DELAWARE TECHNICAL COMMUNITY COLLEGE

STUDENT LEARNING OUTCOMES ASSESSMENT: GUIDELINES, ACTION STEPS, TIMELINE, AND REPORTING PROCESS

Rev: 01/16/12

Overview
Student Learning Outcomes Assessment is a process for the assessment of student learning for the purpose of improvement. Delaware Technical Community College has a firm foundation for assessment of student learning outcomes. Program Graduate Competencies and Core Curriculum Competencies are the College student learning goals.

The College Mission Statement sets the direction for student learning in these areas: career education, general education, developmental education, transfer education, lifelong learning and workforce education and training. Program Graduate Competencies provide structure for career and transfer education. Core Curriculum Competencies provide structure for developmental, general, career and transfer education.

The Vice Presidents and Campus Directors, the Vice President for Academic Affairs, the Vice President for Institutional Effectiveness & College Relations the Planning and Institutional Effectiveness Director and the Campus Deans of Instruction are responsible for development, coordination and oversight of the Student Learning Outcomes Assessment (SLOA) component of the Institutional Effectiveness Structure, with consensus support from faculty.

Guidelines

1. Each associate degree program has a mission statement and student learning goals that are linked to the College Mission Statement.
2. Each associate degree program has Program Graduate Competencies designed to demonstrate student readiness for employment in the relevant career field and/or readiness for transfer to a senior institution.
3. Each associate degree program addresses the Core Curriculum Competencies to demonstrate student acquisition of the College’s general education learning outcomes.
4. Each associate degree program ensures that the curriculum and courses support student achievement of Program Graduate and Core Curriculum Competencies by relating Core Course Performance Objectives to those Competencies.
5. Each course is structured with well-defined measurable performance objectives under the Core Course Performance Objectives.
6. Assessment strategies are diverse and appropriate for the particular program and correspond to the Program Graduate and Core Curriculum Competencies at the program level and the performance objectives at the course level. Faculty select intended outcomes and means of assessment for the Program Graduate and Core Curriculum Competencies. Multi-
campus programs jointly assess at least one Program Graduate Competency and intended outcome, in addition to conducting assessment at the campus. Core Curriculum Competencies are assessed in accordance with the process specified in the Integrated General Education Instruction and Assessment Plan.

7. Assessment results are used to improve student learning, in which case, changes may be made to improve Core Curriculum or Program Graduate Competencies, course content, course delivery methods and program and course assessment strategies. Assessment outcomes are shared across campuses in collegewide programs to improve student learning outcomes.

8. At annual department chairperson workshops, institutional and program level assessment outcomes will be reviewed. Recommendations will be made to improve student learning outcomes and the SLOA process. These recommendations will be used in campus and College planning if improvements cannot be made immediately and require planning future actions.

9. At Corporate and Community Programs staff meetings, Occupational Skills certificate program assessment outcomes will be reviewed. Recommendations will be made to improve student learning outcomes and the SLOA process. These recommendations will be used in campus and College planning if improvements cannot be made immediately and require planning future actions.

**Action Steps and Timeline**

**FY2005**

Program Faculty will:

1. Review and revise Program Graduate Competencies (student learning program goals) and set intended outcomes.
2. Select at least one Program Graduate Competency and one campus intended outcome to measure, set one or more criteria for success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurement(s).
3. Gather and analyze assessment data.
4. Use results for program improvement.
5. Record results on the approved SLOA forms.

Math and English Faculty and Librarians will:

1. Lead assessment of the Core Curriculum Competencies related to math, communication and information literacy (#s 7, 1 and 5).
2. Select one collegewide and one campus intended outcome to measure for each Core Curriculum Competency, set one or more criteria for success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurement(s).
3. Gather and analyze assessment data.
4. Use results for program improvement.
5. Record results on the approved SLOA forms.

