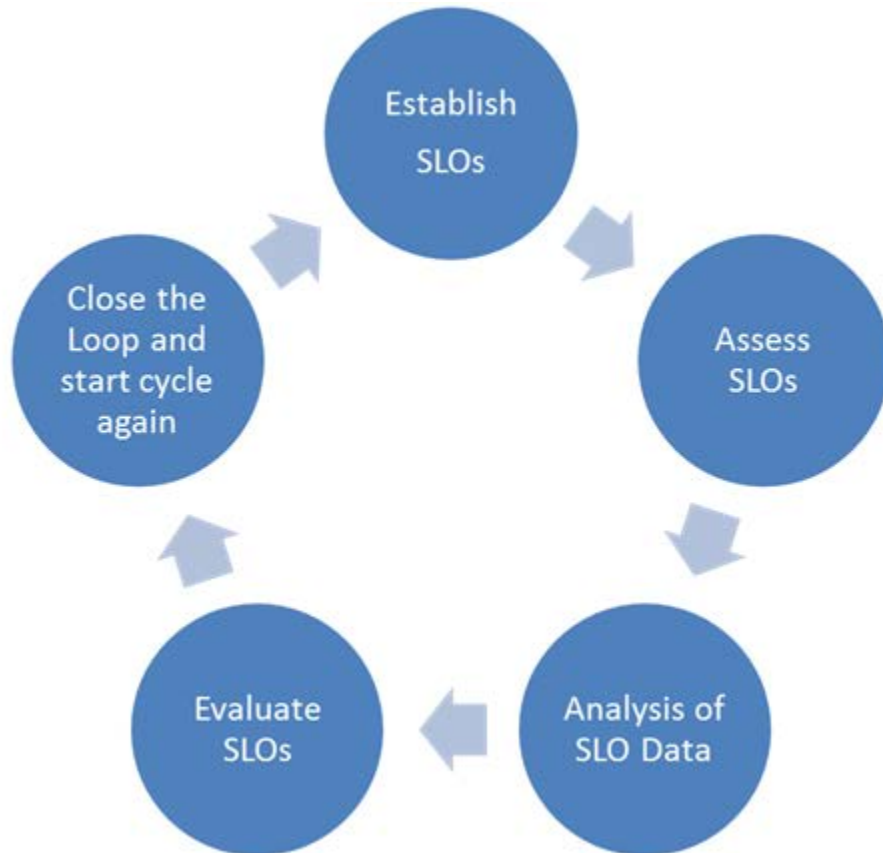


San Bernardino Valley College

Outcomes Processes

2013 through 2015



The ACCJC has indicated its position that outcomes assessment is not an optional activity, but rather an obligation to be included in the regular work activities of faculty and other college personnel and a proactive process (a word is missing here and I am guessing at “process”) that should be incorporated into decision- making and other processes of all colleges.”-- ASCCC



Approvals and Distribution

SBVC Outcomes Process 1.0: 2013–2015: Instructional SLOs Approvals: College Council 8/28/2013; Academic Senate 9/4/13; A&SLO Committee 9/12/13. Sent to campus on: 10/9/2013.

SAOs to assess in Spring 2014 – Academic Senate 2/19/14

Contents

GLOSSARY	4
Assessment Cycle.....	5
Outcomes of Record	6
Course Analysis: Three-Year Cycle.....	8
Program Analysis	9
Student Services Outcomes.....	10
Administrative Outcomes	11
Evaluation of Outcomes and Sustainable Continuous Quality Improvement	12
What is Archival Data?.....	13
Core Competency Assessment Cycle 2013 – 2015	13
Reading Core Competency Data.....	16
Assessment of Outcomes Processes.....	17
Appendices: Guide to Forms.....	18
Course SLO of Record.....	19
Program SLO of Record	19
Student Services SAOs of Record	21
Administrative Services SAOs of Record	23
SLO Data Collection Sheet	27
San Bernardino Valley College: Course Summary Report Form.....	27
San Bernardino Valley College: Program Summary Report Form	29

Glossary

ACCJC: Accrediting Commission for Community and Junior Colleges

Archival Data: SLO assessment data collected between Fall 2007 and Spring 2012

ASCCC: Academic Senate for California Community Colleges

CCs: Core Competencies

Core Competencies: Campus- wide learning outcomes

Core Competency Mapping: Aligning courses with campus core competencies

Course Level SLOs: SLOs for instructional courses

Outcomes Processes: a collective term that includes SLOs and SAOs for courses, programs, Student Services and Administrative Services

