APPENDIX C – SLO/SAO Committee Report

After reviewing more than sixteen 2012 Comprehensive Program Review reports, it was determined that all programs reporting out this year are involved in the SLO/SAO process and have become more involved in outcomes at the program level by either identifying program learning (PLOs) or service area outcomes (SAOs) or evaluating them this year. This point should be emphasized because it indicates that IVC is moving forward in the process of weaving SLOs, PLOs, and SAOs into all courses, degree/certificate programs, and student services programs. While outcomes are identified for these programs, IVC is in the intermediate stage of using outcome assessments to inform planning and should continue to increase dialogue about course and program assessment, and resource allocation. For example, Agriculture, Environmental Sciences, and Physical Education programs have identified PLOs and are planning to use data collected this school year to identify areas of improvement. The two biggest improvements over last year were the increased number of comprehensive program reviews which included program learning outcomes and demonstrated usage of and planning with data assessments. For example, RN, VN, Matriculation, Personal & Career Development, Transfer, and all Learning Services labs demonstrated how outcomes data has been collected and is being used to identify areas of improvement.   These improvements are added evidence that outcomes are being used to increase dialogue and influence planning. The form's prompting questions were fair, but more specific training and attention needs to be paid to PLOs. We continue to strive to improve our link between outcomes, improvement recommendations, and resources.   This is something that will need to be assessed with a better implementation in process for next year. With just a little tweaking, we can include more specific PLO and SAO prompts.

Program leads are now assessing where they are in the SLO/PLO/SAO process and setting target dates for both improvement and completion of cycle assessments. While last year every completed report included a description of where the program was in the SLO course-level process, SLOs have now been identified for nearly all of our active courses. Thus, this year's reports sometimes included SLOs

but more often included PLOs. Ten programs discussed the design of PLOs or SAOs. Nine programs

used PLO or SAO data to evaluate the program or identify improvements.   This should improve the

ability of programs to tie outcomes to program review and resource allocation for their next

Comprehensive Program Review. What continues to be lacking for a few programs, even though we

have finished our third year of closing the course level assessment cycle (i.e. evaluating outcome data

for instruction), are clear explanations of how SLO data are being used to improve student learning.

Instruction and resources were devoted to PLOs on one Faculty Training Day and time will be devoted to

this on our second Faculty Training day in June 2012. Regular meeting dates would help facilitate the

robust conversations IVC needs to have to meet proficiency level on the SLO Rubric. The SLO

Coordinator will continue to work with others to improve the outcomes plan and promote outcomes

dialogue through the IVC website, and through department and committee meetings.

In conclusion, these reports document the progress being made across campus to weave

outcomes into our college. Progress will continue by helping to ensure all degree and certificate

programs design program-level outcomes and use results to drive decision making and improve student

learning.   We will continue to stress the importance of using data to support our improvement plans

and student learning.

Suggestions for CPR form improvement are to include questions asking each program to 1) plan

a schedule for assessing all courses within their program; 2) describe how course and / or program

outcomes are used to assess student acquisition of outcomes or identify strategies for improvement of

outcomes; 3) assess each of their PLOs and use data to assess program quality; and 4) relate outcomes

results to resource allocation.

Student Learning Outcomes Committee Goals and Recommendations				
Priority	Resource Plan Goal	EMP Goal	Due Date	Lead
1	Continue to infuse SLOs and SAOs into the IVC community.	1.1 – 1.8		
2	Instructional areas need to be more specific in how the data is being used to improve education.	1.1 – 1.5		
3	Continue to develop forms and plan that includes assessment dates and course offering dates to ensure the projected course-level cycle assessments are not planned too far in the future and that the data is concise.	1.8		
4	Complete instruction program SLOs.	1.8		
5	Promote part-time faculty involvement and engage more full-time faculty in the SLO cycle.	1.8		
6	Continue to identify and meet the needs of SAOs which may at times be different from instruction. For example, terminology, forms, workshops, and the website may all need to be structured slightly different.	1.8		
7	Increase opportunities for robust SLO and SAO dialogue.	1.8		
8	Aligning SLOs with institution-wide practices and plans.	1.8		
9	Update and consolidate the existing SLO/SAO Plan with the SLO/SAO Planning Committee's Resource Plan.	3.2		