Social Science Faculty will:
   1. Review and revise the Core Curriculum Competencies (# 3 and 8) based on input from program faculty.
   2. Lead assessment of the Core Curriculum Competency (ies) related to Social Science (#3 and/or 8).
   3. Select one campus intended outcome to measure, set one or more criteria for success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurement(s).
   4. Gather and analyze initial assessment data.
   5. Use results for curriculum improvement.
   6. Record results on the approved SLOA forms.

Science Faculty will:
   1. Review and revise the Core Curriculum Competency related to science (#9) based on input from program faculty.
   2. Lead assessment of the Core Curriculum Competency related to science (#9).
   3. Select one campus intended outcome to measure, set one or more criteria for success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurement(s).
   4. Gather and analyze initial assessment data.
   5. Use results for curriculum improvement.
   6. Record results on the approved SLOA forms.

The Vice President for Academic Affairs and the Collegewide Coordinator for Planning and Assessment will:
   1. Work with the Deans of Instruction to facilitate sharing and discussion by faculty of campus FY 05 SLOA plans, processes, and use of results for improvement.
   2. Work with the Deans of Instruction to facilitate development of collegewide SLOA plans.

Corporate & Community Programs will:
   1. Develop one mission statement for non-credit Occupational Skills certificate programs that is linked to the College Mission Statement.
   2. Identify Program Completer Competencies for one Occupational Skills certificate program to be assessed.
   3. Select at least one campus Program Completer Competency and one campus intended outcome to measure, set one or more criteria for success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurement(s).
   4. Gather and analyze assessment data.
   5. Use results for program improvement.
   6. Record results on the approved SLOA forms.
The Deans of Instruction and Directors of Corporate & Community Programs will:
1. Identify training and education programs to establish career path links.
2. Align Program Completer and Program Graduate Competencies for identified career paths.

The Deans of Instruction will:
1. Initiate the process to develop an organizational structure and comprehensive framework for delivery and assessment of all the Core Curriculum Competencies.
2. Review end of year SLOA data and operational data on enrollment, retention, graduation and job placement.

FY 2006

Program Faculty will continue the process of SLOA including to:
1. Select at least one Program Graduate Competency, one collegewide (for multi-campus programs) and one campus intended outcome to measure, set one or more criteria for success for each outcome, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurement(s).
2. Gather and analyze assessment data.
3. Use results for program improvement.
4. Record results on the approved SLOA forms.

Math, Science, English, and Social Science Faculty and Librarians will:
1. Lead assessment of the Core Curriculum Competencies related to math, science, communication, social science and information literacy (#7, 1, 3, 9 and 5).
2. Select at least one College and one campus intended outcome to measure for each Core Curriculum Competency, set one or more criteria for success for each outcome, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurement(s).
3. Gather and analyze data.
4. Use results for curriculum improvement.
5. Record results on the approved SLOA forms.

English Faculty and Librarians will:
1. Create and disseminate a rubric for measurement of the Core Curriculum Competency for oral communication to be applied across the curriculum.
2. Disseminate a rubric for measurement of the Core Curriculum Competency for writing to be applied across the curriculum.
3. Disseminate a rubric for measurement of the Core Curriculum Competency for information literacy to be applied across the curriculum.
Corporate & Community Programs will:
1. Identify Program Completer Competencies for all Occupational Skills certificate programs.
2. Select at least one collegewide and one campus Occupational Skills certificate program to assess.
3. Select at least one Program Completer Competency for the collegewide and for the campus programs being assessed, select at least one intended outcome per selected program to measure, set one or more criteria for success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurements.
4. Gather and analyze assessment data.
5. Use results for program improvement.
6. Record results on the approved SLOA forms.

The Deans of Instruction will:
1. Appoint faculty to draft an organizational structure and comprehensive framework with systematic mechanisms to ensure assessment of the College Core Curriculum Competencies. Faculty will utilize the groundwork laid in FY05 and assessment guidelines provided by the Deans. Secure faculty feedback to the draft Core Curriculum Competency assessment approach and make appropriate changes. Plan processes to pilot the new approach in FY07.
2. Finalize and publish a document for students on mastery learning, student learning goals and assessment.
3. Make recommendations regarding assessment information to be included in College and academic program publications and on web pages, assessment information appropriate to constituencies served.

