



Assessment Handbook

Rev. November, 2024

Table of Contents

INTRODUCTION

Compton College Mission Statement.....	3
Accrediting Commission for Community and Junior Colleges(ACCJC) Standards.....	3
Overview of Student Learning Outcomes at Compton College.....	3
What are SLO's.....	3
How are SLO's Developed.....	4
Why are SLO's Assessed.....	4
How are SLO's Assessed.....	4

INSTITUTIONAL EFFECTIVENESS COMMITTEE

Compton College Institutional Effectiveness Committee Overview.....	4
Compton College Institutional Effectiveness Committee Role and Function.....	4
Compton College Assessment Committee.....	5
Compton College SLO Team.....	5

STUDENT LEARNING OUTCOMES AND PLANNING

Role of Student Learning Outcomes in Institutional Planning.....	5
--	---

STUDENT LEARNING OUTCOMES RESOURCES

Student Learning Outcomes Assessment Cycles.....	6
SLO Data Input Guide.....	7
SLO Course Report Guide.....	11
SLO Completion Report Instructions (for SLO Facilitators).....	11

APPENDICES

Appendix A: Compton College Mission and Strategic Initiatives.....	15
Appendix B: Compton College Course Report Template.....	16

Introduction

Compton College Mission Statement

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce, and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

ACCJC Standards

Compton College is currently accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC). Numerous accreditation standards address student learning outcomes (SLO's). Compton College SLO policies and processes are informed by these standards. Compton College strives to develop sophisticated data collection and analysis processes which exceed the following standards:

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

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.

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.

Overview of Student Learning Outcomes at Compton College

What are SLO's and SAOs'?

According to the ASCCC, student learning outcomes are "the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate." (ASCCC SLO Glossary 2019, p. 7). Service area outcomes (SAO's) are the equivalent, measurable outcomes that student services areas such as the library, work towards meeting.

How are SLO's developed?

Faculty members, when reviewing or developing new course curriculum, create or modify SLO statements. These learning statements stem from the course outline of record, and specifically the course objectives. Faculty take the most integral course concepts, and use them to generate SLO's, which are specific, measurable and involve analysis, synthesis and potentially the development of knowledge. Faculty are advised to consult Bloom's taxonomy when generating learning statements.

Why are SLO's assessed?

According to the ASCCC, "assessment" refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Assessment efforts provide faculty with the opportunity to look honestly at courses and programs, evaluate the relevance of course content, conduct self-evaluation of teaching and evaluation methodology, and decide whether the vision of a course or program is resulting in success of the program.

How are SLO's assessed?

Faculty members develop an assessment tool, which can consist of multiple choice questions, an essay exam, term paper, lab activity, class presentation, or any other method deemed appropriate by the department. During the course of the semester, all instructors administer the assessment, and individual student results are entered into our enterprise resource planning system (ELumen). SLO's are assessed on an ongoing basis, every Fall and Spring. Every four years, the semester before program review is due, programs conduct a "course report" for each of their courses. The course report is a long form document which analyzes student performance on each SLO for the previous four years (see appendix D). Because SLO assessment data is entered for every student every semester, faculty authors have a wealth of disaggregated data to analyze in the course report. Authors identify trends in success, and examine demographic variables as they relate to student mastery of SLO's. Faculty then reflect on their successes and the ways they can improve their courses to foster higher SLO success rates.

Institutional Effectiveness Committee

Compton Collee Institutional Effectiveness Committee

Pursuant to Title 5 of the Administrative Code of California (Section 53200), assessment of student learning outcomes is one of the "10+1" areas within the purview of the Compton Community College District (CCCD) Academic Senate. The CCCD Academic Senate acknowledges the SLO process as overseen by the Institutional Effectiveness Committee, through its sub-committee, the Assessment Committee. As a standing committee of the Consultative Council, the IEC is a collaborative delegation by which policies and procedures related to program review and campus assessment are developed and revised. The CCCD Academic Senate must vote on and approve substantive changes to the IEC processes. According to CCCD Board Policy 2520, the Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5.

IEC Role and Function

The IEC has a few major tasks: (1) to review and provide recommendations about each of the District's program reviews in order to strengthen and support programs and program analysis; (2) to oversee and direct the assessment process on campus (SLO's, PLO's and ILO's), through its sub-committee, the assessment committee; (3) to play a role in campus planning, by reviewing planning document.

Assessment Committee

The Assessment Committee consists of the program review coordinator, program review facilitators, the director of Institutional Effectiveness and members of their office, select classified staff and members of administrative offices. The committee meets once a month to develop and evaluate processes of campus assessment. Among its current tasks are: (1) continue the implementation of ongoing SLO assessment data recording, (2) oversee program completion of “course reports” (the long form discussion/analysis of SLO data over the previous 4 years), (3) direct the mapping of learning outcomes (SLO-ILO and SLO-PLO), (4) direct the assessment of PLO’s and ILO’s, (5) develop processes for rigorous evaluation of SAO’s for student service and business offices, (6) provide training opportunities for faculty, staff and administrators in assessment practices, (7) develop training materials for faculty, staff and administrators in assessment practices.

