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| ***Characteristic of Institutional Effectiveness in Student Learning Outcomes*** | Activities leading to and surrounding implementation | Progress Indicators | Evidence |
| Student learning outcomes and authentic assessment are in place for courses, programs and degrees. | Norena Badway presentation on writing SLOs and assessmentProgram Review Committee updates Cycle Two Handbook, addressing outcomesSLO Coordinator leads Duty Day presentations on SLOs and AssessmentJoint Program Review and Curriculum ad-hoc committee draft General Education (Institutional) Learning OutcomesAssessment Advisory Committee drafts Course/Program Assessment Timelines CCCAOE workshop on SLOs in fall 2008 | Spring 2007: Program Review Cycle Two Handbook, including program learning outcomes is approved by constituenciesFall 2007: All Reedley College course outlines have been modified to include course student learning outcomesFall 2008: A Reedley College Student Learning Outcomes Coordinator is assignedSpring 2009: Senates and College Council approve General Education (Institutional) Learning OutcomesSpring 2010: All courses and programs completed their Course/Program Assessment TimelinesFall 2010: Program Review Cycle Two is complete along with all program learning outcomes in place | Course outlines provided on CurricunetProgram Review Reports posted to Blackboard site by ProgramFall 2009 Duty Day MaterialsGeneral Education (Institutional) Learning Outcomes are posted online and presented to the college at numerous eventsCourse/Program Assessment Timelines posted on Student Learning and Assessment Blackboard site in Program Folders. |
| Results of assessment are being used for improvement and further alignment of institution-wide practices. | Spring 2010 Duty Day presentations resulted in many faculty revising their course SLOs into manageable, measurable, and meaningful statementsProgram Review Committee drafts Cycle Three Handbook, asking programs to describe how assessments are used for improvement | 100 % of all courses that come through curriculum have addressed the modification of their SLO’sFall 2010: First group of programs report using Cycle Three Program Review Handbook. | Assessment Reporting forms posted on Student Learning Outcomes and Assessment Blackboard site.Program Review Cycle Three reports posted on Program Review Blackboard site. |
| There is widespread institutional dialogue about the results. | Spring 2010 Duty Day Messages regarding assessment and evaluation are shared through college-wide emails, spring and fall 2010Division Assessment Summits held for instructional and non-instructional programs, fall 2010Spring 2011 and consecutive semesters: SLO Coordinator to highlight and report on one GELO area and the ways in which programs are addressing the GELO | Spring 2010 Duty Day brought all campuses together to discuss course/program SLOsFall 2010: Division Assessment Summits brought faculty and staff from all sites together to discuss program learning outcomes“Semesterly” GELO summary reports | Disciplines and programs worked together revising course/program SLOs and shared their results with the campus during a poster-sessionRevised program learning outcomes statements posted on College website and BlackboardCollege-wide email messages regarding assessment and evaluation are posted on SLO/Assessment Blackboard siteSemester GELO reports compiled by SLO coordinator will highlight various assessment techniques used to measure GELO  |
| Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. | Departments, disciplines and programs meet to decide on SLO revision, assessment timelines, evaluation results, etc. | RAPPs submitted and prioritized every semester | Programs routinely update their SLO/Assessment Blackboard folders to include: 1.assessment timelines, 2.assessment reports/assessment tools, 3. Communication/meetings/agendas, 4. SLO mapping |
| Appropriate resources continue to be allocated and fine-tuned. | College Council hears and prioritizes Resource Action Plan Proposals (RAPPs) | Revised Resource Action Plan Proposals include SLO references. | Resource Action Plan Proposals posted to Blackboard Strategic Planning site |
| Comprehensive assessment reports exist and are completed on a regular basis. | Assessment Advisory Committee drafts the Course and Program Assessment Reporting Forms | Fall 2009: Senates and College Council approve Course and Program Assessment Reporting FormsSpring 2010: Courses and Programs begin “closing-the-loop” on assessment evaluation and reporting their findings as determined by their Assessment Timelines | Course and Program Assessment Reporting Forms are posted on College website and Blackboard |
| Course student learning outcomes are aligned with degree student learning outcomes. | Counselors determine key GE courses to map to degree outcomesAssessment Advisory Committee drafts a GE Mapping MatrixNon-instructional and Certificated Programs meet to draft Matrix, mapping of Non-instructional and Certificated Programs to GELOFall 2010: Programs meet at Division Assessment Summits to complete mapping | Fall 2010: mapping of courses to GELOs is completeFall 2010: mapping of non-instructional and certificated programs to GELOs is completeFall 2010: All Program Outcomes mapped to GELOs | All mapping posted on SLO/Assessment Blackboard site within Programs’ folders |
| Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. | Spring 2010: The Assessment Advisory Committee, with the assistance of the Counseling Dept. and an Academic Senate ad-hoc committee, draft the Student Graduate Survey | Fall 2010: The Student Graduate Survey is approved by Academic SenateFall 2010: Students begin taking the graduation survey, responding to the degree by which GELOs have been met. | The Student Graduate Survey data is posted on the SLO/Assessment Blackboard siteAssessment of graduation survey and improvements based on results. |

Updated: 11/22/10