FY 2007 (Implementation of General Education Model – First Year. Refer to Integrated General Education Instruction and Assessment Plan for more detailed information)

Math, Science, English, and Social Science Faculty and Librarians will:
1. Lead implementation of the General Education model by developing measurable intended outcomes for the Core Curriculum Competencies (CCC’s) for which they have leadership responsibility.
2. Seek and incorporate, where appropriate, input from faculty on the content and wording of CCC intended outcomes.
3. Conduct comprehensive reviews of general education curricula and course content to assess the extent to which CCC learning development and reinforcement is present, and identify gaps.
4. Use results for curriculum and/or course modification.
5. Provide guidance to the chairpersons, coordinators, and other faculty in their conduct of comprehensive reviews of curricula and courses with respect to their general education learning reinforcement and application.
Program Faculty will integrate the General Education model into their respective curricula and continue the process of SLOA including to:

1. Develop measurable intended outcomes for Core Curriculum Competencies (CCC’s) 2, 4, and 6 as they apply to the curriculum.
2. Conduct comprehensive reviews of curricula and course content to assess the extent to which learning reinforcement and applications of all CCC’s is present, and identify gaps.
3. Use results for curriculum and/or course modification, seeking input from General Education faculty as appropriate.
4. Select at least one Program Graduate Competency, one collegewide (for multi-campus programs) and one campus intended outcome to measure, two criteria for success for each outcome, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurement(s).
5. Gather and analyze assessment data.
6. Use results for program improvement.
7. Record results on the approved SLOA forms.

Corporate & Community Programs will:

1. Continue to identify Program Completer Competencies for all Occupational Skills certificate programs.
2. Select at least one collegewide and two campus Occupational Skills certificate programs to assess.
3. Select at least one Program Completer Competency for the collegewide and for the campus programs being assessed, select at least one intended outcome per selected program to measure, set one or more criteria for success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurements.
4. Gather and analyze assessment data.
5. Use results for program improvement.
6. Record results on the approved SLOA forms.

The Deans of Instruction will:

1. Appoint faculty to compose the campus General Education Assessment Teams.
2. Provide guidance to the E-Learning Director for leadership for the collegewide SLOA of Distance Education (E-Learning).
3. Make recommendations regarding assessment information to be included in College and academic program publications and on web pages appropriate to constituencies served.

FY 2008 (Implementation of General Education Model – Second Year. Refer to Integrated General Education Instruction and Assessment Plan for more detailed information)

Math, Science, English, and Social Science Faculty and Librarians will:

1. Lead General Education Assessment Teams (GEAT) for core curriculum competencies 1, 3, 5, or 7 on each campus.
2. Identify and assign GEAT representatives to each of the programs.
3. Lead GEATs in the review and approval of CCC 1, 3, 5, and 7 assessment plans and reports.

Program Chairpersons with assistance from GEAT representatives will:
1. Select at least one General Education ("Gen Ed") intended outcome for CCC 1, 3, 5, or 7 as designated on the “Rotating Schedule for Cluster Participation in Gen Ed Assessment.”
2. Develop a Gen Ed assessment plan for the selected intended outcome by setting one or more criteria for success for each outcome, developing or acquiring direct means of assessment, and implementing appropriate measurement(s).
3. Obtain approval from the appropriate GEAT and the SLOA Committee for the Gen Ed assessment plan(s).
4. Make changes to course syllabi, assignments, and/or other relevant materials to implement Gen Ed assessment in spring 2008.
5. Gather and analyze assessment data.
6. Use results to improve general education instruction.
7. Record results on the approved SLOA forms.