Compton College SLO Team

The SLO team consists of the SLO coordinator and SLO facilitators. Each guided pathway division is assigned a facilitator, to aid in carrying out the duties of the coordinator. The SLO coordinator is responsible for the overall workings of the SLO, PLO, and ILO program and will serve as a liaison between administrators and instructors. The coordinator’s duties include:

- Oversee, direct, and coordinate the day-to-day functions of the SLO, PLO, and ILO programs.
- Maintain current knowledge and understanding of learning assessments, support services, policies, laws, and regulations as mandated by Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of School and Colleges.
- Provide leadership as Chair of the Compton College Assessment of Learning Committee.
- Develop the SLO newsletter and end-of-year reports for Compton College.
- Oversee all aspects Course Management System (CMS) systems related to SLO assessment.
- Provide on-going training to faculty, staff, and management on SLOs, PLOs, and ILOs.
- Responsible for maintaining records and assisting in preparing reports and budget as may be required for the SLO, PLO, and ILO programs.
- Evaluate support personnel and make staffing recommendations to the assigned academic Dean.
- Assess and evaluate the progress and benefit of the SLO, PLO and ILO programs.
- Regularly update the Compton College SLO website.
- Develop a list of duties for review and approval by the assigned Dean on an annual basis.
- Perform assigned committee work and attend meetings called by the District, as long as such obligations are considered reasonable

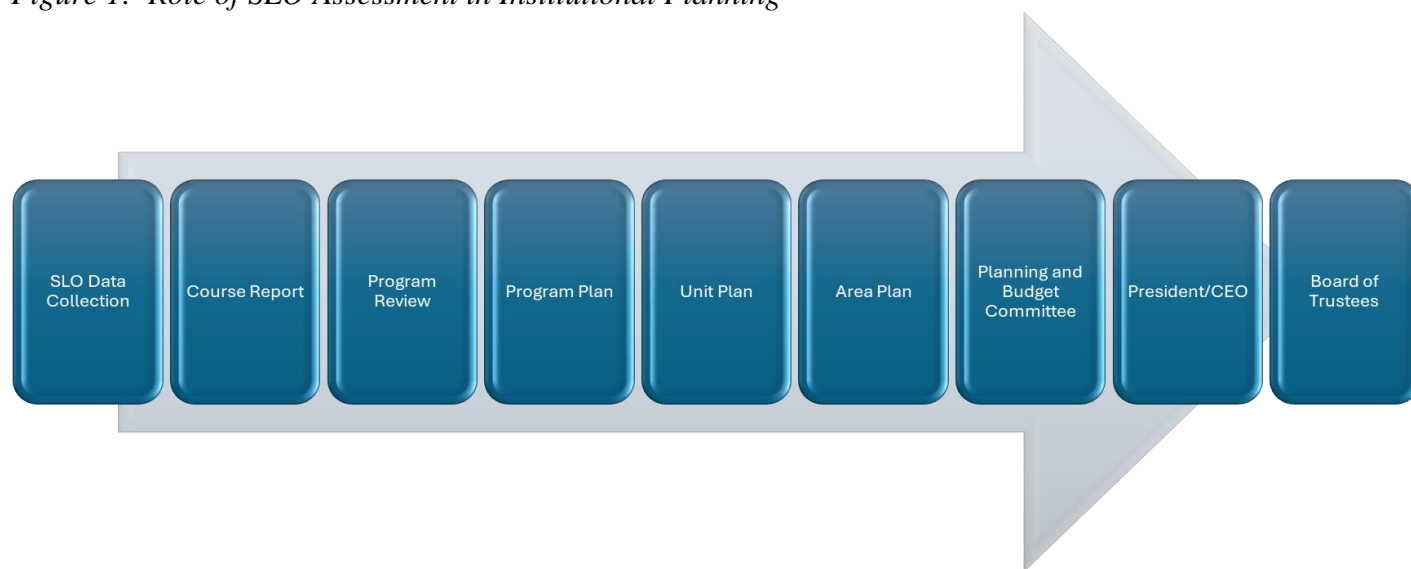
Student Learning Outcomes and Planning

Role of Student Learning Outcomes in Institutional Planning

SLO assessment is an integral part of the planning process at Compton College. Institutional policy directs programs to write their course report (see appendix D) the semester prior to the completion of their program review. This allows programs to reflect on the results of their

assessments, and include these insights in their program review. Department/program needs are identified as a result of this process. Programs then include their requests in their annual program plans, in which programs set annual goals, and identify resource needs. Those plans are funneled into unit plans and area plans, where they are eventually reviewed by the planning and budget committee and approved by the president/CEO and board of governors (Figure 1).

