

Student Learning Outcomes Timeline

I. Ongoing and Comprehensive Student Learning Outcome Assessment Program Established

	A. Create, align, update, assess, and report SLOs for all courses, programs. (faculty and administration)	B. Core competencies regularly assessed, with broad participation; results publicized and discussed. (faculty and administration)	C. Publish SLO assessment timelines, integrated with course review and program review cycles. (faculty and administration)
June 2009	Complete sets of program-level SLO statements published for every instructional and student services program.	Core Competency selected for first college-wide assessment .	SLO database designed and work plan developed.
December 2009	At least one course-level SLO assessment plan published for every course. Complete sets of program-level SLO assessment plans published for every instructional and student services program. Division SLO committees meet throughout the semester to discuss SLO progress and guide division faculty through the process.	Assessment plan published for first competency. Order established for rotation of college core competency assessments, one to take place each year on a six-year cycle .	A complete, integrated 6-year model of a timeline is designed and published.
June 2010	Complete sets of course-level SLO assessment plans published for every course. At least one program-level SLO assessment report published for every instructional and student services program. Outcome alignment maps designed and a first model published.	Assessment data collected for first competency. A full assessment plan published for all competencies. Assessment plan published for second core competency.	Formalized scheduling completed. Model timeline entered and published.
December 2010	At least one course-level SLO assessment report published for every regularly offered course not taught solely by adjunct faculty. Other exemplary outcome alignment maps are published.	Data for first core competency shared/discussed at Assessment of Student Learning Week. Reflection completed.	A complete, integrated, 6-year timeline published for every program.

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June 2011	Outcome alignment maps published for every program.	Assessment report for first core competency completed and published. Assessment data for second core competency assessment collected.	A complete, integrated, 6-year timeline for the entire college published.
Sustainability	<p>Assessment cycles at all levels repeat at a rate commensurate with resources.</p> <p>College-wide reports of compliance and progress published annually.</p> <p>Outcome alignment maps revised in program review.</p> <p>Each core competency assessment cycle lasts 3-4 semesters. Cycles overlap so that every core competency will be assessed once every 6 years.</p> <p>A college-wide schedule of assessments is maintained.</p>		

II. Assessments Widely Discussed and Results Considered in Decision-Making and Evaluation

	D. Discussions of SLO assessment results included in course review, program review, planning and budget decisions, and other collegial consultation committees. (faculty, staff, and administration)	E. Provide frequent professional development topics on assessment techniques and results. (faculty, administration, staff development office)	F. Faculty self-evaluations include SLOs and assessments. (faculty and administration)
June 2009	Program review and course review process instructions modified to include consideration of assessment results. Expectations and guidelines developed for including outcome assessments in committee work developed.	As in previous semesters, professional development events are offered throughout the year, and especially on Flex Days and during the Assessment of Student Learning Week (ongoing).	The ECCFT Faculty Agreement (effective July 1, 2007) includes consideration of SLOs and assessment results in the faculty self-evaluation.
December 2009	Assessment results indicating programmatic changes are systematically placed into the college planning software for tracking and evaluation.	Staff Development Office works with the SLO Committee to ascertain training needs in all aspects of outcome assessments. This process begins in December 2009 and will be ongoing.	Faculty survey created ascertaining student learning outcomes and assessment role in faculty self-evaluations.
June 2010	A reporting mechanism is developed to record how specific assessment results are used in decision-making.	SLO and assessment training integrated into new faculty orientation.	Faculty Evaluation Survey collected and discussed among various campus entities.

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December 2010	<p>Examples of reports which track assessment results are collected for review and analysis.</p> <p>Examples of committee minutes from committees across campus will be collected for review and analysis.</p>		<p>Further consultation to improve the integration of SLOs and assessment results into faculty self-evaluations.</p>
June 2011	<p>Assessment of Student Learning Week devoted to the analysis of how assessment results are discussed in committee work and how they are used in decision-making.</p>		
Sustainability	<p>Every 6 years, an analysis of how assessment results are used in decision-making and how assessment results are considered in committee work will be conducted.</p> <p>Outcomes and assessments topics are a regular part of professional development, including new faculty orientation. College SLO Committee hosts the Assessment of Student Learning Week every semester.</p> <p>Participation in the assessment process is a regular feature of an instructor's self-evaluation.</p>		

