**Course, Program, and Degree SLO ACCJC Levels of Implementation Timeline: Summary**

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|  | **Year** | **SLO Activities** |
| Awareness | 2002-03 | SLO co-coordinators were identified. Consciousness-raising and groundwork was laid and commitment was established. Terminology was defined. Training was begun.Some early CSLO adopters. |
| Development | 2003-04 | SLO workshops to facilitate the development and assessment of SLOs throughout the college. All courses expected to have CSLOs and to assess and give recommendations based on outcomes. Four-column paper reporting grids instituted.SLOs are tied to program review. |
| 2005-07 | Continued training and curriculum updates; CSLOs are added to curriculum outlines. Program review outcomes, including SLOs are tied to MPB and requests for budgeting. Continued training and curriculum updates; CSLOs continue to be added to new curriculum outlines and revising curriculum outlines to included SLOs becomes part of the program review process. |
| 2008-09 | SLO MPI grant to develop a SLO Plan to analyze work and needs. Developed a plan to create a technology-assisted process for assessing, tracking, and following up on learning outcomes in Seaport. In Oct. 2009, an SLO Progress Notes component within the Seaport grade book was created that allfaculty used to report outcomes beginning fall semester 2009. Aggregated reports of data were available for discussion by each department at their spring semester discipline meetings in February, 2010. |
| 2009-11 | SLO data was aggregated for discussion at the department level so that plans and recommendations could be developed, implemented, and/or forwarded to the appropriate dean, wing, or planning group.The English Department presented its SLO data to governance bodies including Senate and PIEAC, and the college approved hiring a full-time instructor to coordinate the Student Success Center; this supported the established need for additional student support.Board of Trustees issued a resolution in November of 2009 to reaffirm their commitment to supporting student learning outcomes and the initiatives being pursued at each of the colleges within the District.In 2010 a SLO MPI grant focused on the development of ISLOs (degree-level). The plan was approved by the Academic Senate in fall 2010. Seaport programmers began implementation immediately. Seaport programmers began work on a Website to display SLOs for student and community access. |
| 2011-12 | In fall 2011 faculty were trained in how to identify and map PSLOs and ISLOs to their CSLOs. The Senate approved a list of initial PSLOs, which were forwarded to the Curriculum Committee. Seaport programmers uploaded all SLOs into the system and built the Seaport3 SLO reporting system. Instructors entered manual SLO data into Seaport 2 at the end of fall 2011 for the last time. The Spring 2012 Faculty Meeting hosted the first all-college faculty dialog re: fall 2011 SLO outcomes. Each discipline reported the results of their dialog on a Close the Loop summative survey. Significant findings were reported to the Senate and PIEAC by the SLO Coordinator. In spring 2012 all faculty were required to post their assignments into Seaport3 and identify which assignments measure SLOs so Seaport can automatically collect SLO data. Department chairs and faculty mentors were asked to encourage faculty. Three “super mentor” faculty were paid to assist faculty who experienced difficulty with the setup. Seaport trainers provided training sessions and support.Seaport3 data was collected for the first time at the end of spring 2012 and analyzed by the SLO Coordinator. The SLO Coordinator and Seaport programmers worked together to make updates and revisions to the reports for ease of use. At their April 12, 2012 meeting, the Curriculum Committee suspended or retired all courses that did not display SLOs on their course outlines. |
| Proficiency |
| 2012-13 | At the Fall 2012 Faculty Meeting a Seaport trainer presented all faculty with additional training on Seaport3 SLO reporting features (including student monitoring, statistics, student feedback, and what students see regarding their SLOs). Dialog on spring 2012 SLO outcomes followed at discipline breakouts. Summative reports were collected by the SLO coordinator via a Close the Loop Survey who then presented a highlight report to the Senate and PIEAC.End of fall 2012: second collection of Seaport3 SLO data for dialog at Spring 2013 Faculty Meeting. The College reaches the ACCJC “proficiency” level by fall 2012. |
| SustainableContinuous Quality Improvement | Spr. 2013 | Spring 2013: third all-faculty dialog on SLO outcomes is held. The college reaches the ACCJC level of “Sustainable Continuous Quality Improvement” level of implementation on the Rubric for Institutional Effectiveness. The college continues to fine-tune and evaluate its SLO assessment processes.  |