Figure 1: Role of SLO Assessment in Institutional Planning



Student Learning Outcomes Resources

Student Learning Outcomes Assessment Cycles

Compton College Student Learning Outcome Course Report Timelines 2025-2036					
All academic programs course report due date: end of Spring semester of year indicated.					
Academic Program	Division	CTE	Course Report Due		
Administration of Justice	HEPS	Yes	2026	2030	2034
Art	FACH	No	2025	2029	2033
Auto Collision Repair and Painting	BIST	Yes	2025	2029	2033
Auto Technology	BIST	Yes	2025	2029	2033
Business	BIST	Yes	2025	2029	2033
Chemistry	STEM	No	2026	2030	2034
Child Development	SSCI	Yes	2028	2032	2036
Communication Studies	FACH	No	2028	2032	2036
Computer Information Systems	BIST	Yes	2025	2029	2033
Cosmetology	BIST	Yes	2027	2031	2035
Dance	FACH	No	2025	2029	2033

Theater	FACH	No	2025	2029	2033
Earth Science	STEM	No	2026	2030	2034
English	FACH	No	2028	2032	2036
English as a Second Language	FACH	No	2028	2032	2036
Heating, Ventilation, A/C and Refrigeration	BIST	Yes	2025	2029	2033
History	SSCI	No	2029	2033	2037
Human Development	HEPS	No	2026	2030	2034
Kinesiology and PE (First Aid, Kinesiology, Physical Education, Recreation)	HEPS	No	2025	2029	2033
Languages (American Sign Language, Spanish)	FACH	No	2026	2030	2034
Library and Library Science	FACH	No	2028	2032	2036
Life Sciences	STEM	No	2028	2032	2036
Machine Tool and Manufacturing Technology	BIST	Yes	2027	2031	2035
Mathematics	STEM	No	2026	2030	2034
Music (*Commercial Music, Music)	FACH	*Yes	2025	2029	2033
Nursing	HEPS	Yes	2025	2029	2033
Physics/Astronomy	STEM	No	2026	2030	2034
Political Science	SSCI	No	2028	2032	2036
Psychology	SSCI	No	2026	2030	2034
Social Media and Film/Video					
Social Science (Anthropology, Economics, Ethnic Studies, Sociology, Women's Studies)	SSCI	No	2026	2030	2034
Welding	BIST	Yes	2025	2029	2033

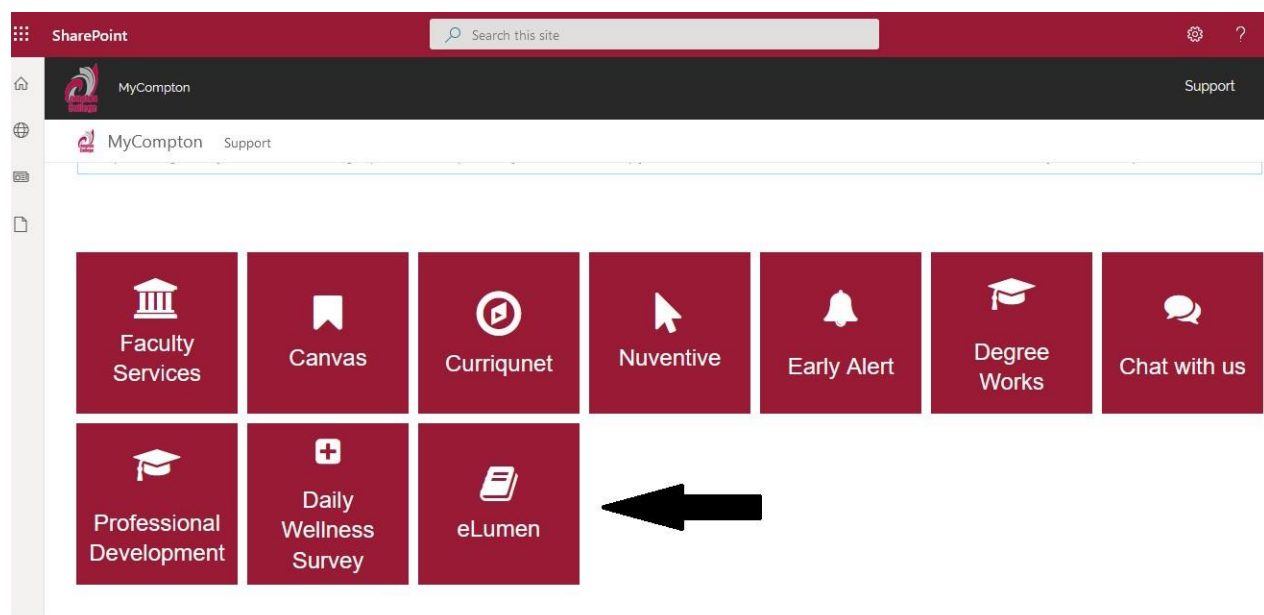
Student Learning Outcomes Data Input Guide

How to log into ELumen:

Log into Elumen from the MyCompton portal. Simply click on the ELumen tile (Table 1).

