



# INSTITUTIONAL ASSESSMENT PLAN

Fall 2019

THE INSTITUTIONAL EFFECTIVENESS,  
ACCREDITATION, AND OUTCOMES, COMMITTEE

## Crafton Hills College Institutional Assessment Plan

Academic assessment is an integral process of college life involving students, faculty, department chairpersons, deans, program directors, the Institutional Effectiveness, Accreditation, and Outcomes Committee, the Office of Research & Planning, Crafton Council, the Vice Presidents, and the President. The focus of these efforts is to improve student learning. While the evidence gathered is part of the process of documenting student achievement and being accountable to the public, the highest value is placed on the insights gleaned from the evidence that leads to improved student learning and success.

The purpose of this document is to help make the assessment process as efficient as possible and to provide a framework for assessment that will improve student learning and success.

**Relevant Accreditation Standards.** The Accrediting Commission for Community and Junior Colleges/ Western Association of Schools and Colleges (ACCJC/WASC) assesses the extent to which we use outcomes to assure academic quality and institutional effectiveness. Though assessment is a theme that runs throughout the ACCJC standards, Standard IB describes the commission's expectations of colleges most succinctly.

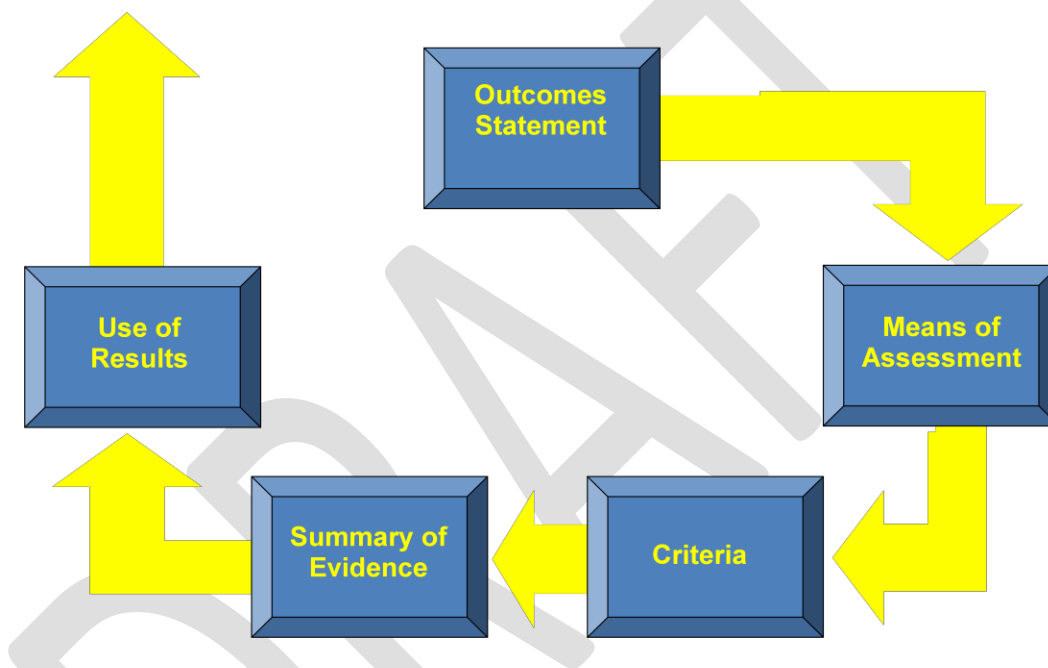
Standard I B, Assuring Academic Quality and Institutional Effectiveness, states,

1. *The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*
2. *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*
3. *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*
4. *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*
5. *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*
6. *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*
7. *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

8. *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

### Crafton Hills College Assessment Process (The Nichols Model)

The college based assessment on a five-phase assessment model to assess, measure, and report learning outcomes, to ensure that the data is used for the improvement of teaching, learning, and services. Faculty are responsible for reporting both student-level and course level data using the adopted six-year assessment cycle. The assessment model in the SLO Cloud is based on the five-column model, where each program includes the outcome, whether or not the criteria or target was met, and analysis of the results.



1. The **Outcomes Statement** describes the specific knowledge, skills, or abilities you expect your students to acquire or specifies a program outcome. A Service Area Outcomes Statement describes the specific functions or services provided by a department that directly impacts successful student learning, or describes an approach to delivering effective services to the campus community.
2. The **Means of Assessment** answers how and when you intend to measure the knowledge, skills, or abilities described in the previous phase (e.g., quiz, essay, portfolio, classroom presentation, group project, student satisfaction surveys, etc.). After the means of assessment has been determined the assessment and be implemented to measure the outcome.

