Outcome Assessment Timeline

Academic Programs

**Department Reading**

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| **APR /SLO 3-Year Cycle** | **2018-2021** |
| **Course ID** | **Course-Level Student Learning Outcome (CSLO)** | **ISLOs** | **Measure/ Collect Data** | **Discuss & Plan** |
| **RDG 40** | Students will discuss and summarize a variety of academic readings. (RDG 40; ISLO 3) | Communication Skills (listening, speaking, reading, and writing)C. Analyze and evaluate text in writing | Spring 19 | Fall 19 |
| Students will work collegially with classmates to decipher the meaning of text in a variety of academic readings. (RDG 40; ISLO 9) | Global Awareness (social, cultural, and civic responsibility)A. Collegially work with diverse groups of people. | Spring 19 | Fall 19 |
| **RDG 52**(ESL 52) | Students will use a variety of reading strategies to analyze and evaluate text. (RDG 52; ISLO 3) | Communication Skills (listening, speaking, reading, and writing)C. Analyze and evaluate text in writing | Fall 19 | Spring 20 |
| Students will demonstrate accurate understanding of text at the beginning level. (RDG 52; ISLO 2) | Communication Skills (listening, speaking, reading, and writing)B. Present their ideas in a clear and organized way to others. | Fall 19 | Spring 20 |
| RDG 54 | Students will be able to read and evaluate a variety of texts. (RDG 54; ISLO 2) | Communication Skills (listening, speaking, reading, and writing)B. Present their ideas in a clear and organized way to others. | Fall 19 | Spring 20 |
| Students will identify and utilize effective before-, during-, and after- reading and thinking strategies. (RDG 54; ISLO 4) | Thinking and Reasoning (creative thinking, critical thinking, and quantitative reasoningA Formulate and share ideas, analyze the ideas of others, integrate them into their thinking | Fall 19 | Spring 20 |
| Students will reflect on and evaluate their use of reading strategies and implement changes as needed (RDG 54; ISLO 9) | Global Awareness (social, cultural, and civic responsibility)A. Collegially work with diverse groups of people. | Fall 19 | Spring 20 |
| RDG 56 | Students will be able to read and critically evaluate a variety of texts and compose clear, precise, and well-structured reading responses, such as graphic organizers, summaries, and reflections (RDG 56; ISLO 2) | Communication Skills (listening, speaking, reading, and writing)B. Present their ideas in a clear and organized way to others | Fall 18 | Spring 19 |
| Students will read and critically evaluate a variety of texts, assess the author's method of support, and infer the author's purpose, bias, and credibility. (RDG 56; ISLO 3) | Communication Skills (listening, speaking, reading, and writing)C. Analyze and evaluate text in writing | Fall 18 | Spring 19 |
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| ~~RDG 158~~ | ~~Students will utilize effective reading and thinking strategies to examine and analyze articles, essays, and reports and compose clear, precise, and well-structured reading responses. (RDG 158; ISLO 2)~~ | ~~Communication Skills (listening, speaking, reading, and writing)~~~~B. Present their ideas in a clear and organized way to others~~ | ~~Fall 18~~ | ~~Spring 19~~ |
| ~~Students will utilize critical reading and thinking strategies while reading persuasive essays and reports, and assess the logic and quality of what they read. (RDG 158; ISLO 4)~~ | ~~Thinking and Reasoning (creative thinking, critical thinking, and quantitative reasoning)~~~~A. Formulate and share ideas, analyze the ideas of others, integrate them into their thinking.~~ | ~~Fall 18~~ | ~~Spring 19~~ |
| ~~Students will read, critically evaluate, and research a variety of topics related to a theme; evaluate outside sources for quality, reliability, and applicability to the theme; and offer solutions and recommendations that effectively deal with issues related to the theme (RDG 158; ISLO 7)~~ | ~~Information Competency (research and technology)~~~~A. Research topics by identifying, analyzing, and assessing the ideas from a variety of sources to conduct research~~ | ~~Fall 18~~ | ~~Spring 19~~ |
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| RDG 158 | Student will utilize effective reading strategies to identify the authors' theses, methods of support, specific purposes, and intended audiences by composing well-structured rhetorical precis.(RDG 158; ISLO 2) |

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| **Communication Skills** **(listening, speaking, reading,** **and writing)**  |
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|    | B. Present their ideas in a clear and organized way to others. |