Alternately, you can also access ELumen using this web address:

<https://compton.elumenapp.com>.



(Table 1)

How to find your courses to evaluate:

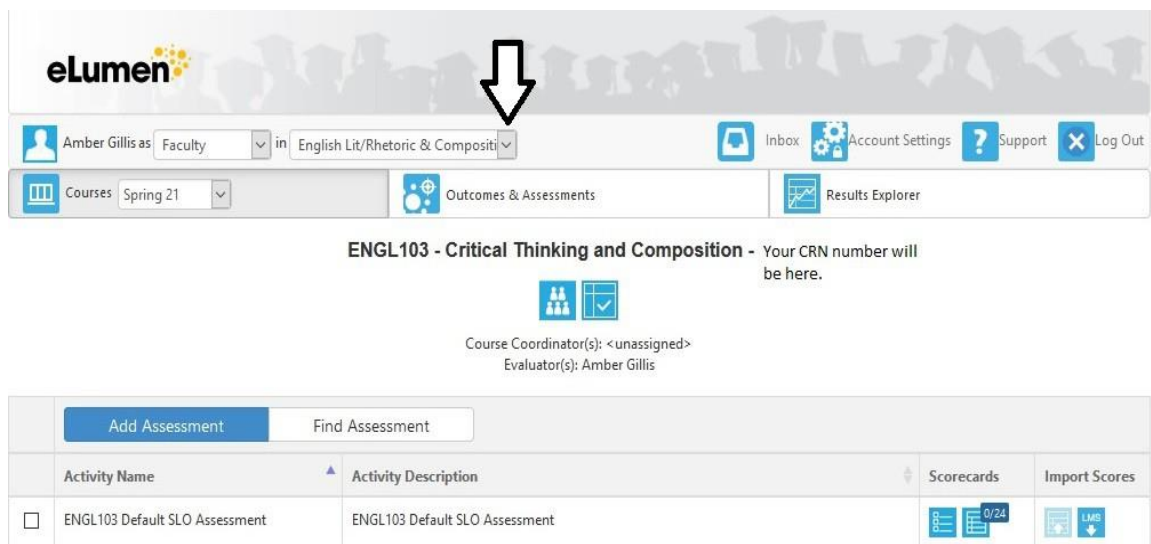
Once you are logged into ELumen, you will see the homepage. It should look like this (table 2). All courses due for assessment will be at the bottom of the page.

A screenshot of the ELumen homepage. The header features the 'eLumen' logo and a background image of graduation caps. Below the header is a navigation bar with user information: 'Amber Gillis as Faculty in English Lit/Rhetoric & Composition'. To the right are links for 'Inbox', 'Account Settings', 'Support', and 'Log Out'. Below the navigation bar is a section for 'Courses' with a dropdown menu set to 'Spring 21'. The main content area displays 'ENGL103 - Critical Thinking and Composition' with a note: 'Your CRN number will be here.' Below this is a table with columns: 'Activity Name', 'Activity Description', 'Scorecards', and 'Import Scores'. The table contains one row: 'ENGL103 Default SLO Assessment' with a description 'ENGL103 Default SLO Assessment'. To the right of the table are icons for 'PDF', '0/24', and 'LMS'.

Table 2

How to enter your assessment data:

From the homepage, click on the course for which you want to enter assessment data. Please note that if you teach in more than one discipline, you will need to click on the drop-down arrow next to your name and faculty designation (Table 3). On the right, you will see “scorecards.” Click on the tile on the left to enter your assessment data in “scorecard” view (Table 4).



The screenshot shows the eLumen homepage. At the top, the eLumen logo is on the left, and navigation links (Inbox, Account Settings, Support, Log Out) are on the right. Below the header, there's a section for the user's profile: "Amber Gillis as Faculty in English Lit/Rhetoric & Composition". A large black arrow points to the dropdown arrow next to the faculty designation. Below this, there's a section for the course: "ENGL103 - Critical Thinking and Composition - Your CRN number will be here." and "Course Coordinator(s): <unassigned> Evaluator(s): Amber Gillis". At the bottom, there's a table with two columns: "Activity Name" and "Activity Description". The table contains one row: "ENGL103 Default SLO Assessment" with a description "ENGL103 Default SLO Assessment". To the right of the table, there are two buttons: "Scorecards" and "Import Scores".