Program Faculty will continue the process of SLOA including to:
1. In collaboration with their collegewide counterparts, select either Option A (collegewide and campus SLOA) or Option B (campus-only SLOA).
2. For Option A, select at least one Program Graduate Competency (PGC) and two intended outcomes to measure set one or more criteria for success, develop or acquire direct means of assessment, and implement appropriate measurements(s).
3. For Option B, select one CCC 2, 4, or 6 intended outcome and one or more PGCs to measure, set one or more criteria for success for each outcome, develop or acquire direct means of assessment, and implement appropriate measurement(s).
4. For both Option A and Option B, gather and analyze initial assessment data.
5. Use results for program improvement.
6. Record results on the approved SLOA forms.

Corporate & Community Programs will:
1. Continue to identify Program Completer Competencies for all Occupational Skills certificate programs.
2. Select at least one collegewide and two campus Occupational Skills certificate programs to assess.
3. Select at least one Program Completer Competency for the collegewide and for the campus programs being assessed, select at least one intended outcome per selected program to measure, set one or more criteria for success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurements.
4. Gather and analyze assessment data.
5. Use results for program improvement.
6. Record results on the approved SLOA forms.

The Deans of Instruction will:
1. Appoint faculty to compose the campus General Education Assessment Teams.
2. Provide guidance on the implementation of the E-Learning Assessment Model.
3. Work with the Director of E-Learning to disseminate E-learning SLOA results to appropriate department chairs and help facilitate use of results for improvement.

The Director of E-Learning will:
1. Collaborate with the Deans of Instruction and the E-Learning Steering Committee to finalize the E-Learning Assessment Model.
2. Develop a long list of measurable student E-Learning intended outcomes.
3. Select a course(s) for assessment offered in multiple instructional modalities: on-campus, on-line, and/or telecourse.
4. Identify three student E-Learning intended outcomes to measure, set one or more criteria for success for each outcome, develop or acquire means of assessment with emphasis on direct measures.
5. Consult with the appropriate department chairs to implement appropriate measurements.
6. Gather and analyze data.
7. In consultation with the Deans of Instruction, chairpersons, and faculty, use results for improvement.
8. Record results on the appropriate SLOA forms.

FY 2009 (Implementation of General Education Model – Third Year. Refer to Integrated General Education Instruction and Assessment Plan for more detailed information)

Math, Science, English, and Social Science Faculty and Librarians will:
1. Lead General Education Assessment Teams (GEAT) for core curriculum competencies 1, 3, 5, or 7 on each campus.
2. Identify and assign GEAT representatives to each of the programs.
3. Lead GEATs in the review and approval of CCC 1, 3, 5, and 7 assessment plans and reports.

Program Chairpersons with assistance from GEAT representatives will:
1. Select at least one General Education (“Gen Ed”) intended outcome for CCC 1, 3, 5, or 7 as designated on the “Rotating Schedule for Cluster Participation in Gen Ed Assessment.”
2. Develop a Gen Ed assessment plan for the selected intended outcome by setting one or more criteria for success for each outcome, developing or acquiring direct means of assessment, and implementing appropriate measurement(s).
3. Obtain approval from the appropriate GEAT and the SLOA Committee for the Gen Ed assessment plan(s).
4. Make changes to course syllabi, assignments, and/or other relevant materials to implement Gen Ed assessment in spring 2009.
5. Gather and analyze assessment data.
6. Use results to improve general education instruction.
7. Record results on the approved SLOA forms.
Program Faculty will continue the process of SLOA including to:

1. Conduct assessment of three (3) intended outcomes in accordance with either Option A or Option B guidelines. Programs that conducted assessment in accordance with Option A guidelines in FY 08 will follow Option B guidelines in FY 09 and vice versa.
2. Collaborate with collegewide counterparts to create or review and revise as needed at least one program-level capstone assessment to incorporate external evaluators.
3. Gather and analyze assessment data.
4. Use results for program improvement.
5. Record results on the approved SLOA forms.