PLO: Program Level Outcomes

Program Level SLOs: SLOs for instructional programs that offer certificates and degrees

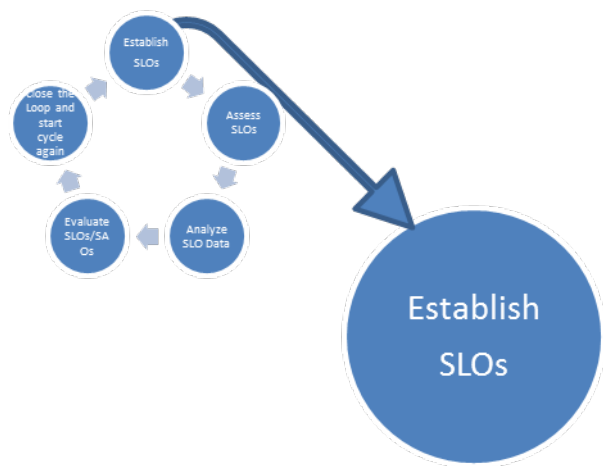
SLO: Student Learning Outcomes

SAO: Service Area Outcomes

SLO Team: Dr. Haragewen Kinde, Dr. James Smith, Dr. Celia Huston, Nicole Williams, and student workers for clerical support

Assessment Cycle

	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Core Competencies	Assess and evaluate using archival Data	Re-map courses to Core Competencies	Assess and evaluate using 12/13 & 13/14 data	
Course Level Outcomes	Collect assessment data for every course Evaluate and analyze courses on 3-year cycle	Collect assessment data for every course Evaluate and analyze Courses on 3-year cycle	Collect assessment data for every course Evaluate and analyze courses on 3-year cycle	Collect assessment data for every course Evaluate and analyze courses on 3-year cycle
Program Level Outcomes	Evaluate and analyze programs on 3-year cycle	Program Mapping Workshops Evaluate and analyze programs on 3-year cycle	Evaluate and analyze programs on 3-year cycle	Evaluate and analyze programs on 3-year cycle
Student Services Outcomes (SAOs)		Assess all Student Services programs		
Administrative Services Program (SAOs)		Assessment aligned with Program Efficacy		Assessment aligned with Program Efficacy
Outcomes Process Assessment				Assess Outcomes Processes including, but not limited to, frequency of data collection, rewriting Core Competencies, \evaluation cycle for programs



The ACCJC has indicated its position that outcomes assessment is not an optional activity, but rather an obligation to be included in the regular work activities of faculty and other college personnel and a proactive process that should be incorporated into decision-making and other processes of all colleges.” ASCCC

Outcomes of Record

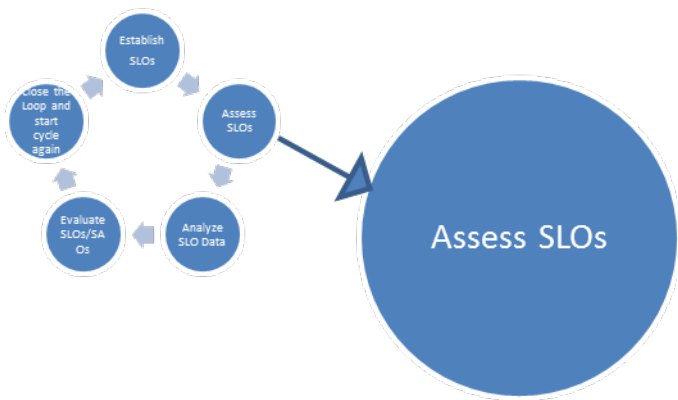
It is recommended that two to five SLOs/SAOs be developed for all courses, programs and services. SLOs/SAOs should be relevant and measurable. The ASCCC stated that “SLO assessment processes and grading are different but mutually compatible activities and should complement rather than conflict with each other.”

Course SLOs of Record are stored online and available on the Vice President of Instruction’s website. Course SLOs of Record should be mutually agreed upon by department faculty and used for all sections of the course. Faculty, as content experts, have full control over the writing and rewriting of course SLOs. To establish SLOs for a new course or change SLOs for an existing course, use the Course SLOs of Record form.