III. Student and Public Awareness of Learning Outcome Assessments

	<p>G. Outcome statements and assessment information for all courses, programs, and certificates available to all students and to the public through course information material and division, department, and program websites and offices. Where appropriate, assessment results will be published. (faculty, staff, and administration)</p>		
June 2009	<p>Program review process instructions modified to include consideration of how SLO statements and assessment methods are shared with students.</p>		
December 2009	<p>All programs submit a plan for sharing course and program SLO statements and assessment methods with students. These plans include course information, website, and office materials.</p> <p>SLO statements and assessment methods are built into course outlines of record for all courses undergoing review after December, 2009.</p> <p>College SLO committee creates plans for sharing core competencies with students.</p> <p>College SLO committee develops standards for publicizing SLO statements, assessment proposals and results.</p> <p>Division SLO committees meet throughout the semester to discuss SLO progress and guide division faculty through the process.</p>		

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June 2010	<p>Plans for sharing course and program SLO statements and assessment methods reviewed and evaluated by the college SLO committee. Feedback is provided for each program.</p> <p>SLO database is accessible to the college community for submission of SLO assessment proposals and results after June, 2010.</p> <p>Standards for publicizing SLO statements, assessment proposals and results approved by Academic Senate and administration.</p>
December 2010	<p>Plans for sharing course and program SLO statements and assessment methods with students are implemented for every program.</p> <p>College SLO committee conducts survey of students measuring awareness of course and program student learning outcomes, core competencies and assessments.</p> <p>Standards for publicizing SLO statements, assessment proposals and results implemented by all programs.</p>
Sustainability	<p>Every 6 years, program review asks that each program analyze how SLO statements and assessment methods are shared with students. As program reviews are completed, the college SLO committee reviews the reports.</p> <p>Every two years, a survey of student awareness of student learning outcomes, assessments, and core competencies is conducted.</p>

IV. Resources Support Student Learning Outcome Assessment Infrastructure

	<p>H. A coordinating team for outcomes and assessments is established and institutionalized. (faculty, staff, and administration)</p>	<p>I. Institutionalize adequate resources for faculty SLO assessment work at all levels. (faculty, staff, and administration)</p>	<p>J. Institutionalize fair processes for assigning adjunct faculty outcomes and assessments tasks. (faculty, staff, and administration)</p>
June 2009	<p>SLO assessment process designed and implemented: faculty coordinating team reduced to a one faculty coordinator to oversee implementation of timeline.</p>	<p>Assessment report section on staffing, equipment, and other resources updated. On-going consultation with program reviews for possible additional assessment support.</p>	
December 2009	<p>The SLO faculty coordinator coordinates implementation of timeline.</p> <p>The structure and responsibilities of the college, area, and division SLO committees are formalized by the college SLO committee.</p>	<p>Online suggestion box for assessment resources built into SLO website and CurricUNET SLO component.</p>	<p>SLO faculty coordinator facilitates meetings among administration, academic senate, College SLO committee, and the ECCFT to discuss issues related to adjunct work on course review, program review, and outcomes assessments.</p>

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June 2010	The Academic Senate, the College Cabinet, and the Board ratify the structure and responsibilities of the college, area, and division SLO committees.	<p>Online survey created to collect data on time and resource needs for assessments.</p> <p>Program review reports are consulted to assess needs in SLOs.</p>	SLO faculty coordinator continues to facilitate meetings among administration, academic senate and the ECCFT to discuss issues related to adjunct work on course review, program review, and outcomes assessments.
December 2010		SLO Committee creates and submits an assessment staffing and resources report .	District and ECCFT, in consultation with the academic senate, negotiate appropriate compensation for adjunct faculty regarding course review, program review, and outcomes assessment work.
Sustainability	<p>The college, area, and division SLO committees continue to monitor and guide the ongoing process of assessing student learning.</p> <p>Every three years, the college SLO committee issues an assessment staffing and resources report to the college community for consideration.</p> <p>Adjuncts are assigned work on course and program review, and outcomes assessments and they are compensated fairly.</p>		