

**Chabot College**  
**Past and future timeline for implementing Student Learning Outcomes Assessment Cycles (SLOACs)**  
**in the instructional programs at the college level, course level, and program level.**

| <b>Semester</b>        | <b>College-wide Learning Goals =<br/>College-level SLOACs</b>   | <b>Course-level SLOACs</b>  | <b>Program-level SLOACs</b>  | <b>Accreditation<br/>Dates</b> |
|------------------------|---|---|--|--------------------------------|
| <b>Fall<br/>2003</b>   | The Office of Institutional Research began annually assessing four Institutional Goals in 2001 through indirect assessment by way of homegrown student opinion surveys. These areas correlate closely to what will become the five College-wide Learning Goals in 2004. | The IPBC sends 15 faculty/admin to a SLO workshop at SFCC   | Dental Hygiene has program outcomes continually complete the cycle since 1999. |                                |
| <b>Spring<br/>2004</b> | Chabot holds four campus discussions with 16 participants on becoming a Learner-centered Institution  | The IPBC sends 20 faculty to a regional conference on SLOs  |  |                                |
| <b>Fall<br/>2004</b>   | College-wide Learning Goals developed by an interdisciplinary IPBC subcommittee<br><br>CWLGs approved by the Faculty Senate   | IPBC introduces SLOs at Convocation<br><br>The IPBC sends 5 faculty to a regional SLO conference  |  |                                |
| <b>Spring<br/>2005</b> |   | College sends 8 fac/admin from Program Review and others to 2 SLO workshops   |  |                                |
| <b>Fall<br/>2005</b>   | Introductory session on identifying and assessing Critical Thinking (the first of our five CWLGs) is held   | Convocation Speaker Norena Badway introduces SLOS to the college.<br><br>Coordinating Committee for Student Learning Assessment (CCSLA) committee meets all Fall<br><br>Student Services and some Academic units pilot follow-through of the assessment cycle |  |                                |
| <b>Spring<br/>2006</b> |   | CCSLA committee meets in Spring and disbands  |  |                                |
| <b>Fall<br/>2006</b>   |   | <u>developing timeline for implementing SLOs at the</u><br><br>eLumen software license purchased by the District for both Chabot and Las Positas to use   | <u>course, program, college level</u>  |                                |

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| <b>Spring<br/>2007</b> | A second session on identifying and assessing Critical Thinking is held  | Faculty Senate appoints Coordinator for CCSLA committee, with no release time. The CCSLA changes its name to SLOAC.<br><br>SLO committee forms and meets all Spring. It decides to focus on course-level SLOs for faculty, and plans Fall 2007 SLO training for faculty.   |   | First SLO status report sent to WASC |
| <b>Fall<br/>2007</b>   | The discussion on assessing Critical Thinking as a pilot continues<br><br>Two representatives from each college present to the CLPCCD Board of Trustees on SLOs and assessment<br><br>The Office of Institutional Research and the SLOAC study eLumen  | The new SLO coordinator has 40% release time<br><br>Convocation theme is CLOs; workshop on rubrics and assessment is held<br><br>Flex day SLO forum is held  |   | Self Study started                   |
| <b>Spring<br/>2008</b> | eLumen is introduced to the college in a Flex day workshop<br><br>The SLOAC website is launched  | College-wide workshops on writing and assessing CLOs are held<br><br>Flex day forum on SLOs and Assessment is held   | Program Review and Curriculum become tied to SLOs, which further institutionalize them  | Self Study written                   |
| <b>Fall<br/>2008</b>   | The Title III Grant begins implementation, with one of its major goals to foster the assessment of SLOs, in part through Faculty Inquiry Groups<br><br>The Critical Thinking FIG moves 12 interdisciplinary faculty through the complete assessment cycle<br><br>eLumen is configured for curriculum mapping to the CWLG level | The new SLO/LAC (Learning Assessment) coordinator has 100% release time<br><br>Convocation workshops are held on writing and assessing CLOs, and on entering data in eLumen<br><br>Flex day is completely devoted to the writing of course-level SLOs. 51% of all courses offered in Fall 2008 have CLOs developed. Most courses have only one, with no rubrics. | The SLO/LAC coordinator presents a Flex day update to the college, which includes examples of different program-level definitions and plans | College review of Self Study         |