Program SLOs of Record are stored online and available on the Vice President of Instruction’s website. Program SLOs of Record should be mutually agreed upon by department faculty. Faculty, as content experts, have full control over the writing and rewriting of program SLOs. To establish SLOs for a new program or change SLOs for an existing program, use the Course SLOs of Record form.

SAOs of Record for Student Services Programs are stored online and available on the Vice President of Student Services website. SAOs of Record for Student Services Programs should be mutually agreed upon by department faculty. Faculty, as content experts, have full control over the writing and rewriting of SAOs. To establish SAOs for a new program or change SAOs for an existing program, use the SAO of Record for Student Services Programs form.

SAOs of Record for Administrative Services Programs are stored online and available in the SLO Executive Summaries. SAOs of Record for Administrative Services Programs should be mutually agreed upon by the Vice President of Administrative Services, department managers, and staff. To establish SAOs for a new program or change SAOs for an existing program, use the SAO of Record for Administrative Services Programs form.



“Learning Outcomes and Learning Outcomes assessment should be connected to the overall culture of the college through the college visions or values statement, program review processes and college curriculum, planning and budgeting processes.”—ASSSC

Collection of outcome assessment data is an ongoing process. Course Level SLOs will be assessed each semester. Course Level SLO assessment provides valuable data that may be used in:

- Core Competency Assessment
- Program Review
- Measuring Institutionally Set Standards for SLO Achievement
- Program Level Assessment
- Course Summary Reports

Until such time as SBVC has a fully functioning SLO database and faculty have had adequate training, Course Level SLO assessment will be reported on the SLO Data Collection Sheet (Page A9). Use one SLO Data Collection Sheet for each section of a course. Do not report combined sections. SLO assessment data is due each semester by the final grade deadline. Although a field is available for faculty reflection on the course, SLO Data Collection Sheets do not require a full analysis and evaluation of the course. Analysis and evaluation of courses will still take place on a three-year cycle.

Faculty as content experts shall have full control over the assessment methodology and rubric. Faculty assessments may be quantitative or qualitative. Student performance on assessments should be reported in numerical form.

SLO assessment data will be compiled by the SLO team and provided to departments annually in fall or upon request. SLO assessment data will be provided to the Program Review Committee in the year that departments are scheduled to complete Program Efficacy or upon request of the Committee.

Q: Do we have to have a department meeting for every course, every semester to evaluate the data?

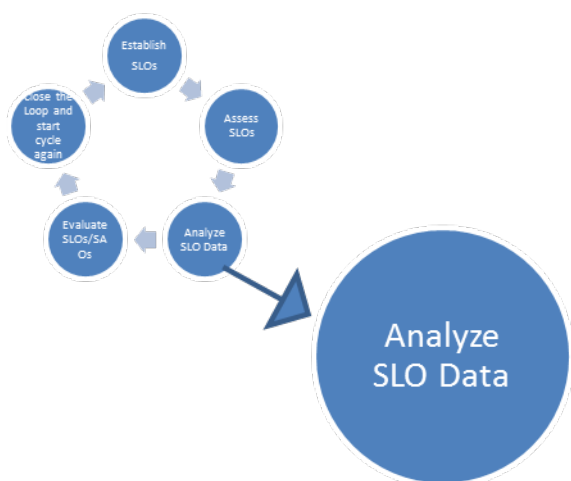
A: No, courses will still be evaluated on a three year cycle. Collecting more data will enhance our current course, program and core competency evaluation cycles.

Q: How long do we have to collect data for every course every semester?

A: Frequency of data collection will be evaluated Spring 2015

“ SLO assessment processes and grading are different but mutually compatible activities and should complement rather than conflict with each other.” Principle Eight, ASSCC

“Rather than relying on one assessment method for all situations, effective assessment may benefit from a variety of methods....”-- Principle Six, ASCCC