3. The **Criteria for Success** describes the evaluative standards that characterize student work, program, or service. It includes a benchmark that you would like your students, program, or service to achieve, for example, “75% of students will achieve a score on the post-assessment that is 20% higher than their pre-assessment.” An example of a Service Area Outcome benchmark: “80% of students who attend student orientation successfully complete the FAFSA.”
4. **Summary of Evidence:** This is the point at which you review your findings. (e.g., the actual percent of students successfully achieving 20% improvement, or actual percent of students completing their Financial Aid file following Orientation). Following the assessment, the summarized results make it possible for you to determine what is working, what is not, and what changes are needed to improve student learning or services in a course or program.
5. **Use of Results:** In this phase, you describe what specific changes you will make to your approach in order to improve student learning or services as well state when or if you will be assessing the same outcome in the future (e.g., change teaching strategies or services to improve performance on the post-assessment, and re-assess in a following spring semester).

**Documentation:** Part of the value of SLO/SAO assessment is the documentation and tracking of outcomes. Documentation supports dialogue, gap analysis, and alignment discussion, and it provides the information needed to effect improvement at every level of the institution.

**SLO Cloud Tool:** The online SLO Cloud Tool<sup>1</sup> is a web-based system used at Crafton Hills College to collect, store, organize and report learning evidence and results from the assessment cycle. The tool can be used to report course, program, GE, and institutional learning outcomes, as well as service area outcomes. Assessments are reported and tracked through an online tool, the SLO Cloud. Users access the tool through a secure log in to maintain the security of the assessment information. For ease of use, the user name and password are the same as the user’s email, computer, and WebAdvisor log in credentials. Once logged in, the user is directed to a Submission form, where prompts and drop-down boxes are provided to allow selection of the semester, subject, course, and section, for course level assessments.

**Four-Point Rubric.** The college has adopted a four-point scale, or rubric, to ensure the alignment of reported course, program, and institutional outcomes. A score of one denotes no demonstrated achievement, and a score of four denotes significant evidence of achievement of the outcome. The structure of the tool allows the evaluator to document the outcome, and to choose the program, institutional, and general education outcomes to which it most closely aligns. In this way, a lower-level outcome may provide evidence for higher-order assessments. Keep in mind that some departments have already mapped out how each course SLO aligns with PLOs, GEOs, and ILOs.

**Planning and Program Review.** Each year programs are required to update and provide an analysis of their course SLOs and generate objectives from those results. In addition, every fourth year, when a program is completing its four-year plan, programs are required to provide a similar analysis with objectives on its program level outcomes.

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<sup>1</sup> The SLO Cloud. Webpage. <https://craftonhills.edu/slocloud/login?page=/slocloud/>

## Levels of Assessment

**Course-level assessments.** The number of students meeting each level of the 4-point scale is recorded. The user can provide analysis and interpretation of the aggregated results of assessment, and offer ideas for improvement.

**Program-level assessments.** Each program has defined program level outcomes that are specific to a discipline, degrees, or certificates within that program that can be mapped to the course-SLO when entering information into the SLO Cloud.

**General Educational Outcomes.** The college has eleven General Education Outcomes (GEOs), each of them associated with general education classes required for a degree.<sup>2</sup> The general education outcomes are similar to course outcomes, and can also be in alignment with program and institutional outcomes. The eleven general education outcomes and a description of each is provided below.

**1. Natural Science:** Students successfully completing a course in this area will be able to apply a problem solving strategy such as the scientific method or other systematic process of inquiry and to recognize the contributions of science and technology in our world.

**2. Social and Behavioral Sciences:** Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.

**3. Humanities:** Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.

**4. Fine Arts:** Students successfully completing a course in this area will be able to appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture.

**5. Written Traditions:** Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.

**6. Oral Traditions:** Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.

**7. Quantitative Reasoning:** Students successfully completing a course in this area will be able to interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills.

**8. Critical Thinking and Information Literacy:** Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.

**9. Health & Wellness:** Students successfully completing a course in this area will be able to appreciate one's own physical, mental and emotional health and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.

**10. Diversity & Multiculturalism:** Students successfully completing a course in this area will

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<sup>2</sup> CHC General Education Assessment Reports. Webpage. <https://www.craftonhills.edu/about-chc/research-and-planning/institutional-effectiveness/student-learning-outcomes/general-education-assessment-reports>

be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.