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 | Fall 19 | Spring 2020 |
| Student will evaluate written arguments by identifying and examining the use of rhetorical structures and quality of evidence (e.g., cogency, fallaciousness) in a variety of texts. (RDG 158; ISLO 4) |

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| **Thinking and Reasoning** **(creative thinking, critical** **thinking, and quantitative** **reasoning)**  |
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|    | A. Formulate and share ideas, analyze the ideas of others, integrate them into their thinking |

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 | Fall 19 | Spring 2020 |
| Student will evaluate the quality and reliability of sources through examination of currency, relevancy, authority, accuracy, and purpose in a variety of texts.(RDG 158; ISLO 7) | **Information Competency (research and technology)**A. Research topics by identifying, analyzing, and assessing the ideas from a variety of sources to conduct research. | Fall 19 | Spring 2020 |
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| **Program** | **Program-Level Student Learning Outcome (PSLO)** |  | **Measure/Collect Data** | **Discuss & Plan** |
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|  | \*We do not offer any degrees or certificates |  |  |  |
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[**Institutional Student Learning Outcomes**](http://www.swccd.edu/modules/showdocument.aspx?documentid=8163)

**Communication Skills** (Listening, Speaking, Reading, Writing)

**ISLO 1:**Listen and speak actively and critically to identify a person’s position and then analyze it to determine its quality**.
ISLO 2:**Present their ideas in a clear and organized way to others. **ISLO 3:**Analyze and evaluate text in writing.

**Thinking and Reasoning** (Creative Thinking, Critical Thinking, Quantitative Reasoning)

**ISLO 4:**Formulate and share ideas, analyze the ideas of others, integrate them into their thinking. **ISLO 5:**Assess and analyze data and information as they investigate issues and solve problems. **ISLO 6:** Use quantitative reasoning to identify, analyze and solve quantitative problems.

**Information Competency** (Research and Technology)

**ISLO 7:** Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research. **ISLO 8:**Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.

**Global Awareness** (Social, Cultural, and Civic Responsibility)

**ISLO 9:**Collegially work with diverse groups of people. **ISLO 10:** Identify and examine the cultural values of different ethnic groups in a sensitive and respectful manner. **ISLO 11:**Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, art, environment, religion or history have on society. **ISLO 12:**Analyze and critique the ethical implications of decision-making on personal behavior, and on social, political, or political institutions. **ISLO 13:** Evaluate and determine if a given set of economic, social, and environmental systems and practices are sustainable in the long term.

**Aesthetic Sensitivity and Historical Literacy** (History, Creativity, and Artistic and Perceptual Experiences)

**ISLO 14:**Identify, examine, and critique the aesthetic, political, scientific, philosophical, and/or historical elements of human culture. **ISLO 15:**Demonstrate creative thinking and artistic sensitivity in creating works of art and effectively describe the artistic processes used. **ISLO 16:** Analyze and critique the philosophical, technical, historical, cultural, and aesthetic qualities of works of art.

ISLO results are aggregated through eLumen.  ISLO results are available on the [Data Resources](http://www.swccd.edu/index.aspx?page=2572) page on our SWC website, under the Office of Institutional Effectiveness.

**Directions & Helpful Hints**

In the spaces provided on the timeline, please list course-level and program-level student learning outcomes and when each will be assessed.

 **APR/SLO 3-Year Cycle**: The APR/SLO cycle begins with a compressive program review and ends just before the next comprehensive is due.

 **Course ID:** Insert course designator (e.g., ENGL 114, MATH 60, COMM 103)

 **Course-Level Student Learning Outcome (CSLO):** Write in each CSLO listed on the course outline of record. This can be accessed in CurricUNET.

 **Measure:** Insert the semester(s) each CSLO will be measured, and entered into eLumen.

 **Discuss & Plan:** State the semester the faculty will meet to discuss assessment results and create action plans as needed.

 **Program:** State the program being assessed.

 **Program-Level Student Learning Outcome (PSLO):** State the PSLO(s) for each program listed.

Considerations for Completing the SLO Assessment Timeline:

As per the SCEA contract, “The timeline shall ensure that all SLOs in all sections for each course are to be assessed at least once during the 3-year cycle, with a maximum number of course SLOs per section collected by a Unit member at any one time being three (3)”.

According to the ACCJC Standard II.A.3, “The institution identifies and regularly assesses learning outcomes for courses, programs, certificates. And degrees using established institutional procedures.”