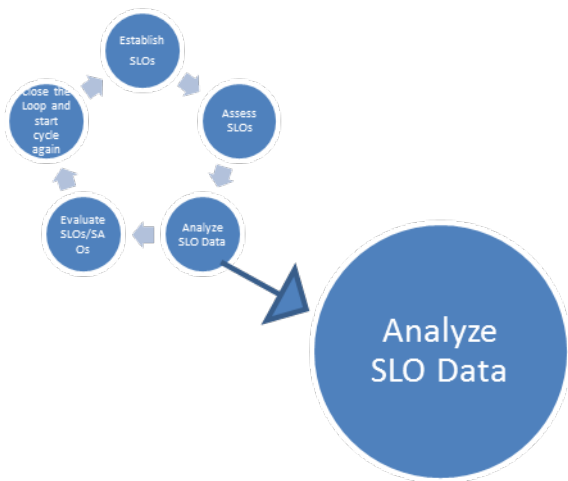
Course Analysis: Three-Year Cycle

All courses will do a full analysis of their SLOs on a three-year cycle. Analysis should include department dialogue among the Lead Faculty for the department, full-time faculty and adjunct faculty for the course. Departmental dialogue on a course should be documented in meeting minutes or e-mail strings. Topics addressed should include:

- Establishing a criteria for the course. “What is good enough?”
- Analysis of SLO assessment data, assessment methodologies, and rubric.
- Determining if the course has met the established criteria.
- Recommendations for improving the teaching and learning process by rewriting SLOs, assessment methodology, or rubric; professional development; changes in teaching methodology; changes in curriculum; or requesting additional resources for successful course completion.

Faculty as content experts shall have full control over course and program analysis. Lead faculty should complete the Course Summary Report form and submit the completed form to the appropriate Division Dean by the due date.

Semester	Due Date
Fall 2013	4/4/14
Spring 2014	10/24/14
Fall 2014	4/3/15
Spring 2015	10/23/15



“SLOs should be clearly mapped and aligned throughout a course sequence and among various levels (course, program, institution) to achieve the most efficient and effective assessment.”-- Principle Four, ASCCC

Program Analysis

Analysis of all Instructional programs will take place in 2013/2014.

In Fall 2013, instructional programs will be provided with archival data from Fall 2007—Spring 2012 and a template for mapping courses to Program SLOs. Department faculty may choose to use these tools for program assessment or department faculty may develop an assessment methodology better suited for their program. Department faculty do not have to use the same assessment methodology from this Program Analysis in the next Program Analysis.

Instructional programs will undergo analysis again in Fall 2014. Instructional programs will be provided with data from Fall 2012—Spring 2014.

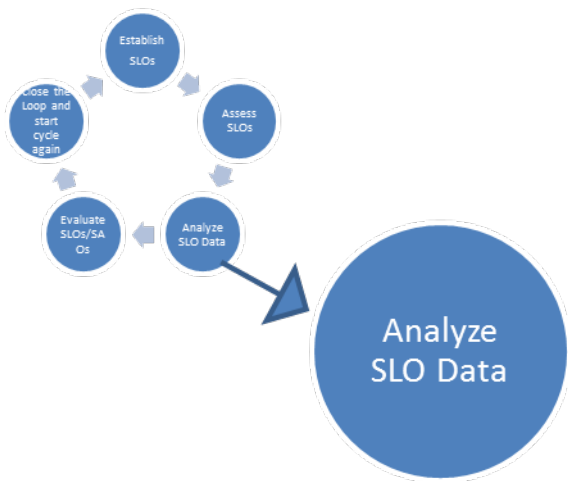
Campus wide discussion will take place in Spring 2015 to determine the appropriate interval for Program Analysis and/or if Program Analysis should be attached to existing processes, such as Program Efficacy or Content Review.

Program Analysis should include department dialogue between the Lead Faculty for the department and full-time as well as adjunct instructional faculty for the program. Departmental dialogue on a program should be documented in meeting minutes or e-mail strings. Topics addressed should include:

- Establishing a methodology and rubric for evaluating the program.
- Establishing a criteria for the program. “What is good enough?”
- Analysis of SLO assessment data, assessment methodologies, and rubric.
- Determining if the program has met the established criteria.
- Recommendations for improving the teaching and learning process by rewriting SLOs, assessment methodology, or rubric; professional development; changes in teaching methodology; changes in curriculum; or requesting additional resources for successful program completion.

Lead faculty should complete the Program Summary Report form and submit the completed form to the appropriate Division Dean by the due date.

Faculty as content experts have full control over course and program analysis.



Student Services Outcomes

In Spring 2014, Student Services programs will complete an analysis of SAOs.

Campus- wide discussions will take place in Spring 2015 to determine the appropriate interval for Program Analysis and/or if Program Analysis should be attached to existing processes, such as Program Efficacy or Content Review.