**11. American Heritage:** Students successfully completing a course in this area will be able to recognize and appreciate the unique contributions, history and collective heritage of the United States.

**Program-level assessments (PLOs).** These are assessments of the extent to which students have attained program-level learning outcomes. These typically align with, and sometimes overlap with course-level outcomes. The College has a practice of publishing program-level outcomes for instructional programs in the college catalog.

**Institutional Level Outcomes.** The college has six Institutional Learning Outcomes (ILOs):<sup>3</sup>

1. **Critical Thinking.** Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.
2. **Written and Oral Communication.** Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.
3. **Interpersonal and Group Skills.** Students are able to work with others with respect, honesty, responsibility, empathy, and collaborative synergy. They can also manage conflict and advocate for themselves and others with integrity.
4. **Society and Culture.** Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.
5. **Information Literacy.** Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.
6. **Ethics and Values.** Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.

Two forms of ILO assessment have been used at the college: 1) mapping course or program-level outcomes to institutional learning outcomes; and 2) the analysis of relevant data from the Community College Survey of Student Engagement. The IEAOC determines which ILO to assess annually.

**Assessment Rate.** The college uses a dashboard managed by the Office of Institutional Effectiveness, Research, and Planning (OIERP) to provide course assessment rate by reporting year, allowing divisions, units, departments, and disciplines to review their assessment status and to compare it with prior year data. The tool includes a list of courses assessed. Each fall, the OIERP contacts department chairs and deans of departments or disciplines that have not completed their planned assessments by the end of the prior spring semester to prompt them to either assess their course immediately, or to enter the data of the assessed course into the online assessment tool.

### **The Importance of Dialogue**

The ACCJC eligibility requirements and standards state the importance of institutional dialogue about student learning. Standard I B.1 states, "The institution demonstrates a

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<sup>3</sup> CHC ILO Assessment Reports. Webpage. <https://www.craftonhills.edu/about-chc/research-and-planning/institutional-effectiveness/student-learning-outcomes/ilo-assessment-reports>

sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.” Dialogue regarding assessment results has been active, widespread, and continuous Crafton Hills, occurring in many settings on multiple occasions. The most prominent of these are: The Institutional Effectiveness, Accreditation, and Outcomes Committee, the Academic Senate, the Professional Development Committee, the Planning and Program Review Committee, and in Open Forums and Flex or In-Service activities.

### **Alignment with College Processes**

Planning and Program Review. Outcomes assessment has a prominent role in the college planning and program review process. The PPR process is a four-year cycle featuring a comprehensive review of each college unit every four years, and planning updates biannually thereafter. The cycle requires that programs report on such topics as the current progress in the outcomes assessment cycle, observations, interpretations, and lessons learned from assessment, areas that are going well, and those that are not, based on assessment results, plans for improvement, and plans for subsequent reassessment.<sup>4</sup> Both instruction and service areas. Instructional programs report on their progress in the comprehensive program evaluation, and in the biannual planning update.<sup>56</sup> In addition, each instructional program assesses their program level outcomes in their four-year plan, and their course SLOs annually.

Comprehensive Master Plan. The colleges Comprehensive Master Plan cites outcomes assessment as a critical qualitative effectiveness indicator for the college<sup>7</sup>. This indicator assesses how well the college is meeting Strategic Directions 1, *Promote Student Success*, and 3, *Developing Teaching and Learning Practices*.<sup>8</sup> The metric used is the percentage of students who are mastering the six Institutional Learning Outcomes.

### **Approach to Disaggregating Student Learning Outcomes: The Six-Year Cycle**

In discussing how the college could enhance the meaningfulness of the dialogue centered on student learning while simultaneously meeting Standard IB6, our campus community – namely our faculty – sought to identify an approach that would effectively inform teaching, learning, and the curriculum. The key, we realized, was through the disaggregation of our student learning data. This collective realization led to the development of plan for collecting student learning outcomes data at the *course and student level*. The course-level data collection is already available to faculty via our existing SLO Cloud (introduced earlier). As shown in Figure 1, the SLO Cloud is designed to allow faculty to use a series of drop-down menus to locate a specific course section for a given semester and submit their SLO data for that section in aggregate form (i.e., total students achieving each point of the four-point rubric described earlier).

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<sup>4</sup> Planning and Program Review Handbook, 9<sup>th</sup> Edition. p. 10.

