

Use this space to collaborate and share recommendations. Add your thoughts and ideas for this goal and what steps can we take to achieve it.

Group 1: Develop a timeline for the new cycle with major milestones.

Full Cycle (11/13 Voted to support the change)

1. 4-year cycle (Aligns with program review)
 - a. Integrate Outcomes assessment reflections into program review workspace
2. Goals set in Year 1 (as part of Comprehensive PR)
3. Assess CLO's regularly throughout cycle
 - a. Streamlined process that decreases workload on DOC's and makes data collection easier and more integrated into service/course delivery
 - b. PLO's and ILO's rolled up from CLO's annually (if software allows)
4. Review ILO statements in year 4

Annual Cycle

1. During the term/year
 - a. Administer assessments
 - b. Collect data
 - c. Review data and refine courses/services as needed
 - d. Collect more data
2. At end of term/year
 - a. Run report (Faculty)
 - b. Run report (Program)
 - c. Discuss, reflect, and identify trends (a guide would be helpful here)
3. Between term/year
 - a. Use data reflections to prepare for the upcoming semester/year
 - i. Building syllabi
 - ii. Designing assignments/assessments
 - iii. Revising service delivery strategies
 - b. Adjust/revise Course/Service/Admin/Program learning outcomes statements, as needed

ACCJC statements that include Outcomes and/or learning assessment

I.B.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.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

I.B.4. The institution uses **assessment data and organizes its institutional processes to support student learning** and student achievement.

I.B.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.

I.B.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.

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

I.C.3. The institution uses **documented assessment of student learning** and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

I.C.4. The institution describes its **certificates and degrees** in terms of their purpose, content, course requirements, and **expected learning outcomes**.

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, **and culminate in student attainment of identified student learning outcomes**, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of

delivery mode or location. The institution systematically strives to improve programs and courses to **enhance learning outcomes** and achievement for students.

II.B.3. The institution **evaluates library and other learning support services** to assure their adequacy in meeting identified student needs. **Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes.** The institution uses the results of these evaluations as the basis for improvement.

II.C.2. The institution identifies and **assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes.** The institution uses assessment data to continuously improve student support programs and services.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. **Faculty job descriptions include development and review of curriculum as well as assessment of learning.**