Program Analysis should include department dialogue between department administrators, faculty, and staff. Departmental dialogue on a program should be documented in meeting minutes or e-mail string. Topics addressed should include:

- Establishing a methodology and rubric for evaluating the program.
- Establishing a criteria for the program. “What is good enough?”
- Analysis of SAO assessment data, assessment methodologies, and rubric.
- Determining if the program has met the established criteria.
- Recommendations for improving the teaching and learning process by; rewriting SLOs, assessment methodology, or rubric; professional development; changes in teaching methodology; changes in curriculum; or requesting additional resources for successful program completion.

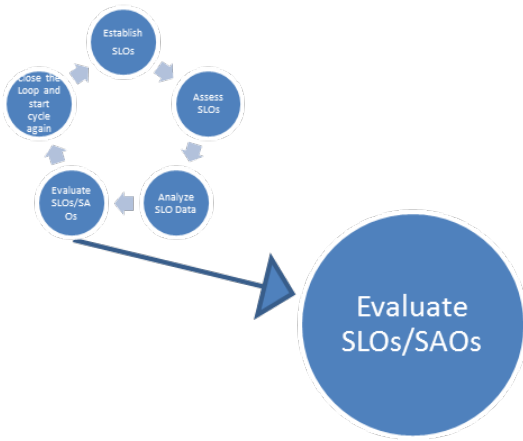
The department should complete the Student Services Program Summary Report form and submit the completed form to the Division Dean or the Vice President of Student Services by the due date.

Faculty as content experts have full control over course and program analysis.

Administrative Outcomes

At this time Administrative Services program SAOs **are evaluated during the department's program efficacy cycle.**

Campus- wide discussions will take place in Spring 2015 to determine the appropriate interval and format for Administrative Services SAOs.



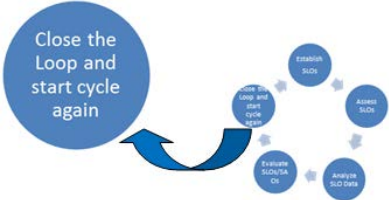
Evaluation of Outcomes and Sustainable Continuous Quality Improvement

If departments indicate in the Course Summary Report that SLOs are to be rewritten then the department should use the Course SLOs of Record form and submit the form to the Division Dean and the Instruction Office. (See page 10 and Appendix 1)

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes (See cover letter for how to use this rubric.) Sustainable Continuous Quality Improvement

Student Learning Outcomes and assessment are ongoing, systematic and used for continuous quality improvement.	Ongoing assessment: every course, every semester Systems for continuous quality improvement: Course Evaluation 3-Year cycle; Program Evaluation 3-Year Cycle; Core Competency Evaluation
Dialogue on student learning outcomes is ongoing, pervasive, and robust.	Dialogue takes place at all levels on campus; department, division, collegial consultation committees, all campus meetings.
Evaluation of student learning outcomes processes.	Processes have been evaluated in Spring 2013 and Fall 2013. Processes will be fully evaluated again in Spring 2015
Student learning improvement is a visible priority in all practices and structures across the college.	Yes,
Learning outcomes are specifically linked to program reviews.	Yes



What is Archival Data?

Archival data is a compilation of SLO assessment results from Fall 2007 to Spring 2012, the first 3-Year cycle through the following evaluation year. The Office of the Vice President of Instruction has published the Executive SLO Summary Report since the assessment of SLOs began in Fall 2007. This Executive Summary Report typically contains spreadsheets from Division Deans reporting the courses assessed during the previous academic year and the Course Summary Reports completed by departments for each course assessed. Originally, SLO assessment results were to be input into eLumen, but with the failed implementation of eLumen, the Executive Summary Reports are the only record of SLO data the campus has.