<sup>5</sup> Planning and Program Review Handbook, 9<sup>th</sup> Edition, p. 16

<sup>6</sup> Planning and Program Review Handbook, 9<sup>th</sup> Edition, p.21

<sup>7</sup> Crafton Hills College Comprehensive Master Plan, pA073

<sup>8</sup> Crafton Hills College Comprehensive Master Plan, p 2.004

**Term**

2016FA

**Division**

Communication & Language

**Dept**

ASL

**Course**

ASL-101

**Section**

ASL-101-15 (Submitted: Never)

**Class SLOs**

Use the button on the left to indicate any statements you did not assess.

#	SLO Statement	# of Students Meeting SLO Rubric				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
1	Expressive Communication: Students will demonstrate language proficiency by...	0	5	10	20	35	85.7	Yes
		<b>Outcomes Mapping</b> Program-Level: Demonstrate la General Ed: GEO#6: Oral T Institutional: ILO#2: Written						

**Figure 1.** Illustration of the course-level submission process in the SLO Cloud.

New Student-Level Process. The new student-level process, slated to begin in [TERM], is one that is like the aforementioned course-level process, except it will ask faculty to submit SLO data using the four-point rubric for each student enrolled in a given course section. This process is illustrated in Figure 2. This process will allow our college to gather both course and student-level information. More importantly, this process will allow us to disaggregate our student learning data by a host of meaningful characteristics, including by ethnicity, gender, age, and host of academic outcomes (e.g., completion of transfer-level math and English). Thus, this process will allow us to examine the link between student learning, educational goal attainment, and equity-related matters.



**Term**  
2016FA

**Division**  
Communication & Language

**Dept**  
ASL

**Course**  
ASL-101

**SLO Statement**  
Expressive Communication: Students will demonstrate language proficiency by signing American Sign Language at a beginning to intermediate level.

**Program Level**  
Demonstrate language proficiency by signing ASL at a beginning to intermediate level.

**Outcomes Mapping GE**  
GE#6: Oral Traditions

**Institutional**  
ILO#2: Written and Oral Communication

**Section**  
ASL-101-15 (Submitted: Never)

	# of Students Meeting SLO Rubric						
	1	2	3	4			
Student 1	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>			
Student 2	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>			
<b>Results</b>	0	5	10	20	35	85.7	Yes

When the section is chosen, the students will automatically be listed. Faculty do not have to enter any student information.

The results will automatically calculate as student information is entered.

**Figure 2.** Illustration of the student-level submission process in the SLO Cloud.

The Six-Year Assessment Process. To enhance the feasibility of addressing the student level assessment, the college developed a rotating six-year process where a third of the department courses will be assessed at the course and student level every two years over a six-year period. Moreover, the two-thirds of courses not being assessed at the course and student level still need to be assessed at the aggregate course level; however, there will be the option to assess courses at the student level. Therefore, in years where the course does not have to be assessed at the course and student level, faculty will be given the option to either enter data at the student or the course level. Figure 3 illustrates the six-year course and student-level timeline for all of our college's math courses. This process would ensure that we gather and make meaningful decisions concerning student learning in the context of an implementation that remains logistically feasible for faculty and staff.

2019-2020 to 2020-2021		2021-2022 to 2022-2023		2023-2024 to 2024-2025	
Student Level	Course Level	Student Level	Course Level	Student Level	Course Level
MATH-085	MATH-141	MATH-141	MATH-085	MATH-942	MATH-085
MATH-090	MATH-160	MATH-160	MATH-090	MATH-943	MATH-090
MATH-095	MATH-200	MATH-200	MATH-095	MATH-952	MATH-095
MATH-102	MATH-250	MATH-250	MATH-102	MATH-952L	MATH-102
MATH-103	MATH-251	MATH-251	MATH-103	MATH-953	MATH-103
MATH-106	MATH-252	MATH-252	MATH-106	MATH-962	MATH-106
MATH-108	MATH-255	MATH-255	MATH-108	MATH-990L	MATH-108
MATH-110	MATH-265	MATH-265	MATH-110	MATH-995L	MATH-110
MATH-115	MATH-266	MATH-266	MATH-115		MATH-115
MATH-117	MATH-903	MATH-903	MATH-117		MATH-117
	MATH-942		MATH-942		MATH-141
	MATH-943		MATH-943		MATH-160
	MATH-952		MATH-952		MATH-200
	MATH-952L		MATH-952L		MATH-250
	MATH-953		MATH-953		MATH-251
	MATH-962		MATH-962		MATH-252
	MATH-990L		MATH-990L		MATH-255
	MATH-995L		MATH-995L		MATH-265
					MATH-266
					MATH-903