Corporate & Community Programs will:

1. Continue to identify Program Completer Competencies for all Occupational Skills certificate programs.
2. Select at least one collegewide and two campus Occupational Skills certificate programs to assess.
3. Select at least one Program Completer Competency for the collegewide and for the campus programs being assessed, select at least one intended outcome per selected program to measure, set one or more criteria for success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurements.
4. Gather and analyze assessment data.
5. Use results for program improvement.
6. Record results on the approved SLOA forms.

The Deans of Instruction will:

1. Appoint faculty to compose the campus General Education Assessment Teams.
2. Work with the Director of E-Learning to disseminate E-learning SLOA results to appropriate department chairs and help facilitate use of results for improvement.

The Director of E-Learning will:

1. Select a course(s) for assessment offered in multiple instructional modalities: on-campus, on-line, and/or telecourse.
2. Identify three student E-Learning intended outcomes to measure, set one or more criteria for success for each outcome, develop or acquire means of assessment with emphasis on direct measures.
3. Consult with the appropriate department chairs to implement appropriate measurements.
4. Gather and analyze data.
5. In consultation with the Deans of Instruction, chairpersons, and faculty, use results for improvement.
6. Record results on the appropriate SLOA forms.

FY 2010 (Implementation of General Education Model – Fourth Year. Refer to Integrated General Education Instruction and Assessment Plan for more detailed information)

Math, Science, English, and Social Science Faculty and Librarians will:
1. Lead General Education Assessment Teams (GEAT) for core curriculum competencies 1, 3, 5, or 7 on each campus.
2. Identify and assign GEAT representatives to each of the programs.
3. Lead GEATs in the review and approval of CCC 1, 3, 5, and 7 assessment plans and reports.

Program Chairpersons with assistance from GEAT representatives will:
1. Select at least one General Education (“Gen Ed”) intended outcome for CCC 1, 3, 5, or 7 as designated on the “Rotating Schedule for Cluster Participation in Gen Ed Assessment.”
2. Develop a Gen Ed assessment plan for the selected intended outcome by setting one or more criteria for success for each outcome, developing or acquiring direct means of assessment, and implementing appropriate measurement(s).
3. Obtain approval from the appropriate GEAT and the SLOA Committee for the Gen Ed assessment plan(s).
4. Make changes to course syllabi, assignments, and/or other relevant materials to implement Gen Ed assessment in spring 2010.
5. Gather and analyze assessment data.
6. Use results to improve general education instruction.
7. Record results on the approved SLOA forms.

Program Faculty will continue the process of SLOA including to:
1. Conduct assessment of two (2) intended outcomes in accordance with either Option A or Option B guidelines. Programs that conducted assessment in accordance with Option A guidelines in FY 09 will follow Option B guidelines in FY 10 and vice versa.
2. Collaborate with collegewide counterparts to create or review and revise as needed at least one program-level capstone assessment to incorporate external evaluators.
3. Gather and analyze assessment data.
4. Use results for program improvement.
5. Record results on the approved SLOA forms.

Program Faculty will conduct focused assessment activities to review and strengthen the curricula, including, but not limited to, one or more of the following:
1. Review/Revise Program Graduate Competencies
2. Develop capstone courses or capstone experiences
3. Update Program CCC Integration Review forms
4. Develop capstone evaluations.

Corporate & Community Programs will:
1. Continue to identify Program Completer Competencies for all Occupational Skills certificate programs.
2. Select at least one collegewide and two campus Occupational Skills certificate programs to assess.
3. Select at least one Program Completer Competency for the collegewide and for the campus programs being assessed, select at least one intended outcome per selected program to measure, set one or more criteria for
success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurements.

4. Gather and analyze assessment data.
5. Use results for program improvement.
6. Record results on the approved SLOA forms.

The Deans of Instruction will:
1. Appoint faculty to compose the campus General Education Assessment Teams.
2. Monitor and provide guidance for focused assessment activities.

The E-Learning Director will:
1. Collaborate with the Deans of Instruction and the Vice President for Academic Affairs to conduct a focused review of E-Learning Assessment processes.
2. Revise as needed the E-Learning student learning “long lists” of intended outcomes.

