assessments. As noted in the Evaluation Report, some of the Gavilan College faculty were not fully engaged in the process and the link between SLO assessment and the planning/budget cycle. While Gavilan College had built strong integrated planning and SLO systems, the significance and meaning of this work needed further emphasis. This insight led to a philosophical shift to an emphasis on *instructional improvement* at the course, program, and college level. This shift drove considerable advancements in the breadth and depth of SLO work and led to improved integration with planning and allocation. A group that included the academic senate chair, chair of the curriculum committee, Executive Vice President of Instruction, the Director of Institutional Research and other faculty members met to discuss how to increase faculty participation by making SLO work more meaningful and integrated (R1.01). They developed a plan to encourage and support SLO work and facilitated an event to include all faculty in the SLO improvement process.

![Student Learning Outcomes Assessment Cycle](chart1.png)

**CHART 1: Student Learning Outcomes Assessment Cycle**

Chart 1 illustrates the Student Learning Outcome (SLO) assessment cycle now in use. The College has SLOs for all courses, programs, and non-instructional departments. These SLOs are assessed, and the results used to inform changes to courses, programs, and institutional planning. SLO assessments are linked to the program review, planning, budgeting and curriculum review processes. Chart 2 shows the connection that now exists in using the SLO Assessment Cycle, shown in Chart 1, as an input methodology to drive program planning and associated resource requests, thereby connecting the results from SLO assessment to resource allocation.
Recommendation 1, Bullet point 2 – Standard II.A.2.a

- An approach that recognizes the central role of its faculty for establishing quality and improving instructional courses and programs. (II.A.2.a)

Standard II A.2.a
The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Specific actions taken to address recommendations on Standard II.A.2.a:
- Faculty led and facilitated the Professional Development instructional improvement activity conducted in order to have faculty practice reviewing SLO data and using it to drive instructional improvements.
- Provided 20% reassigned time for three instructional improvement faculty liaison positions including one for SLO/ PLO activities.
- Developed and established SLO evaluation rubric as a part of the curriculum review process.
- Established of Learning Council Instructional Improvement FIG for purposes of guiding SLO policies and procedures.
- Added a peer evaluation component to faculty evaluation process, which increased faculty involvement in instructional improvement.

Discussion:
Course and program curriculum review is a faculty-driven process. New or revised course/program outlines, which include identified student learning outcomes, are developed by faculty in the discipline. The course/program outlines are reviewed at the department level and, if appropriate, are approved by the faculty member who serves as department chair. The outline is forwarded to the relevant instructional dean and then to the curriculum committee for review and approval. A technical review sub-committee reviews curriculum prior to the curriculum being placed on the agenda. The full curriculum committee reviews and approves proposed curriculum. This committee establishes and reviews the standards for all courses and instructional programs at Gavilan College.

All courses and instructional and non-instructional programs have identified SLOs and methods for assessing SLOs. For instructional programs, each new or modified course or program, including its SLOs, is reviewed and approved by the college’s curriculum committee (see detailed description above). Each program is updated on a regular cycle, which necessitates a review at least once every three years. This curriculum process has been improved by the development and implementation of a SLO identification rubric (R1.25). This rubric has provided a more detailed guide for evaluating the appropriateness of proposed course and program SLOs. The SLO liaison is leading an effort to implement additional procedures so that the curriculum committee can provide more information and review for the college’s SLO assessment efforts.

There is an inter-related system for coordinating the college’s SLO assessment and reporting work. During the development phase of the SLO system, an advisory committee was created to