**Figure 3.** Illustration of the six-year assessment cycle for all CHC math courses from 2019 to 2025.

## Glossary

<b>Term</b>	<b>Definition</b>	<b>Similar Terms</b>
Analysis	A Data-driven narrative that indicates program strengths and/or progress made, plus logical steps for addressing outcomes partially met or not met.	
Assessment	Processes for identifying, collecting, and analyzing data that can be used to help improve learning and achievement.	Evaluation
Benchmark	A criterion or performance level set as a means to determine the degree of course or program success.	Criteria for success
“Closing the Loop”	Completing an entire cycle of assessment by summarizing evidence, and using the results to improve course/program effectiveness.	Completing the SLO Cycle
Course Outcome	A statement that describes specifically what students are expected to know and/or be able to do by the end of a course. The statement may also include how they will demonstrate this knowledge, skill, or ability.	SLO, Course SLO
Criteria for success	A performance level set for the purpose of determining whether students met the learning expectation set by a Student Learning Outcome.	Benchmark
Curriculum map	A grid or map that lists all of the courses in a program cross-tabulated with the program's learning outcomes, that indicates which outcome(s) are taught in which course(s).	Outcomes grid, objectives grid
Evaluation	Processes for reviewing the results of data collection and then determining the meaning and value of those results.	Assessment
General Education Learning Outcome	General education outcomes comprise a common body of knowledge which every CHC graduate should have. This core knowledge is rooted in foundational texts, knowledge, skills, attitudes, values, and ideals. Attainment of core knowledge is necessary for success in education, work, family, and community. The GEOs provide students with the learning techniques needed to gain and apply new skills, even when specific content knowledge is forgotten.	General education abilities, goals, competencies, core abilities, competencies, essential learning outcomes
Institutional Learning Outcome	A statement that describes a broad learning expectation (e.g. ability to think critically), that a student is expected to learn and demonstrate by the time they have graduated from the college or completed a course of study.	Institutional SLO
Measures	An assessment instrument, tool, or activity designed to ascertain levels of student learning achievement.	Measure, tool, instrument
Mission	A short, memorable statement that expresses the purpose and uniqueness of a program.	Purpose statement

Outcomes	A statement that describes a specific desired result or condition, or endpoint. These can be specific learning goals for students, or service goals for departments that produce results that are observable and measurable.	Objectives, standards, goals, indicators, learning outcomes statement
Program Learning Outcome	A statement that describes specifically what students are expected to know and/or be able to do by the end of a program of study, such as a certificate or degree program. The statement may also include how they will demonstrate this knowledge, skill, or ability.	Program SLO
Rubric	A scoring scale that lists the performance criteria expected to achieve progressive levels of quality. Rubrics are common to assessment practice, and can take many forms.	
Sample	A selection or subgroup of a population that is being assessed. Often used when assessing the entire group or population is impractical.	Subgroup, Random sample.
Service Area Outcome	A statement that describes specifically how a program's services or functions directly impact successful student learning or achievement at the college, or describes an approach to delivering effective services to the campus community.	SAO, Student Services Outcome, Service Outcome
Student Learning Outcome	A statement that describes specifically what students are expected to know and/or be able to do at the end of a learning experience, such as a course or program of study. The statement may also include how the student will demonstrate this knowledge, skill or ability.	SLO, Outcome

