

APPENDIX C – SLO/SAO Committee Report

After reviewing thirty-one 2011 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 than last year. This point should be emphasized because it indicates that IVC is moving forward in the process of weaving SLOs and SAOs into all courses and noninstructional programs. IVC is in the beginning stages of using outcome assessments to inform planning and should continue to increase dialogue about course and program assessment and resource allocation. The two biggest improvements over last year were the increased number of detailed plans for scheduling data collection and the establishment of dates for the completion of cycle assessments. These improvements are added evidence that outcomes are being used to increase dialogue and influence planning. The form's prompting questions seemed to work well, but more specific training and attention needs to be paid to program-level SLOs and SAOs.

Program leads are now assessing where they are in the SLO/SAO process and setting target dates for both improvement and completion of cycle assessments. Every completed report included a description of where the program was in the outcomes process; all instructional programs have been identifying SLOs and most have been completing cycle assessments. Twenty-one programs included data supporting progress with course-level outcome identification and cycle assessment completion, indicating that faculty members and department chairs are leading assessment work on campus. One noted area of improvement for spring 2011 was that twelve programs have detailed plans for scheduling cycle assessments. This should improve the ability of programs to tie outcomes to program review and resource allocation for their next Comprehensive Program Review. Currently, three programs discussed how data were used to make improvements (one instruction and two service areas). What is lacking for most programs, even though we have finished our second year of closing the cycle (i.e. evaluating outcome data for instruction), are clear explanations of how data are being used to improve student learning. Instruction and resources will be devoted to this by implementing Faculty Training Days with a heavy focus on Program-level outcomes and having the SLO Coordinator focus on tying assessment results to resource allocation and program improvements. The SLO Coordinator will continue to work with committees to improve the outcomes plan and disseminate it around campus through the IVC website, and through department and committee meetings.

This year's Comprehensive Program Review form included more SLO/SAO prompts which proved helpful in reviewing and assessing SLO/SAO progress. Although an Institutional Learning Outcomes Grid was designed so that instructional programs could demonstrate a link between course-level outcomes, program-level outcomes, and institutional-level outcomes, it wasn't yet

incorporated into this year's reviews. This is something that will need to be assessed with a better implementation in process for next year.

In conclusion, these reports document the progress being made across campus to weave outcomes into our college. Progress will continue by making sure all degree and certificate programs design program-level outcomes and use results to drive decision making and improve student learning. Although we implemented the Program Outcomes SLO and SAO forms, we still need to relate those annual forms to Comprehensive Program Review so that annual goals and assessments can inform the 3-year review process. We will continue to stress the importance of using data to support our improvement plans and student learning.