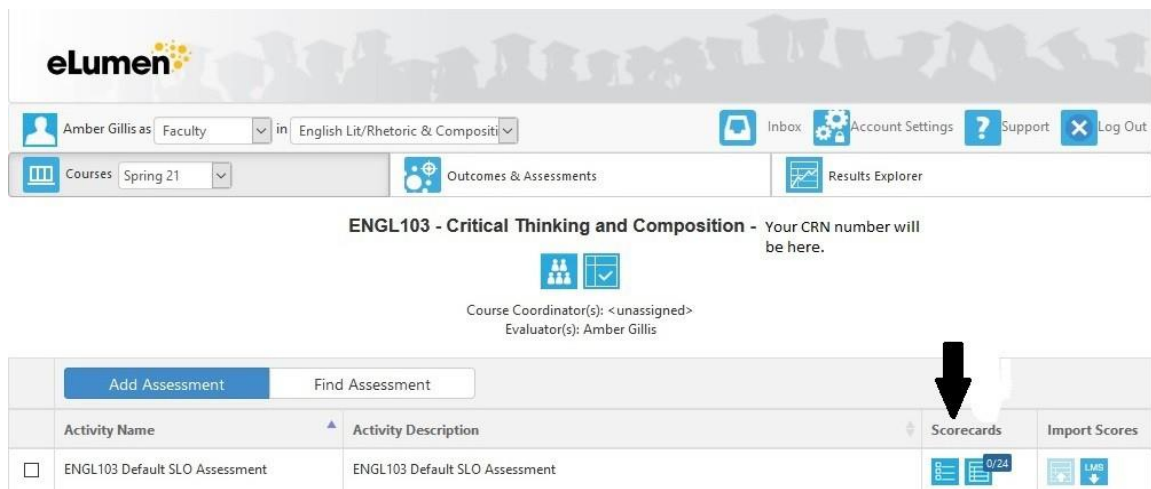
Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/> ENGL103 Default SLO Assessment	ENGL103 Default SLO Assessment	 0/24	

Table 3



The screenshot shows the eLumen homepage, similar to the previous one. However, the "Scorecards" button is now highlighted with a large black arrow. The table below it is the same as in Table 3.



Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/> ENGL103 Default SLO Assessment	ENGL103 Default SLO Assessment	 0/24	

Table 4

Next to each student's name, you will see each SLO, and three boxes ("meets expectations," "does not meet expectations" and "N/A"). Click on the appropriate box for that student, on each SLO. If a student was dropped or did not complete the assignment measuring the SLO, click "N/A." Once you click on a box, it will become dark blue (Table 5). Click "save" at the bottom of the page once you have entered data for all students (Table 6).

Courses Spring 21

Outcomes & Assessments

Results Explorer

ENGL103 - Critical Thinking and Composition /

Actions

ENGL103 Default SLO Assessment

		Meets expectations	Does not meet expectations	
	Outcome	1	0	N/A
	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.	1	0	<input type="checkbox"/>
	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.	1	0	<input type="checkbox"/>
	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.	1	0	<input type="checkbox"/>
	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.	1	0	<input type="checkbox"/>
	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.	1	0	<input type="checkbox"/>
	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.	1	0	<input type="checkbox"/>
	Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.	1	0	<input type="checkbox"/>
	Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.	1	0	<input type="checkbox"/>
	Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.	1	0	<input type="checkbox"/>

Table 5

Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.	1	0	<input type="checkbox"/>
Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.	1	0	<input type="checkbox"/>
Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.	1	0	<input type="checkbox"/>
Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.	1	0	<input type="checkbox"/>
Score total:	5	4	0

☐ Clear all scores from this scorecard

Cancel
Save

Table 6

SLO Course Report Guide

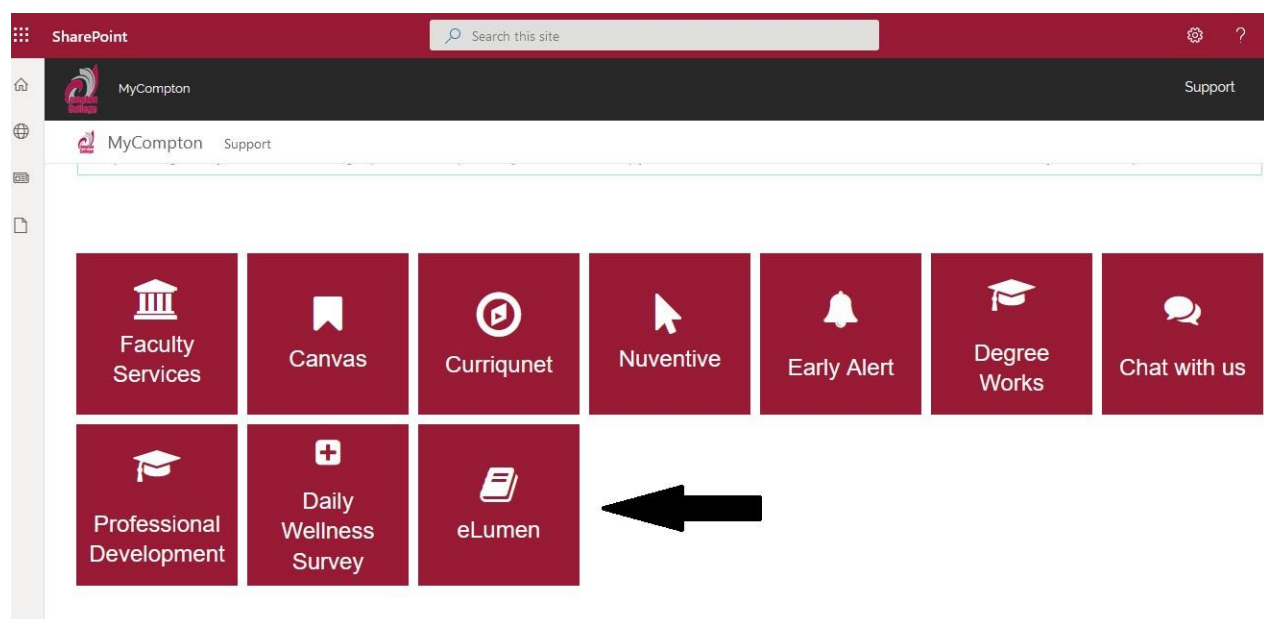
The SLO course report is a 4-year, comprehensive analysis of the department's SLO data. The course report template is being developed in ELumen. In the meantime, course reports can be completed outside of ELumen, and input once functionality is established. The course report consists of three sections: (1) Assessment information and method description, (2) results, (3) action plan. A detailed outline with instructions is included in **Appendix B**.

