

Student Learning Outcomes Implementation 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)
- Faculty/staff will continue to update, assess, and report SLOs for all courses and programs (on a four-year cycle starting Fall 2011).
 - Complete sets of course-level SLO assessment plans which align with core competencies published for every course (Postponed until Dec. 2011 due to delays in implementation of CurricUNET SLO module.)
- B. Core competencies regularly assessed, with broad participation; results publicized and discussed.** (faculty and administration)
- Core competencies will continue to be assessed on a four-year cycle.
- C. Publish SLO assessment timelines, integrated with course review and program review cycles.** (faculty and administration)
- Four-year SLO assessment timelines drafted by all programs by May 24, 2011.

Sustainability	<p>Assessment cycles at all levels repeat every four years.</p> <p>College-wide reports of compliance and progress published semi-annually.</p> <p>Outcome alignment maps revised in program review.</p> <p>A college-wide schedule of assessments is maintained.</p>
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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)
- SLO assessment results continue to be a part of program review.
 - Proposed recommendations resulting from SLO assessment and requiring funding continue to be placed into Plan Builder.
- E. Provide frequent professional development topics on assessment techniques and results.** (faculty, administration, staff development office)
- Division SLO facilitators continue to provide training and individualized help to faculty in their divisions.

- SLO Coordinator(s) continues to work with staff development office to develop college-wide trainings.
- College-wide summits to discuss core competency assessment results take place every semester (or as core competency assessments take place).

F. Faculty self-evaluations include SLOs and assessments. (faculty and administration)

- SLOs continue to be a part of the faculty self-evaluation.

Sustainability	<p>Outcomes and assessments topics are a regular part of professional development, including new faculty orientation.</p> <p>There is campus-wide participation in core competency assessment summits.</p> <p>Participation in the assessment process is a regular feature of an instructor's self-evaluation.</p>
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III. Student and Public Awareness of Learning Outcome Assessments

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)

- Course SLOs continue to be a part of every course syllabus.
- Program-level SLOs continue to exist on every department webpage.
- Core competencies continue to be included in the college catalog.
- CurricUNET SLO database is put online (July 2011).

Sustainability	<p>Every 4 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>
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IV. Resources Support Student Learning Outcome Assessment Infrastructure

H. A coordinating team for outcomes and assessments is established and institutionalized. (faculty, staff, and administration)

- Coordinator(s) to lead the campus-wide assessment program and facilitators to assist divisions in their SLO work continue to be supported by the administration.

- I. **Institutionalize adequate resources for faculty SLO assessment work at all levels.**
(faculty, staff, and administration)
 - Program reviews continue to be monitored for recommendations regarding needed resources for SLO assessment and entered into Plan Builder.

- J. **Institutionalize fair processes for assigning adjunct faculty outcomes and assessments tasks.** (faculty, staff, and administration)
 - Adjunct faculty continue to take part in the SLO assessment process (in accordance Article 10, Section 9i of the faculty contract).
 - District and ECCFT, in consultation with the academic senate, continue to 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>Adjuncts are assigned work on course and program review, and outcomes assessments and they are compensated fairly.</p>
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