FY 2011 (Program & General Education Assessment. Refer to Integrated General Education Instruction and Assessment Plan for more detailed information)

Math, Science, English, and Social Science Faculty and Librarians will:
1. Lead General Education Assessment Teams (GEAT) for core curriculum competencies 1, 3, 5, or 7 on each campus.
2. Identify and assign GEAT representatives to each of the programs.
3. Lead GEATs in the review and approval of CCC 1, 3, 5, and 7 assessment plans and reports.

Program Chairpersons with assistance from GEAT representatives will:
1. Select at least one General Education (“Gen Ed”) intended outcome for CCC 1, 3, 5, or 7 as designated on the “Rotating Schedule for Cluster Participation in Gen Ed Assessment.”
2. Develop a Gen Ed assessment plan for the selected intended outcome by setting one or more criteria for success for each outcome, developing or acquiring direct means of assessment, and implementing appropriate measurement(s).
3. Obtain approval from the appropriate GEAT and the SLOA Committee for the Gen Ed assessment plan(s).
4. Make changes to course syllabi, assignments, and/or other relevant materials to implement Gen Ed assessment in spring 2011.
5. Gather and analyze assessment data.
6. Use results to improve general education instruction.
7. Record results on the approved SLOA forms.

Program Faculty will continue the process of SLOA including to:
1. Conduct assessment of two (2) intended outcomes in accordance with either Option A or Option B guidelines. Programs that conducted assessment in accordance with Option A guidelines in FY10 will follow Option B guidelines in FY 11 and vice versa.
2. Collaborate with collegewide counterparts to create or review and revise as needed at least one program-level capstone assessment to incorporate external evaluators.
3. Gather and analyze assessment data.
4. Use results for program improvement.
5. Record results on the approved SLOA forms.

Program Faculty will initiate SLOA for certificates and diplomas not currently assessed as part of an overarching associate degree program including to:
   1. Review and revise Program Graduate Competencies (student learning program goals) and set intended outcomes.
   2. Select at least one Program Graduate Competency and one campus intended outcome to measure, set one or more criteria for success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurement(s).
   3. Gather and analyze assessment data.
   4. Use results for program improvement.
   5. Record results on the approved SLOA forms.

Program Faculty will conduct focused assessment activities to review and strengthen the curricula, including, but not limited to, one or more of the following:
   1. Review/Revise Program Graduate Competencies.
   2. Develop capstone courses or capstone experiences.
   3. Update Program CCC Integration Review forms.
   4. Develop capstone evaluations that assess the majority of the CCCs and program PGCs.

Corporate & Community Programs will:
   1. Ensure all Occupational Skills certificate programs have current Program Completer Competencies.
   2. Select at least one collegewide and two campus Occupational Skills certificate programs to assess.
   3. Select at least one Program Completer Competency for the collegewide and for the campus programs being assessed, select at least one intended outcome per selected program to measure, set one or more criteria for success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurements.
   4. Gather and analyze assessment data.
   5. Use results for program improvement.
   6. Record results on the approved SLOA forms.

The Deans of Instruction will:
   1. Appoint faculty to compose the campus General Education Assessment Teams.
   2. Work with the Director of E-Learning to disseminate E-learning SLOA results to appropriate department chairs and help facilitate use of results for improvement.
   3. Monitor and provide guidance for focused assessment activities.

The Director of E-Learning will:
1. Select a course(s) for assessment offered in multiple instructional modalities: on-campus, on-line, and/or telecourse.
2. Identify three student E-Learning intended outcomes to measure, set one or more criteria for success for each outcome, develop or acquire means of assessment with emphasis on direct measures.
3. Consult with the appropriate department chairs to implement appropriate measurements.
4. Gather and analyze data.
5. In consultation with the Deans of Instruction, chairpersons, and faculty, use results for improvement.
6. Record results on the appropriate SLOA forms.

