using Rubrics

Faculty need to determine when each of the learning concepts will be introduced to the student. In which course does the faculty expect the student to reach mastery? Faculty need to define the following terms within each course and program. If an SLO is developed without a rubric, a generic rubric will be assigned. Taft College has a generic levels within the rubric where students are below expectations, meets expectations, or exceeds expectations.

Rubrics for eLumen can be very generic with levels such as Mastery, Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations. There is also a category for Not Observed meaning the student did not complete the assessment of N/A meaning the student could not be assessed since they are no longer attending the class.

The rubrics should be fully vetted with the other instructors who teach the course so that they in common understanding of what mastery looks like and evaluation of student work would be consistent no matter who "graded" the work. Faculty may want a very detailed description of the levels in the rubric so adjunct faculty are using the same level on measurement.

Criteria

There may be several layers within the SLO with different criteria that is being measured. The SLO may be regarding writing ability and there may be specific criteria with regards to mechanics, grammar, spelling, etc.

Benchmarks

Faculty can set benchmarks for improvement in the percentage of students that need to meet mastery levels

Institutional Goals

Taft College uses Achievement Outcomes, Student Learning Outcomes, and Program Effectiveness Measures to set Institutional Goals.

Taft College has set several institutional goals. There are course completion goals within the 80 % rule and to increase course completion by 5% over the next five years. See IEPI, Equity Plan, and Student Success Plan.

External Licensing Standards

Some programs, like dental hygiene have external licensing standards that should be considered when setting benchmarks and writing SLOs.

Organizing Assessments in an Assessment Plan

Before writing an assessment plan, there needs to be a clear understanding of why the SLOs are being assessed. Stock should be taken into which SLOs are commonly being assessed. Does the SLO fully describe what the student can do? The question to be asked is "what does the faculty want to know about the student's leaning?" Once it is decided that the SLOs on the CORs are the ones that best describe what the student should be able to do as a result of the course, a systematic approach as to which SLOs should be assessed in which course and when. All SLOs should be assessed within a two-year cycle. Some faculty may elect to assess the SLO on a more frequent basis to determine if improvements are occurring. Faculty should set aside time during the in-service days to review or create their assessment plans by using the Assessment Plan templates. The templates allows for consistency between program areas.

Templates are available for each program area as to when each of the student learning outcomes will be assessed. All SLOs, assigned to a program and within each course, need to be assessed on a minimum of a two-year cycle. Use the Roadmap to Sustainability form in the Appendix. These templates need to be turned in to the division chair and will be posted on the Taft College website. This should include all course SLOs, PSLOs, GELOs, and ISLOs. If changes are made within the course to improve student learning, on-going assessments should occur to see if there is any increasing trend in mastery to determine if the change improved the course. This would be reported out in each subsequent APR.

Student Learning Outcomes for Student Services

Student services, support services, and co-curricular activities that provide a learning experience outside of the classroom should have student learning outcomes. These activities should at minimum be supporting the institutional learning outcomes.

The Continuous Improvement Cycle

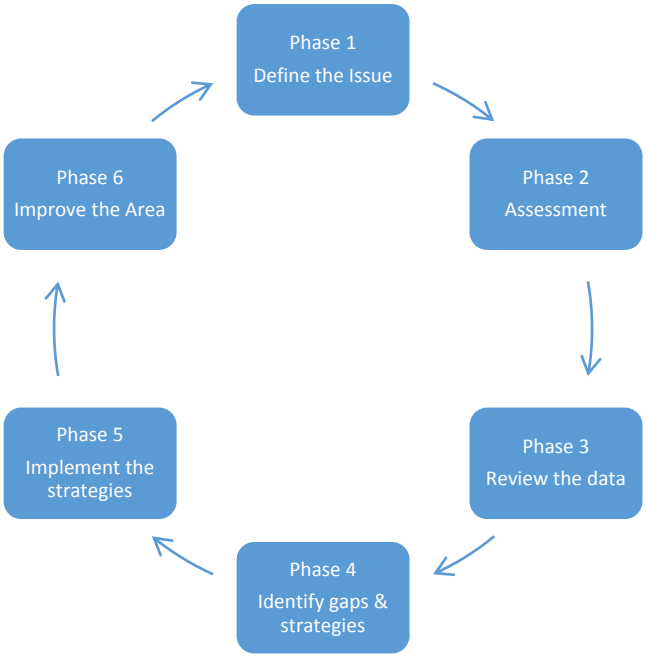


Figure 3 the Continuous Improvement Cycle

Explanation of the Phases

Phase 1-Define- involves reviewing the issue or area, providing professional development activities to understand the areas; refine or develop appropriate rubrics to score the issue, discuss possible activities or assessments, set standards and benchmarks, schedule assessment calendar for next year, consider other consequences of issue (affects high schools, transfer, etc.).