During Summer 2013, the SLO Team did a manual inventory of all the Executive SLO Summary Reports with the goal of capturing the data from the course summaries and making the data available for longitudinal analysis. The SLO assessment data has been transposed to spreadsheets and is organized by department, course, and semester. Additionally, the Archival Data Sheets show if a course has been mapped to the Core Competencies, if a course has been assessed, and if assessment is ongoing.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Accounting																
2			CC	Not Assessed			F07	S08	F08	S09	F09	S10	F10	S11	F11	S12	Note
3	ACCT	010	Y		x	x				x			x				
4		SLO 1							90				84				
5	ACCT	030	Y		x	x				x			x				
6		SLO 1							90				86				
7	ACCT	047	Y		x								x				
8		SLO 1											71				
9	ACCT	090	Y		x								x				
10		SLO 1											82				
11	ACCT	100	Y		x					x							Not offered since SP10
12		SLO 1							90								
13	ACCT	200	Y		x								x				
14		SLO 1											74				
15	ACCT	201	Y		x	x				x			x				
16		SLO 1								100			95				
17	ACCT	202	N	x													NA
18	Overall Average									92.5			82.0				

Column C	Indicates if there is a Core Competency map on file with the Office of Instruction
Column D	Course was not assessed between FA07—SP12
Column E	Course was assessed between FA07—SP12
Column F	Course has ongoing assessment (assessment has occurred two or more times)
Columns G—P	The 'x' indicates that the course was assessed during that semester. (Note: Courses assessed in Summer session were included in the Fall semester) The number below represents the percent of students who were assessed that met the SLO*
Column Q	Indicates any reason that a course has not been assessed or indicates any change in course name or number.

**During the archival data period, course assessing and reporting varied from year- to- year and department –to- department. While one department may have measured 3 sections of a course and filled out 3 Course Summary Reports, another department may have measured 3 sections of a course and filled out 1 Course Summary Report that combined the results.*

Core Competency Assessment Cycle 2013 – 2015

Available Data to Assess Core Competencies

SLO Archival data mapped to each Core Competency that was used to calculate the average % of students who met a course SLO for all sections of a course taught in the same semester, the number of courses assessed that mapped to the Core Competency, number of assessments and the number of disciplines mapped to the Core Competency.

Student Campus Climate Survey Results

Evaluation of Data: Fall 2013

Faculty Flex Day-- Fall 2013: Participants in the Faculty Flex Day were divided into six groups to evaluate Core Competency Data. Each table evaluated one Core Competency and discussion was led by a faculty member.

Review of Core Competency Evaluations: Fall 2013

Academic Senate

Classified Senate

Associated Student Government

College Council

Collegial Consultation Committees

Spring 2014

Remap Courses to Core Competencies to include Competency 7 and any other changes as a result of discussion in Fall 2013

Assess CCs: Fall 2014

Based on SLO Data (Fall 2012—Spring 2014)

Analysis of Data: Fall 2014

Flex Day-- Fall 2014

Evaluation of Data: Fall 2014

Academic Senate

Classified Senate

Associated Student Government

College Council

Collegial Consultation Committees

Reading Core Competency Data

Archival data is being used as a convenience sample to measure Core Competencies. The exact number of sections assessed is unknown. The exact number of courses mapped to sub-competencies is known and speaks to distribution of measure.

	1. COMMUNICATION	1.1 Read and retain information	1.2 Write clearly	1.3 Speak clearly	1.4 Employ vocabulary of the subject studied	1.5 Demonstrate active listening skills
Total number of courses mapped that assessed sub-competencies between FA2007-SP2012		208	120	56	176	64
Point of measure for sub-competency between FA2007-SP 2012		421	244	144	359	153
% of students who were assessed and met the Core Competency	85.11%	84.74%	84.53%	87.69%	83.86%	84.75%

Definitions	
Total number of courses mapped courses that assessed sub-competencies between FA2007-SP2012	Equals the number of unique courses that are mapped to the sub-standard. An unduplicated count for the overall Core Competency is not available at this time.
Point of measure for sub-competency between FA 2007-SP 2012	Equals the number of Course Summary Reports received that mapped to sub-standard. An unduplicated count for the overall Core Competency is not available at this time
The cumulative % of students who were assessed and met the Core Competency	Equals the average % of students reported on a Course Summary Report that were mapped to the sub-standard

For Example: For sub-competency 1.3 there were 56 unique courses reporting between FA 2007-SP 2012 that were mapped to sub-competency 1.3. Multiple sections of the courses were assessed and reported over 4 academic years. As a result, there are 144 data points for sub-competency 1.3. The final row is the cumulative average percentage of all data points that were mapped to sub-competency 1.3. The campus-wide success rate for sub-competency 1.3 is 87.69%

Assessment of Outcomes Processes

A full re-evaluation of the outcomes processes will take place in Spring 2015. Re-evaluation of processes will include, but is not limited to, the following areas:

Core Competencies	<p>Rewrite Core Competencies</p> <p>Evaluate ways to measure Core Competencies</p>
Data Collection	<p>Determine best interval for data collection</p> <p>If data collection is to be a sampling or rotation, be sure to consider how adjunct compensation can be fairly distributed</p>
Course Level SLOs	<p>Determine the best interval for evaluation and analysis</p> <p>Evaluate the Course Summary Report</p>
<p>Program Level SLOs</p> <p>Student Services SAOs</p> <p>Administrative Services SAOs</p>	<p>Determine the best interval for evaluation and analysis</p> <p>Evaluate the Program Summary Report</p>

Appendices

Guide to Forms

Form	Use	Due
Course SLO of Record	Departments should submit this form every time an outcome is changed for a course or when new courses are established.	There is no formal due date for the Course SLO of Record form. Upon completion submit the form with supporting evidence to the Division Dean and the Office of the Vice President of Instruction.
Program SLO of Record	Departments should submit this form every time an outcome is changed for a certificate or degree, or when a new certificate or degree is established.	There is no formal due date for the Program SLO of Record form. Upon completion, submit the form with supporting evidence to the Division Dean and the Office of the Vice President of Instruction.
SAOs of Record	Student Services and Administrative Services Departments should submit this form every time a departmental outcome is changed or a new department is established.	There is no formal due date for SAOs of Record form. Upon completion, submit the form with supporting evidence to the Division Dean and the appropriate Vice President's office.
SLO Data Collection Sheet	The SLO Data Collection Sheet is being used to manually collect data until such time as a database is available. Instructors should record the SLO assessment results for each course they teach.	SLO Data Collection Sheets are due each semester with grades.
Course Summary Report	The Course Summary Report is used for analysis and evaluation of courses on a three year cycle.	Course Summary Reports are due to the Division Dean and the Vice President of Instruction by the due dates on page 8.
Program Summary Reports	Program Summary Report is used for the analysis and evaluation of programs. Program Summaries will be completed in Fall of 2013 and Fall of 2014.	Program Summary Reports are due to the Division Dean and the Vice President of Instruction the first week of the April following Fall analysis and evaluation of the program.

Course SLO of Record

Complete and submit to Division Dean and Office of Instruction

Course Name and Number: [Click here to enter text](#)

Date [Click here to enter text.](#)

Modification of Existing SLOs

New Course

Lead Faculty approval to write or rewrite SLOs: _____

Please Initial

1. **Existing Course SLOs of Record to be rewritten (if applicable):**

2. **Rationale for writing or rewriting SLOs** (*Note: Changes to SLOs should be substantive. It is recommended that only after several semesters of data collection and a full assessment of the Course should SLOs be changed.*)

3. **New Course SLOs:**

Course SLOs of Record

Course Name and Number: [Click here to enter text](#)

Effective Date of SLOs: [Click here to enter text.](#) (*Semester and Year*)

List all currently adopted Course SLOs of Record (include all SLOs for course):

Date SLOs adopted by Department: [Click here to enter text.](#)
(*attach evidence of adoption, meeting minute,; e-mail string*)

List of faculty who participated in development of these SLOs:

Submitted By

Program SLO of Record

Complete and submit to Division Dean and Office of Instruction

Degree or Certificate Name: [Click here to enter text](#)

Date [Click here to enter text.](#)

Modification of Existing SLOs

New Program

Lead Faculty approval to write or rewrite SLOs: _____

Please Initial

1. **Existing Program SLOs of Record to be rewritten (if applicable):**

2. **Rationale for writing or rewriting SLOs** (*Note: Changes to SLOs should be substantive. It is recommended that only after several semesters of data collection and a full assessment of the Program should SLO be changed:*

3. **New Program SLOs:**

Program SLOs of Record

Degree or Certificate Name: [Click here to enter text](#)

Effective Date of SLOs: [Click here to enter text.](#) *(Semester and Year)*

List all currently adopted Course SLOs of Record (include all SLOs for course):

Date SLOs adopted by Department [Click here to enter text.](#)
(attach evidence of adoption; meeting minutes, e-mail string)

List of faculty who participated in development of these SLOs:

Submitted By

Student Services SAOs of Record

Complete and submit to Division Dean and the Vice President of Student Services

Department: [Click here to enter text](#)

Date [Click here to enter text.](#)