**FY 2012 (Program & General Education Assessment).** Refer to Integrated General Education Instruction and Assessment Plan for more detailed information

Math, Science, English, and Social Science Faculty and Librarians will:
1. Lead General Education Assessment Teams (GEAT) for core curriculum competencies 1, 3, 5, or 7 on each campus.
2. Identify and assign GEAT representatives to each of the programs.
3. Lead GEATs in the review and approval of CCC 1, 3, 5, and 7 assessment plans and reports.

Program Chairpersons with assistance from GEAT representatives will:
1. Select at least one General Education (“Gen Ed”) intended outcome for CCC 1, 3, 5, or 7 as designated on the “Rotating Schedule for Cluster Participation in Gen Ed Assessment.”
2. Develop a Gen Ed assessment plan for the selected intended outcome by setting one or more criteria for success for each outcome, developing or acquiring direct means of assessment, and implementing appropriate measurement(s).
3. Obtain approval from the appropriate GEAT and the SLOA Committee for the Gen Ed assessment plan(s).
4. Make changes to course syllabi, assignments, and/or other relevant materials to implement Gen Ed assessment in spring 2012.
5. Gather and analyze assessment data.
6. Use results to improve general education instruction.
7. Record results on the approved SLOA forms.

Program Faculty will continue the process of SLOA including to:
1. Conduct assessment of three (3) intended outcomes in accordance with either Option A or Option B guidelines. Programs that conducted assessment in accordance with Option A guidelines in FY 11 will follow Option B guidelines in FY 12 and vice versa.
2. Collaborate with collegewide counterparts to create or review and revise as needed at least one program-level capstone assessment to incorporate external evaluators.
3. Gather and analyze assessment data.
4. Use results for program improvement.
5. Record results on the approved SLOA forms.

Program Faculty will conduct SLOA for certificates and diplomas not currently assessed as part of an overarching associate degree program including to:

   1. Review and revise Program Graduate Competencies (student learning program goals) and set intended outcomes as needed.
   2. Select at least one Program Graduate Competency and one campus intended outcome to measure, set one or more criteria for success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurement(s).
   3. Gather and analyze assessment data.
   4. Use results for program improvement.
   5. Record results on the approved SLOA forms.

Corporate & Community Programs will:

   1. Ensure all Occupational Skills certificate programs have current Program Completer Competencies.
   2. Select at least one collegewide and two campus Occupational Skills certificate programs to assess.
   3. Select at least one Program Completer Competency for the collegewide and for the campus programs being assessed, select at least one intended outcome per selected program to measure, set one or more criteria for success, develop or acquire means of assessment with emphasis on direct assessment and implement appropriate measurements.
   4. Gather and analyze assessment data.
   5. Use results for program improvement.
   6. Record results on the approved SLOA forms.

The Deans of Instruction will:

   1. Appoint faculty to compose the campus General Education Assessment Teams.
   2. Work with Center for Creative Instruction and Technology Director to disseminate distance education SLOA results to appropriate department chairs and help facilitate use of results for improvement.
   3. Monitor and provide guidance for focused assessment activities.

The Director of the Center for Creative Instruction & Technology (CCIT) will:

   1. Select a course(s) for assessment offered in multiple instructional modalities: online, hybrid, web-enhanced, and/or face-to-face.
   2. Identify three Distance Education Student Learning intended outcomes to measure, set one or more criteria for success for each outcome, develop or acquire means of assessment with emphasis on direct measures.
   3. Consult with the appropriate department chairs to form an assessment team that includes both subject matter experts and CCIT representatives to implement appropriate measurements.
   4. Gather and analyze data.
   5. In consultation with the Deans of Instruction, chairpersons, and faculty, use results for improvement and/or develop professional development activities, as appropriate.
6. Record results on the appropriate SLOA forms.
7. Develop and implement the Distance Education and Evaluation Peer (DEEP) Review process.
8. Identify four distance education courses with which to pilot the DEEP review process.