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|------------------------|--|---|--|---|
| <b>Spring<br/>2009</b> | <p>The Critical Thinking FIG continues, and moves 10 new interdisciplinary faculty through the complete assessment cycle</p> <p>College-wide workshops on eLumen are held all semester</p>   | <p>Flex day is devoted to writing rubrics, discussions on the assessment of CLOs, and Program Review</p> <p>The Art Adjunct Course-level FIG moves 11 Art faculty through the complete assessment cycle</p> <p>51% of all courses offered in Fall 2008 and Spring 2009 have CLOs developed</p>  | <p>The SLO/LAC outlines a preliminary plan for program-level to the SLOAC</p>  | <p>Self Study completed and printed</p> |
| <b>Fall<br/>2009</b>   | <p>Convocation workshop on eLumen is held</p> <p>The Global and Cultural Involvement (the second of our five CWLGs) FIG moves 12 interdisciplinary faculty through assessment</p> <p>The SLOAC website is completely reworked</p> <p>An accurate accounting system for SLOs is developed</p> | <p>The college appoints a new LAC with 70% release time</p> <p>Flex day workshops on CLO and rubric writing, assessment, and eLumen are held</p> <p>Workshops are held for all faculty on assessment, and 35% of our adjunct faculty are trained in paid CLO/eLumen workshops</p> <p>The Online Business Course-level FIG moves 11 Business faculty through the complete assessment cycle</p> <p>The English as a Second Language Course-level FIG moves 8 ESL faculty through the complete assessment cycle</p> <p>The Physical Education Course-level FIG moves 10 part-time and 8 full-time PE faculty through the writing of CLOs and rubrics</p> <p>We move from 58% of courses taught in 2008-2009 having CLOs/rubrics to 84%</p> | <p>The SLO/LAC coordinator presents a Flex day update to the college, which includes examples of different Program-level definitions and plans</p> <p>Three representatives from the SLOAC attend a WASC workshop to further develop the Program-level plan</p> <p>A Business Program-level FIG is proposed</p> <p>The Program Review Steering Committee meets to discuss Program Review clarification and modification, and how outcomes assessment will be integrated in</p> | <p>Accreditation team visit</p>         |

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|                    |   | We move from 13% of courses having recorded assessments, to 24%  |   |                                     |
| <b>Spring 2010</b> | <p>The SLOAC committee maps the GE outcomes areas into our College-wide learning Goals.</p> <p>A new inception of the IPBC, or Institutional Planning and Budget Committee, is planned for piloting in Fall '10. This committee will include administrative and faculty representation from the divisions, as well as faculty from the shared governance committees. Among its charges is to review program reviews and outcomes assessment data to recommend policy and resource allocation.</p> | <p>Course level SLO writing continues, with 88% of all courses taught in 2008-10 having CLOs. Many have three to four outcomes, with analytic rubrics.</p> <p>Adjunct faculty SLO and all-faculty eLumen workshops continue</p> <p>Three Flex days are offered to provide support and time for SLOAC work. The first offers CLO and assessment workshops, the second addresses PLOs and course assessment schedules, and the third addresses determining assessment vehicles and using data to evaluate the results.</p> <p>64% of the disciplines develop assessment schedules for CLOs.</p> <p>We move from 24% of our courses having recorded assessments, to 41%</p> | <p>The Program Review and SLOAC leadership, with a team of faculty and administrators, meet to discuss how SLOs can be incorporated into Program Review</p> <p>Program is defined as a Discipline, except in the cases where a degree or certificate exists, and in that case the program is the degree and certificate</p> <p>Two PLOs are written for 41% of the programs. They are mapped to the CLOs.</p> |                                     |
| <b>Fall 2010</b>   | The Communication (the third of our five CWLGs) FIG moves 12 interdisciplinary faculty through the complete assessment cycle.   | <p>The Learning Assessment Coordinator, with 50% release time, participates in the inaugural class of the WASC Assessment Leadership Academy.</p> <p>The Physical Education Assessment FIG coordinates the assessment and reflection on CLOs, and the mapping of PLOs.</p> <p>The SLOAC and the Center for Teaching and Learning host activities for three Flex Days in</p>  | The newly revised Program Review model, which includes data on CLOs, PLOs, Program Goals, and CWLGs, is unveiled at Convocation, and explained at October Flex. 1/3 <sup>rd</sup> of all disciplines begin it, at year one.   | Accreditation sub-team 1-year visit |

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|                        |   | <p>the academic year to promote a culture of learning, and for using curricular and pedagogical approaches to close the loop on CLOs.</p> <p>We move from 41% of our courses having recorded assessments, to 50%</p>   |  |   |
| <b>Spring<br/>2011</b> | <p>The Civic Responsibility (the fourth of our five CWLGs) FIG moves 12 interdisciplinary faculty through the complete assessment cycle</p> <p>The Qualitative Assessment FIG explores the use of indirect assessment through focus groups to assess CLOs, PLOs, and Program goals.</p> | <p>Course-level SLO writing continues, with 95% of all courses taught in 2008-2011 having CLOs.</p> <p>Time is provided for all faculty who had recorded assessments to reflect and adapt.</p> <p>We move from 50% of our courses having recorded assessments, to 75%</p>  | <p>eLumen is configured for curriculum mapping of outcomes from the Course to the Program level</p> <p>The Fire Technology FIG supports the writing of CLOs and PLOs for the area, and assessment begins</p> |   |
| <b>Fall<br/>2011</b>   | <p>The Development of the Whole Person (the fifth of our five CWLGs) FIG moves 12 interdisciplinary faculty through the complete assessment cycle</p>   | <p>Course level SLO writing continues, with 100% of all courses taught in 2008-2011 having CLOs.</p> <p>Time is provided for all faculty who had recorded assessments to reflect and adapt.</p> <p>We move from 50% of our courses having recorded assessments, to 75%</p> | <p>The second 1/3<sup>rd</sup> of disciplines enter year one of the new Program Review process.</p>  |   |
| <b>Spring<br/>2012</b> | <p>The pilot cycle for all five CWLGs is now complete</p> <p>The indirect assessment of the CWLGs through annual student satisfaction surveys has been in place for 11 years. Results are triangulated.</p>   | <p>The course level assessment cycle continues</p>   | <p>Groups of Interdisciplinary faculty are brought together for determining the Outcomes for the GE degree.</p>  | <p>WASC expects proficiency on all levels</p> |