## Annual Learning Outcomes Assessment Calendar

Suggested Timeline	Assessment Model Phase	Actions
Aug. through Sept.	Phase 1: Define, Refine	<p>SLOs/SAOs</p> <ul style="list-style-type: none"> <li>• Review the program's mission, goals, intended outcomes, means of assessment use of results.</li> <li>• Examine the previous year's outcomes, assessments, and feedback, make recommendations for revision, and create plans for program improvement.</li> <li>• Examine SLO data that has been disaggregated at the course level (e.g., online vs. face-to-face) and the student-level (e.g., student gender, ethnicity)</li> </ul> <p>PLOs</p> <ul style="list-style-type: none"> <li>• Discuss how and whether course and program outcomes align with Institutional Learning Outcomes (ILOs)</li> <li>• Course and program level learning outcomes are mapped to ILOs using the SLO Cloud</li> </ul> <p>ILOs/GEOs</p> <ul style="list-style-type: none"> <li>• Discuss how and whether course and program outcomes align with ILOs and GEOs</li> <li>• Course and program level learning outcomes are mapped to ILOs/GEOs using the SLO Cloud</li> </ul> <p>⇒ The Office of Institutional Effectiveness, Research, and Planning (OIERP) facilitates this work at Fall In-Service and/or Flex, and is available to provide support, information, and guidance throughout period.</p>
October	Phase 2: Means of Assessment	<p>SLOs/SAOs</p> <ul style="list-style-type: none"> <li>• Faculty/Units use the six-year assessment cycle calendar to determine whether course or student-level assessments will be conducted for courses scheduled for Fall and Spring semesters. Units also determine a means of assessment for all assessment work.</li> <li>• Programs conducting SAO work determine a means of assessment for scheduled SAOs</li> </ul> <p>ILOs</p> <ul style="list-style-type: none"> <li>• Finalize the course and program level mapping to Institutional Learning Outcomes using the SLO Cloud.</li> </ul> <p>⇒ The OIERP works directly with programs requesting assistance with these processes</p>
November through May	Phases 3 and 4: Implementation	<p>SLOs/SAOs</p> <ul style="list-style-type: none"> <li>• Assessment takes place at the course and student-level based on the six-year assessment calendar; SLO findings are generated and interpreted</li> <li>• Data and assessment results are reported using the SLO Cloud; also reported in program review</li> <li>• The Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) reviews submitted SLO/SAO data; updates and shares online dashboard demonstrating the percentage of courses having submitted SLO/SAO data</li> </ul> <p>ILOs/GEOs</p> <ul style="list-style-type: none"> <li>• The IEAOC reviews ILO mappings from the SLO Cloud</li> <li>• The IEAOC reviews submissions to the SLO Cloud with a focus on ILO assessment data</li> <li>• The IEAOC identifies possible SLO/SAO process enhancements or professional learning recommendations based upon SLO Cloud data</li> </ul> <p>⇒ The OIERP works directly with the IEAOC and with programs throughout this process</p>

January	Phases 3 and 4: Implementation & Campus-Wide ILO Dialogue	<p>SLOs/SAOs</p> <ul style="list-style-type: none"> <li>• Implementation described above continues</li> </ul> <p>ILOs/GEOs</p> <ul style="list-style-type: none"> <li>• Implementation described above continues</li> <li>• The OIERP facilitates session(s) at Spring In-Service and/or Flex focused on examining SLO Cloud data submitted in preceding Fall semester with an emphasis on examining ILO-specific data; discussion is documented and it used by the IEAOC in identifying improvements to the SLO/SAO process</li> </ul> <p>⇒ The OIERP facilitates this work at Spring In-Service and/or Flex, and is available to provide support, information, and guidance throughout period</p>
May	Phase 5: Analyze and identify gaps and opportunity for improvement	<p>SLOs/SAOs</p> <ul style="list-style-type: none"> <li>• Assessment results are reviewed and discussed by all programs; results from the previous outcomes assessment cycle(s) provide baseline information for assessing current year findings.</li> <li>• Faculty and unit members collaboratively analyze the results of assessment, identify gaps in learning, teaching, or service, and developing plans for improvement.</li> </ul> <p>ILOs/GEOs</p> <ul style="list-style-type: none"> <li>• The IEAOC reviews submitted ILO results, corresponding action plans, and evidence of improvement across the entire campus; results from previous outcomes assessment cycles provide baseline information for assessing improvements in ILOs.</li> <li>• The IEAOC identifies possible SLO/SAO process enhancements or professional learning recommendations based upon SLO Cloud data</li> </ul>
May	Phase 6: Document	<p>SLOs/SAOs</p> <ul style="list-style-type: none"> <li>• Faculty and staff submit action plans via the SLO Cloud</li> </ul> <p>ILOs/GEOs</p> <ul style="list-style-type: none"> <li>• The Outcomes Committee provides feedback and input to the campus regarding SLOs determined to provide direct evidence of ILO attainment and shares out possible SLO/SAO process enhancements or professional learning recommendations based upon SLO Cloud data, the aforementioned online assessment dashboard, and feedback gathered throughout the academic year</li> </ul> <p><b>All results will be compiled into an annual Institutional Student Learning Report that will document the campus-wide achievements, as well as planned improvements derived from the completed assessment cycle.</b></p>