How to Generate SLO Completion Reports (For Facilitators)

Log into ELumen

Log into ELumen from the MyCompton portal. Simply click on the ELumen tile (Table 1). Alternately, you can also access ELumen using this web address:

<https://compton.elumenapp.com>.



Select SLO Facilitator credentials for your division

At the top of the screen, click on the box just to the right of your name and select “division coordinator.” In the box to the right of that, select your division (Table 7).

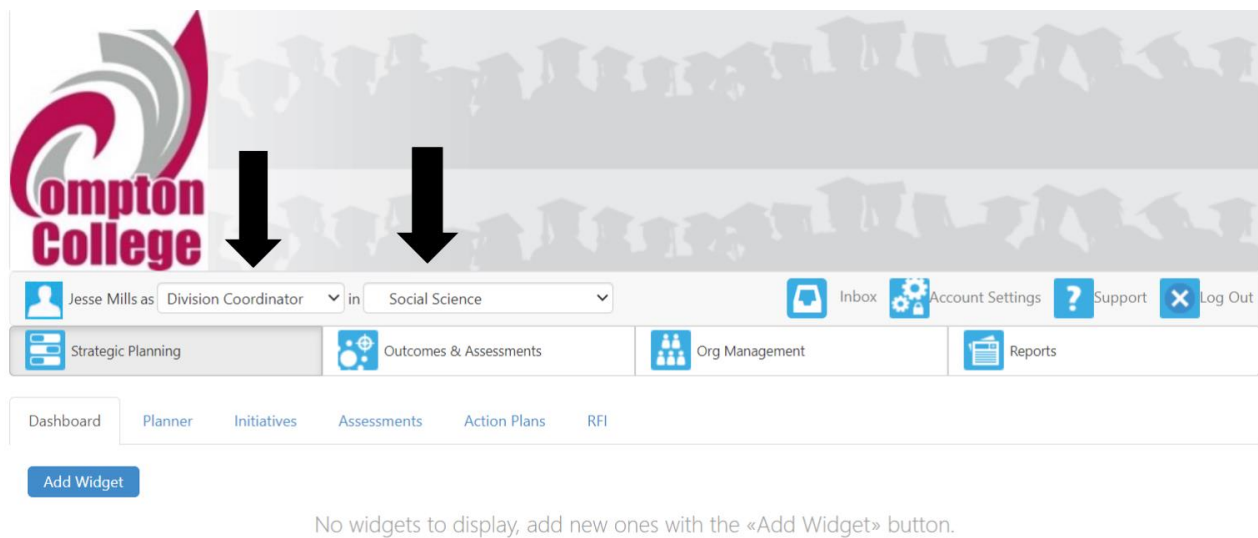
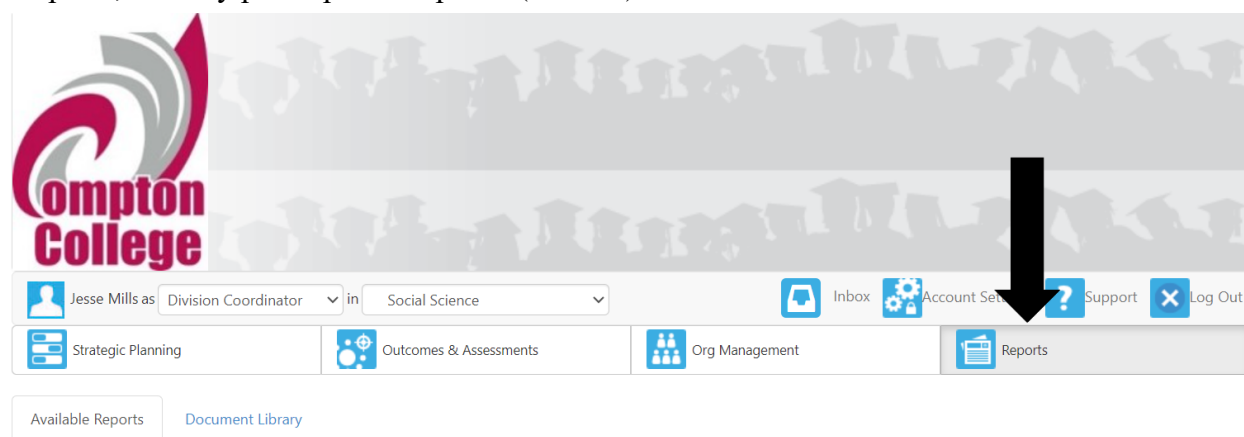