Phase 2-Assessment- is the actual year for assessing the issue from each service area.

Phase 3 –Data Review-is where the data is compiled and analyzed to see if current practices are meeting the standards or benchmarks.

Phase 4-Identify Gaps and Strategies- is the part of the process, gaps are identified and strategies are discussed. Public release of data results should be compiled in a report or executive summary.

Phase 5-Implement the Strategies - is implementation of the strategies and the dialogue of what additional changes should occur.

Phase 6 Reassess to close the loop and make additional changes to programs and/or services with regard to the issues if previous strategies showed no changes.

Student Services 5-Year SLO Plan

Phase	Year 1	Year 2	Year 3	Year 4	Year 5
Phase 1 Define	Admission	Orientation	Testing & Placement	Counseling	Follow-up
Phase 2 Assessment	Follow-up	Admission	Orientation	Testing & Placement	Counseling
Phase 3 Data Review	Counseling	Follow-up	Admission	Orientation	Testing & Placement
Phase 4 Gaps & Strategies	Testing & Placement	Counseling	Follow-up	Admission	Orientation
Phase 5 Implementation	Orientation	Testing & Placement	Counseling	Follow-up	Admission

Explanation of Areas

Admission refers to the outreach activities, application process, and direction of new students.

Orientation refers to the introduction of the college once a student has applied. This would include the on-line and face-to-face components.

Testing & Placement refers to the current assessments through Accuplacer but may include the Hope Scale and other success measurement like the Success Navigator.

Counseling refers to services to include assessment of academic skills such as time management, organizational skills, study strategies, etc.; student commitment in goal setting, major and career development; self-management to include motivation, stress relief, family issues, transportation; and social support in clubs, cohorts, and co-curricular activities.

Follow-up refers to services for new students in measuring their success indicators; continuing students in completion of basic skills, educational planning and changing majors; and graduating students transitioning out of college either to transfer or job seeking. Each follow up services will require different levels of intervention per student.

Each program needs to address each of the areas. Programs include TRIO, Basic Skills, Probation, Veterans, EOPS/Care, CalWORKs, TCI, Distant Education, Athletics, DSPS, and High School Program.

Counseling and Follow-up

The Counseling Department is currently writing SLOs using the Six Factors of Student Success Model as defined by the RP Group's paper. The six factors are Directed, Focused, Nurtured, Engaged, Connected, and Valued. The first SLO to be defined is Directed, that is a student having a goal and knowing how to achieve it.

Co-curricular Activities

Student Learning Outcomes are under development in this area.

Student Learning Outcomes for Administrative Services

Each area that impacts on student learning need to form student learning outcomes. If a learning experience is created, then there should be a written SLO. In administrative services, the goal is to reduce barriers to student learning, perhaps by reducing stress and frustration in making their way through the education process. How does the administrative services reduce barriers to the student's learning opportunities? These services tend to write PEMs in order to improve effectiveness.

Closing the Loop- Action to Change

Inputting the data into eLumen is only the first step to analyzing the data. ELumen is the repository for SLO data through direct, summative assessments. Writing the section level innovation plan documents what the individual faculty believes is happening as reflected in the data. This might be the place to think about changes in assignments, order of instruction, changes in pedagogy, or other changes at the section level. This information needs to be shared in some type of systematic way with the other instructors who teach the course to see if they have similar results and reflections. See graphic organizer for understanding closing the loop in the appendix.

Once the individual courses have been reflected upon, faculty who teach different courses within the program should meet to discuss the program goals and outcomes in conjunction to the counseling liaison who should be able to give student reflections to the teaching faculty. The faculty gather and explore the evidence. As a team, they determine what they think this evidence means. This group should work together to set new goals, discuss improvements, implement those through the assessment plan. The results of these conversations about the data is then reported out by the program lead in the Annual Program Review Report is where faculty publicly share out assessment data and innovation plans for improvement and requests resource allocations through Action Plans.

Student Learning Outcomes is only one piece of evidence.

