STUDENT LEARNING OUTCOMES AND ASSESSMENT IMPLEMENTATION TIMELINE

Academic Year	Activity
2005/ 2006	• Collaborated with the Curriculum Committee to integrate SLOs into official course outlines of record • Researched the SLOAC initiative and created a Framework for its implementation • SLOAC Steering Committee members presented "Rollout I: The SLOAC Framework," with an emphasis on writing SLOs, in departmental, division, and campus-wide settings
2006/ 2007	• Drafted "degree level outcomes", solicited feedback, and formally adopted
2007/ 2008	• SLOAC Steering Committee members presented "Rollout II: The SLOAC Framework," with an emphasis on creating assessment plans on the course and program level (student services) • Continuing collaborating with the Curriculum Committee to integrate SLOs and assessment into the program review template • Initiated research on and discussion of how to assess GE outcomes ○ Reviewed and administered the CCSSE (Community College Survey of Student Engagement) as a means to assess Institutional SLOs; • Reviewed some computer management systems to facilitate the integration of the SLOAC into existing institutionalized processes such as program review and resource allocation

2008/ 2009	• Created and got approved from the Curriculum Committee the matrix to align courses with institutional outcomes as part of program review • Created an annual reporting template for assessment results that was adopted by the Curriculum Committee (2/18/09). • Discussed CCSSE data for the purposes of assessing our ISLOs • Reviewed database programs to document our assessment efforts, resulting in the District purchasing TracDat ○ This goal was integrated into Skyline's Technology Plan, 2008-2013.
2009/ 2010	• Secured a district-wide license for TracDat, a database that will document our assessment efforts. • ISLO subcommittees created rubrics which were piloted and on which the SLOAC Steering Committee gave feedback. • Revised the Citizenship ISLO overarching statement
2010/ 2011	• Forged an ISLO assessment plan: determined who will be invited to participate (including CTE programs), the parameters under which they will participate, and how the Research Office will support our efforts ○ Piloted Effective Communication and Critical Thinking rubrics as a Steering Committee • Forged a PSLO plan: defined what programs and PSLOs are, who needs to create PSLOs, and who needs to create a separate assessment
2011/ 2012	• Implemented the first direct assessment of an ISLO, the Effective Communication ISLO • Co-hosted a SLOAC Town Hall with the Academic Senate which resulted in five resolutions that were unanimously adopted by the Academic Senate • Departments wrote PSLOs, which were first published in the 2012-2013 College Catalog • Student services published their PSLOs on the College website
2012/ 2013	• Published PSLOs in the College Catalog and the College website

	• Formally adopted the annual program planning processes that build up to the six-year program review, both of which fully integrate assessment results into deliberations about curricular and pedagogical changes, as well as resource allocation • Revised *The Skyline College SLOAC Framework* with newly created processes in assessing at the program and institutional level • Implemented a primary means to assess instructional PSLOs by rolling up course level assessment results, which is facilitated by TracDat • Assessed the interdisciplinary degrees with a representative from each relevant academic division • Co-hosted a SLOAC Town Hall with the Academic Senate to analyze the CCSSE results that pertain to the ISLOs • Revised the ISLO direct assessments such that participating faculty are recruited and assess all of their students and receive more guidance; revised the data collection method so that it's how housed online; created a schedule to ensure continual assessment and review ○ Assessed the Critical Thinking ISLO with a direct assessment • Departments compressed their six-year assessment plans into three-year plans to ensure all courses are assessed at least twice in a six-year program review year cycle
2014/ 2015	• Institutionalized assessment "coaches," establishing a budget so that most divisions have at least one person to provide assistance in SLO assessment and Tracdat (renamed *Improve)* • Continued providing SLO related professional development during flex days and in the Center for Transformative Teaching and Learning, including workshops resulting from assessments (e.g., Writing Effective Essay Prompts in response to the Info Lit. ISLO assessment results)
2015/2016	• The Institutional Effectiveness Committee (which supplanted the SLOAC Steering Committee) drew from feedback from faculty assessors and the AACU Value Rubrics to revise the ISLOs and garner approval from the appropriate governance bodies.
2016/2017	• Rolled out new ISLO descriptors and provided guidance to departments to map accordingly • Configured Tracdat v.5 and provided training and workshop materials

	• Convened Comprehensive Program Review (CPR) Task Force to strengthen the alignment of the CPR to the Annual Program Plan (APP), and to reinforce at which point course level, program level, and institutional outcomes assessment take place and how the results can inform program planning and resource requests. The new APP template was piloted in spring 2017.
2017/2018	• Rolled out SLOAC related Center for Transformative Teaching and Learning (CTTL) "traveling workshops" to take place during departmental meetings • Through governance processes, oversight of the CPR moved from the Curriculum Committee to the Strategic Planning and Allocation of Resources committee.
2018/ 2019	• Updated *The Skyline College SLOAC Framework,* including adding a section on student support services PSLOs and assessment
2020/ 2021	• Secured approval to revamp the ISLO process that will begin in 2022-2023 such that an ISLO is featured each year via professional development that addresses how to foster the featured ISLO through curriculum, pedagogy, and assessment design. In addition, all degree bearing programs are to assess at least one course which maps to the featured ISLO. • Offered the SLOAC Academy for faculty to develop a foundational knowledge of SLOs and assessment, with stipends for adjunct faculty provided by the Office of Instruction. • Through governance processes, oversight of the CPR moved from the Strategic Planning and Allocation of Resources committee to the Institutional Effectiveness Committee. SLO related questions were added to both the Comprehensive Program Review (CPR) and Program Review Update (PRU) templates so that programs report on key findings pertaining to course, program, and institutional level assessment.
2021/2022	• Offering the online, asynchronous SLOAC Academy for faculty to develop a foundational knowledge of SLOs and assessment

	- Piloting with the Center of Transformative Teaching and Learning (CTTL) how Canvas can facilitate assessment of SLOs - Initiating the review and updating of ISLOs and their rubrics.

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