Table 7

Navigate to “reports” then select “faculty Participation report.”

Near the top right of the screen click on “reports.” Then from the menu below, select the 3rd option, “faculty participation report” (Table 8).



Please select one of the following reports

Report name	# in Library	Last run
Budget Report for Action Plan	0	
Course Statistics and Evidence	0	
Faculty Participation Report	53	11-05-2024 19:25:24
Institutional Statistics	0	

Table 8

Design the Report

In the report form, begin at the top left, and select “Generate for Departments.” Then select your department. Immediately below that select “single report.” Then, select “show only those with incomplete plans” (Table 9).

The screenshot shows the top section of a report generation form. At the top left, there is a button labeled "Generate for" with a dropdown menu currently set to "Departments". Below this, there are two radio buttons: "Single report" (which is selected) and "One report per Department". To the right of these is a dropdown menu for selecting a department, currently showing "Social Science". Below the department dropdown, there are two checkboxes: "Show only those with plans" (unchecked) and "Show only those with incomplete plans" (checked). Below these options, there is a text input field for "Report Title" containing "Faculty Participation Report - Social Sciences". Below that is a "Report File Name" section with a "prefix" field containing "Faculty Participation" and a "suffix" field. Below the file name fields is a link that says "Customize file name". At the bottom of this section is a "Report Folder" dropdown menu set to "Document Repository Home" with a folder icon.

Table 9

Scroll down towards the bottom of the page, and under “show results for,” uncheck all boxes except “assessments.” Below that, click “show distributions for” to display the table, then uncheck all boxes except for the one in the top right corner. (Table 10). Finally, click “generate report at the bottom of the screen (Table 11).

The screenshot shows the lower section of the report generation form. It starts with a "Score count method" section with a checkbox "Include multiple assessment scores for same Outcome" (unchecked). Below that is a "Show Inactive" section with two checkboxes: "Include results for inactive Courses/Contexts" (unchecked) and "Include results for inactive Assessments" (unchecked). The next section is "Show results for", which has a large arrow pointing to it. It contains several checkboxes: "Assessments" (checked), "Planned Outcomes" (unchecked), "Action Plans" (unchecked), "RFIs" (unchecked), "with Scores" (unchecked), "with Responses" (unchecked), and "with Responses" (unchecked). Below this is a section titled "Show distributions for" with a blue arrow icon. To the right of this is a table titled "Assessments (Sections)". The table has four columns: "Divisions", "Departments", "Courses", and "Sections". The first row is "Assessments" and has a checkmark in the "Sections" column. The other rows are "Outcomes", "Action Plans", and "RFIs". A large arrow points to the checkmark in the "Assessments" row, "Sections" column.

	Divisions	Departments	Courses	Sections
Assessments				✓
Outcomes				
Action Plans				
RFIs				

Table 10

[Show distributions for](#)
Assessments (Sections)

	Divisions	Departments	Courses	Sections
Assessments				✓
Outcomes				
Action Plans				
RFIs				

[Show Format and Share options](#)

Generate Report

Table 11

Downloading the Report

Select “document library” then from the list below, select the report. It should be titled “faculty participation report” for the division selected (Table 11).

Jesse Mills as

Division Coordinator

in

Social Science

Inbox

Account Settings

Support

Log Out

Strategic Planning

Outcomes & Assessments

Org Management

Reports

Available Reports

Document Library

File Name	Type	Last Modification	Division/Department	Term(s)	Status
File Name	Type	Last Modification	Division/Department	Term(s) Selected	Report Status

Document Repository Home

Show

25

entries

Previous

1

2

3

Next

	File Name	Owner	Type	Last Modification	Division/Department	Term(s) Selected	Report Status
	Workflow	System	Folder	02-26-2021 01:09:05			
	Social Science - Faculty Participation 11_11_2024 19_34_31.pdf	You	Faculty Participation Report	11-11-2024 19:34:16	Social Science	Spring 24	Completed

Table 12

Appendix A: Compton College Strategic Initiatives

1. Improve recruitment, enrollment, retention, and completion rates for our students.

Objective 1. Tailor degree and certificate programs to meet the needs of our students.