Using eLumen Reports as Evidence

Program Data. eLumen reports are currently generated by the SLO Technician upon request for the specific period of time requested. Data used to complete the Annual Program Review (APR) are for the last academic year, e.g. fall 2015 and spring 2016. The date is provided in Excel spreadsheets. For trends, multiple years can be requested.

There are eight columns in the spreadsheet. The first column is the semesters requested. The next columns describe the skill level of the student. Each is divided into the number of students at that level and the percentage of students that scored into that level. Students who fall in the 7th column (N/A) are not in the totals.

The first column is Mastery. Mastery is that the student is proficient in all the parts of the SLO. The next column, Not Observed means the student is still attending class but was not assessed either failing to turn in the assessment or assignment or not present in the class the day the assessment or assignment was given. The third column is Exceeds Expectations. This means that the student is able to utilize the learning outcome in other areas not just their

class assignments. Meets expectation is the student can do the SLO perhaps with some prompting. Does Not Meet Expectations, means they have not met mastery and there are gaps in the skill development. The last column is Total Enrolled Students, number enrolled in the discipline courses.

The data can be presented by Demographic categories, such as Gender, Age, and Ethnicity. When course SLOs have been mapped in eLumen to PSLOs, the data is aggregated by PSLOs.

Review the data to see if anything jumps out at you. Does it seem like more females are successful compared to males. Do the "I Wonder" exercise with the data. Once you have a list s of things you think the data is telling you, continue with the "What If" exercise to see if there are things that could change at the program level.

Course Data. Data reports regarding course level performance can also be generated by the SLO Technician. Each course within a discipline are provided in the report along with each SLO for the course. Heading for the columns are the same as the Program data reports. The data is not disaggregated at this time based on Demographic since most courses have not been sufficiently assessed to provide meaningful data due to small sample sizes per course.

Again it is advised that you review the entire data and write down what jumps out at you. One report says that in spring the Does Not Meet Expectation was 4.91% but in fall the rate was 47.31%. I wonder why they was such a difference. Different instructor? Face to face compared to On-line? Did the instructor make some pedagogical change between fall and spring to cause such an improvement?

To make changes to the course, you would also want to look at the Innovation Plans written by the instructors to gleam out any changes at the course (not section) level that could improve student learning.

Some courses have very low enrollment. This may be a point of discussion about re-sequencing the courses or offering them at different time. If you see that the course is offered both in the fall and spring and yet there is only SLO data for one semester, you are not getting a full picture of how the students are doing in the class. This data could assist in the scheduling of the classes.

At the end of the eLumen report, there is a Report Totals. Again looking at Does Not Meet Expectations, one might expect the percentages to be about the same if the number of students in relatively the same. If there is a noticeable difference, say 10% compared to 22%, this might be an area to explore why this is occurring.

General Education and Basic Skills Data. We hope to write both a general education and basic skills report so that you can incorporate the findings into the program review report.

Appendix A – Related ACCJC Accreditation Standards

Std. I.A.2	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission direct institutional priorities in meeting the educational needs of its students.
Std. I.B.1	The institution demonstrates a sustained, collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
Std. I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.
Std. I.B.5	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery
Std. I.B.6	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
Std. I.B.8	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
Std. I.C.1	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all other persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors
Std. I.C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.
Std. I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.
Std. I.C.14	The institution ensures that its commitment to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
Std. II.A.1	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.
Std. II.A.3	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
Std. II.A.11	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
Std. II.A.12	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.
Std. II.A.13	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.
Std. II.A.16	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.
Std. II.B.3	The institution evaluates library and other learning support services to assure their adequacy in meeting

	identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
Std. II.C.2	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
Std. III.A.6	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.
Std. IV.B.3	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.
Std. IV.C.8	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Appendix B: Catalog Requirements

The following information is required in the college catalog:

1. General Information
    - •Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
    - •Educational Mission
    - •Representation of accredited status with ACCJC, and with programmatic accreditors if any
    - •Course, Program, and Degree Offerings
    - •Student Learning Outcomes for Programs and Degrees
    - •Academic Calendar and Program Length,
    - •Academic Freedom Statement
    - •Available Student Financial Aid
    - •Available Learning Resources
    - •Names and Degrees of Administrators and Faculty
    - •Names of Governing Board Members

Appendix C: Shared Understanding through Common Definitions

Assessment: The Latin root word for assessment is *assidere* meaning "to sit beside". Assessment is a means of using explicit criteria to determine evaluative measures to help facilitate student success.

