i. Identify and use College resources that support student success.
ii. Identify and commit to educational goals.
iii. Develop effective planning skills that support educational goals and lifelong success.
iv. Demonstrate self-advocacy.

**Spring 2011**

Student Services SLO Coordinator (SS SLO Coordinator) and the director of PRIE met with the student services SLO team to determine four Division-level SLOs. Each department identified two or three Division-level SLOs they would measure in fall 2011.

**Summer 2011**

The SS SLO Coordinator and the director of PRIE met with representatives from each department to develop assessment for Division-level SLOs. The SS SLO Coordinator and the director of PRIE then met with each department individually to identify department-level SLOs, align them with Division-level SLOs, and develop a department assessment plan. The 2011-2012 Division-level Assessment Plan is in the process of development. *(Appendix 2.B.4.)*

**C. Analysis of the Results Achieved to Date**

The process outlined above for assessing SLOs in GE classes will be followed each semester with all GE courses identified in the schedule conducting an SLO review every three years. Data from these assessments, including non-instructional programs, will be used to improve pedagogy, curriculum, and student support services. PRAC will review assessment and program review reports as an integral element of the budget development and allocation process. The SLOAC and Program Review Committee will be responsible for oversight of rubrics and the reporting tool and will conduct periodic surveys of faculty to determine if improvements to the process are warranted.

Findings from the GE SLO assessment will be used to validate GE course offerings, improve courses when appropriate, and serve as substantive data when making budget request in the program review process.

For Course-level SLOs, department/program faculty will launch the second and subsequent rounds of course-level assessments. Department/program faculty will implement course and program-level interventions or adjustments for improving outcomes if warranted.

It is also our expectation that department/program faculty and staff will discuss changes to rubrics, assessment tools, and assignments and review the SLO process as needed – and that
they will use program review as an opportunity to request funding for interventions or improvements based upon SLO assessment findings.

**D. Additional Plans Developed**

1. **College wide/GE SLOs**

   **Fall 2011**

   The Program Review template for instructional programs has been revised to include questions for programs that address the first four College wide/GE Learning Outcomes. These questions will be:

   a. What did you learn from using the shared rubrics? (Report your findings.)
   b. What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? (Or what have you already changed?)
   c. Will these changes require new resources or a reallocation of resources? If so, explain, using data, how this change is justified.
   d. How have changes (previously made) affected student learning?

   All GE courses identified in the schedule will use the rubrics to assess student performance, according to the schedule and will report their findings using the common recording tool. ([Appendix 2.B.1.](#))

2. **Degree and Certificate SLOs**

   **Fall 2011**

   SLO facilitators will work with disciplines to identify methods to assess these SLOs to determine whether students are meeting degree and certificate SLOs.

3. **Course Level SLOs**

   **Fall 2011**

   Department/program faculty will utilize the assessment tools and rubrics in designated classes (those determined in the schedule for assessing SLOs in specific courses). Department/program faculty working with the PRIE office will gather and analyze results. Department/program faculty will meet to consider the assessment outcomes:
Follow-Up Report

Recommendation #2

- To analyze and discuss results
- To improve the design of the assessment tools and rubrics
- To determine methods for improving outcomes
- To review the schedule for the next round of courses for SLO study
- To prepare findings for reporting in the department/program Program Review
- To determine if the findings from the outcomes study will require requests for resources that will be included in the Program Review.

4. Non-Instructional Programs (Student Services Division SLOs)

Fall 2011

All Student Services’ departments will measure Division and department-level SLOs. A three-year Department-level Assessment Plan will be developed, as well as a three-year Division-level Assessment Plan.

Spring 2012

Departments, working with the PRIE office, will gather and analyze results.

Departments will meet to:

- Consider the assessment outcomes;
- Analyze and discuss results;
- Improve the design of the assessment tools;
- Implement methods for improving outcomes;
- Identify Division and department-level SLOs to be measured the following semester;
- Prepare findings for the Student Services Annual SLO Report and Program Review; and
- Determine if the findings from the outcomes study will require requests for resources that will be included in the Program Reviews.