Objective 2. Educate students about pathways to graduation.

Objective 3. Enhance student preparation for academic success and completion.

Objective 4. Provide a student-centered environment that leads to student success.

2. Support the success of all students to meet their education, and career goals.

Objective 1. Attract and retain traditional students, and focus on retaining non-traditional students.

Objective 2. Minimize the equity gap for access, retention, and graduation rates.

Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their goals.

3. Support the success of students through the use of technology.

Objective 1. Implement an early alert program to identify and notify students of support services and programs in a timely manner.

Objective 2. Provide robust distance education course and service offerings.

Objective 3. Enhance technology for teaching and learning through professional development.

4. Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.

Objective 1. Increase the number of degrees and certificates awarded in the Allied Health and Technical fields.

Objective 2. Implement a plan to target outreach of working professionals in Healthcare and Advanced Manufacturing.

Objective 3. Create collaborative partnerships with industry leaders in the Allied Health and Technical fields.

5. Establish partnerships in the community and with the K-12 schools.

Objective 1. Establish faculty to faculty partnerships with K-12 feeder schools to better align curriculum between the two segments, and to improve student preparation.

Objective 2. Continue to develop more Career and Technical Education programs that meet the needs of the community.

Objective 3. Strengthen the broader needs of the community served by Compton Community College District.

Appendix B: Compton College Course Report Template

ASSESSMENT INFORMATION & METHOD DESCRIPTION

Course Number: _____ **Course Name:** _____

List all SLO Statements: _____

Faculty Assessment Leader: _____ **Faculty Contributing to Assessment:** _____

Identify Assessment Method: Choose the item(s) that most closely relates to your assessment method (mark the box next to Method with an **X**). You will be able to explain the assessment method(s) in more detail in the following section.

<input type="checkbox"/>	Case Study	<input type="checkbox"/>	Journal/Log	<input type="checkbox"/>	Presentation/Skill Demonstration
<input type="checkbox"/>	Essay/Written Assignment	<input type="checkbox"/>	Laboratory Project/Report	<input type="checkbox"/>	Project
<input type="checkbox"/>	Exam/Test/ Quiz	<input type="checkbox"/>	Multiple Assessments	<input type="checkbox"/>	Standardized/Licensing Exam
<input type="checkbox"/>	Fieldwork Internship	<input type="checkbox"/>	Performance	<input type="checkbox"/>	Survey/Focus Group
<input type="checkbox"/>	Homework Problems	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	Term/Research Paper

Assessment Method Description: In a couple of sentences, describe the assessment.

Standard and Target for Success: Describe the standard you will use to determine success in your assessment. For context, the default assessment tool that we use in eLumen is set at 70%. If your department determines that success should be measured differently, such as those SLOs that are connected to a licensure or certification exam, please contact your SLO Facilitator and/or SLO Coordinator to discuss census data collection in future terms

RESULTS

Assessment Data & Analysis Dates: State the semesters that the assessment data covers. Please also indicate the number of sections included in your assessment. For example, if you are reviewing 360 students over 12 sections, please indicate that in your response.

Assessment Data & Analysis:

1. Summarize patterns observed in the data holistically.
2. Summarize patterns observed in the disaggregated data by: a) mode of instruction, b) race/ethnicity, and c) gender

3. What differences did you notice between these groups? When discussing this question, also consider student success metrics of a particular group between modalities.
4. What were the most important or unexpected findings from the data?
5. Are there any gaps in assessment data that should be addressed immediately when collecting assessment data in future terms?

Semester and Year Assessment Conducted: Enter the semester and year the assessment was conducted.

Standard Met? Was the target you set in the “Standard and Target for Success” section met?

Other Supporting Documents (Optional): Include any related documents that you feel inform your assessment process or narratives.

ACTION PLAN

Describe Actions Needed to Improve Student Learning: Address as many categories as needed. When planning for the future and selecting potential actions, consider developing a timeline to implement these action plan(s). This action plan should lay the foundation for your budgetary requests in both your annual plans and program review, your next course report in four years, and can be used to complete a few of the assessment narrative sections in your program review.

- **Teaching Strategies:** Needed changes to teaching strategies to improve student learning.
- **Curriculum Changes:** Needed curricular changes (pre-requisites, major topics, objectives, etc.).
- **Program/College:** Anything the program or college should do to support any of these changes.
- **SLO Assessment Process:** Needed changes to the SLO statement or assessment process based on results.

Action (One action plan per row. Minimum of one action plan)	Action Due Date	Action Category
Enter text here	Enter Date Here	Enter Category Here
Enter text here	Enter Date Here	Enter Category Here
Enter text here	Enter Date Here	Enter Category Here
Enter text here	Enter Date Here	Enter Category Here