Goal: A Goal is a statement of intent or vision that is not necessarily measurable.

Measurable Objectives: Measurable Objectives are small steps that lead toward a goal.

Measurability: Measurability refers to both qualitative and quantitative means of measuring.

Student Learning Outcomes (SLO): Student Learning Outcomes refer to overarching specific observable characteristics developed by local faculty that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity, or process (Fulks, 2009 presentation to Taft College).

Course Objective: Key elements which must be taught each time the course is taught. (The Course Outline of Record: A Curriculum Reference Guide, 2008).

Grades: Grades are the indicator of the student's overall achievement in meeting the course requirements.

Program Curriculum Map for [Name of Program]:

1. In the boxes across the top row, enter all the ***required*** courses of the program.
2. In the left column, write the program learning outcomes drafted for the program.
3. In the remaining boxes, check the box if in this course students have learning activities that help them achieve this learning outcome, and their grades include progress toward achieving this program learning outcome.
4. Reflect on the completed chart. How many courses help students achieve each program learning outcome? Do students have enough opportunity to achieve each outcome?
5. Reflect again on the completed chart. In which course(s) are students likely to demonstrate satisfactory achievement of each program learning outcome? In other words, which course(s) might be an official or unofficial capstone requirement?

Program Learning Outcomes															
1.															
2.															
3.															
4.															

GANTT CHART for _____ Course or Major

ACTIVITIES	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Determine means of assessments												
Assess SLOs/Data Collection												
Write Section Improvement Plan												
Meet with Other instructor Same course												
Write Course Improvement Plan												
Meet with Instructors in same Major												
Write Program Improvement Plan												
Set up assessments												
Assess SLOs/ Data Collection												
Write Section Improvement Plan												

ACTIVITIES	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
Assessment of Communication												
Assessment of Critical Thinking												
Summary of Evidence												
Assessment of one GE SLO												
Assessment of one ISLO												
Involvement in faculty discussion group												

Roadmap to Sustainability

Name _____

FALL

Year_____

Course					
CSLO					
CSLO					
PSLO					
PSLO					
GE SLO					
ISLO					

SPRING

Year_____

Course					
CSLO					
CSLO					
PSLO					
PSLO					
GE SLO					
ISLO					

Links to resources

Step by Step Guide to Creating Assessments- in eLumen
http://dl-test.taftcollege.edu/tcwp/instruction/?page_id=1192