Modification of Existing SAOs

New Department

Approval to write or rewrite SAOs: _____

Please Initial

1. **Existing SAOs of Record to be rewritten (if applicable):**

2. **Rationale for writing or rewriting SAOs** (*Note: Changes to SLOs should be substantive. It is recommended that only after several semesters of data collection and a full assessment of the Program should SLO be changed:.*)

3. **New SAOs:**

Student Services SAOs of Record

Department: [Click here to enter text](#)

Effective Date of SAOs: [Click here to enter text.](#) *(Semester and Year)*

List all currently adopted SAOs for program:

Date SAOs adopted by Department: [Click here to enter text.](#)

(attach evidence of adoption; meeting minutes, e-mail string)

List of faculty who participated in development of these SAOs:

Submitted By

Administrative Services SAOs of Record

Complete and submit to the Vice President of Administrative Services

Department: [Click here to enter text](#)

Date [Click here to enter text.](#)

Modification of Existing SAOs

New Department

Approval to write or rewrite SLOs: _____

Please Initial

1. **Existing SAOs of Record to be rewritten (if applicable):**

2. **Rationale for writing or rewriting SAOs** (*Note: Changes to SLOs should be substantive. It is recommended that only after several semesters of data collection and a full assessment of the Program should SLO be changed*),

3. **New SAOs:**

Administrative Services SAOs of Record

Department: [Click here to enter text](#)

Effective Date of SAOs: [Click here to enter text.](#) (*Semester and Year*)

List all currently adopted Course SLOs of Record (include all SAOs for program):

Date SAOs adopted by Department: [Click here to enter text.](#)

(attach evidence of adoption, meeting minutes, e-mail string)

List of faculty who participated in development of these SAOs:

Submitted By

SLO Data Collection Sheet

(Due to the Division Office each semester by Final Grade Submission Date every semester)

Faculty Name: Department: Semester/Year Assessed:	Course: Section: Units:
---	-------------------------------

Outcomes	Click here to enter text.
Assessment Methods	Click here to enter text.
Criteria – what is “good enough”? (Attach department or faculty rubric or use the generic rubric below)	Click here to enter text.
Enter the distribution of student SLO assessment results. Is this distribution satisfactory?	Click here to enter text.

<i>Draft: Generic Rubric for use if Departmental or Faculty Rubric is Not Available.</i>	Total number of students in the class	Number of students who met the SLO	Number of students who did not meet the SLO	Number of students who did not assess
SLO 1				
SLO 2				
SLO 3				

Reflect and comment on the successes and challenges in this class. Did you: <ul style="list-style-type: none"> Try new strategies? Add content? See notable improvement in class performance? Identify any learning gaps? In future will you <ul style="list-style-type: none"> Try new strategies Make recommendations for content, assessment, or SLO modification 	Click here to enter text.
--	---------------------------

Course SLO Summary Evaluation Form

(to be completed a minimum of once every three years)

Division:

Department:

Course:

Semester Evaluated:

Next Evaluation:

Student Learning Outcome	
SLO Assessment Methodology	
Criteria – What is “good enough”? Rubric	Click here to enter text.
What % of students met the criteria? Is this % satisfactory?	Click here to enter text.
Were trends evident in the outcomes? Are there learning gaps?	Click here to enter text.
What content, structure, strategies might improve outcomes?	Click here to enter text.
Will you change assessment method and or criteria?	
Evidence of Dialogue (Attach representative sample of dialogue)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty. Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s):</p> <p>(ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on:</p> <p>Click here to enter text.</p>
Will you rewrite the Course SLO?	Click here to enter text.
Response to Student Learning Outcome evaluation and assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources</p> <p>Click here to enter text.</p>

Program Summary Report Form

Division:

Program:

Semester Assessed:

Next Assessment:

Program Learning Outcome	
Assessment Methods	
Criteria – What is “good enough”? Rubric	Click here to enter text.
What % of students met the criteria? Is this % satisfactory?	Click here to enter text.
Were trends evident in the outcomes? Are there learning gaps?	Click here to enter text.
What content, structure, strategies might improve outcomes?	Click here to enter text.
Will you change assessment method and or criteria?	
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty Date(s):</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Click here to enter text.</p>
Will you rewrite the SLO?	Click here to enter text.
Response to program outcome assessment?	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p>Click here to enter text.</p>