Comprehensive Program Review 5 Year Schedule proposal

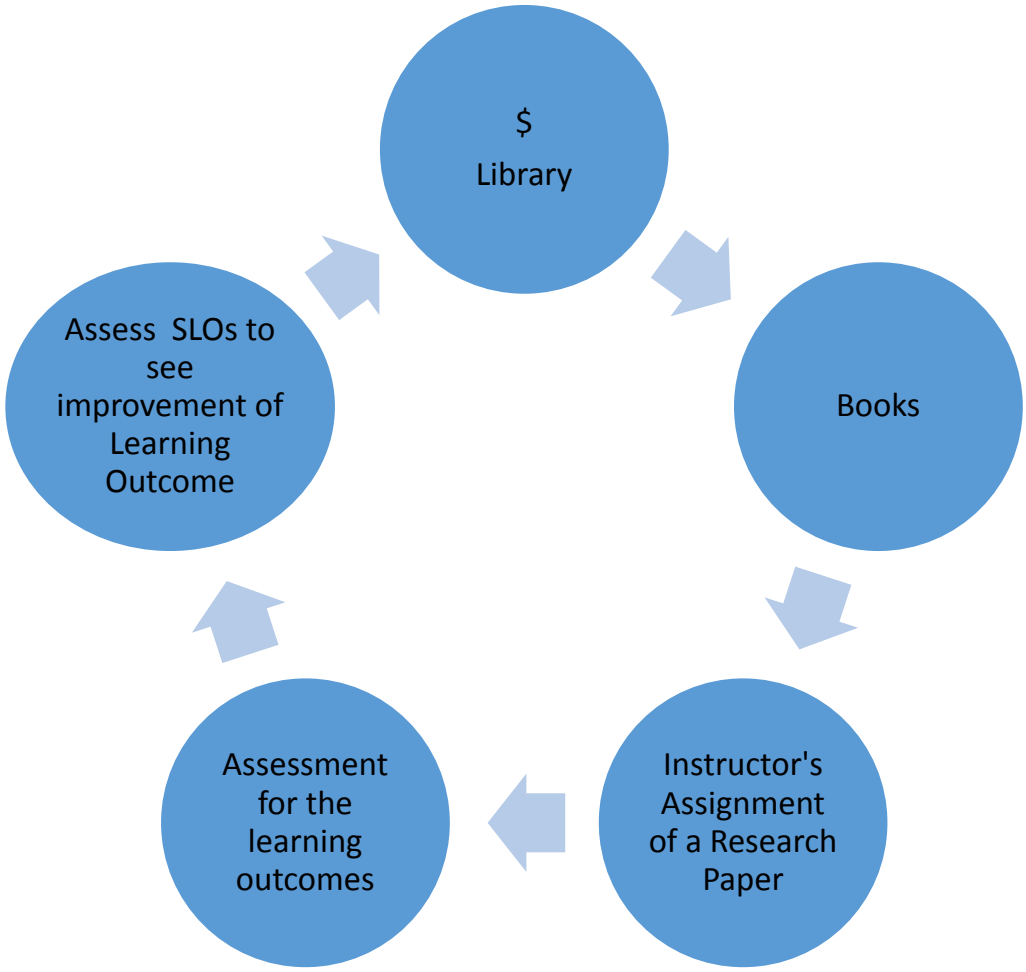
2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Accounting Energy Management Administrative Services General Business Information Tech & Management Petroleum Technology Dental Hygiene Art History Psychology Liberal Arts- Social and Behavioral Liberal Arts-Allied Health Life Science Independent Living Skills	Automotive Industrial Health and Safety Welding Court Reporting Direct Support Education Corrections Studio Arts Liberal Arts-Natural & Physical Science Mathematics Admin of Justice-AA-T Admin of Justice	Business Administration English AA-T English ECEFS Recreation Multi-Media Journalism Liberal Arts-Natural & Life Science Independent Living Skills Accounting Energy Management Administrative Services General Business Information Tech & Management Petroleum Technology Dental Hygiene	ESL ECE Liberal Arts-Arts and Humanities Sociology Liberal Arts-Math & Science Physical Science Automotive Industrial Health and Safety Welding Court Reporting Direct Support Education	Liberal Arts Business & Technology Basic Skills History Liberal Arts-Communication Liberal Arts-Health & Physical Education Physical Education General Education

Color coded by division

Student Learning Outcome Timeline

Month	**Create, align, update, assess, and report SLOs for all courses and programs**	**Core competencies regularly assessed, with board participation; results publicized and discussed**	**Published SLO assessment timelines, integrated with course review and program review cycles**	**Discussion of SLO assessment results included in course review, program review, planning and budget decisions, and other collegial consultation committees**	**Provide frequent professional development topics on assessments techniques and results.**
August	Complete sets of course-level SLO statements that will be published on syllabi and website.	Select assessment method for ISLO to be assessed during academic year, identify gaps from previous year's ISLO data.	Complete assessment plan for all SLOs per course and make sure adjunct faculty are also aware of the assessment protocol.	Inform faculty of any modifications to the program review cycle and forms. Discuss expectations and guidelines for the development of learning outcome.	Provide SLO and assessment training integrated into new faculty orientation either provided at the division level, Office of Instruction or SLO Coordinator.
September through December	Assess at least one course-level SLO per assessment plan	Assessment plan published for ISLO for each course that will assess the SLO, and assess the ISLO.	Update assessment plans for ISLO and GE SLOs in the 6-year integrated timeline as outline in Assessment Guidebook and Educational Master plan. Publish findings from previous year's ISLO and GE SLOS.	Report out budget allocations and expenditures from previous year.	Professional development Committee to ascertain training needs in all aspects of outcome assessments. Provide training to faculty through either the SLOASC, PDC, or outside expertise.
December	Record assessment results in eLumen for each section of all courses	Record assessment results in eLumen			

	taught in fall. (all faculty both full time and part time)				
January	Align any newly created courses into Program mapping in eLumen linking course SLO to PSLO and ISLO, create assessment plan for new courses	Complete Annual Program Review. Discuss at both the discipline and program level the results of fall semester SLO assessment data	Reflect on section or course changes for improvement. How best to capture the results?		
February through May		Define ISLO for next cycle.			
June					
July					


$
Library
Books
Instructor's Assignment of a Research Paper
Assessment for the learning outcomes
Assess SLOs to see improvement of Learning Outcome