

After reviewing more than sixteen 2012 Comprehensive Program Review reports, it was determined that all programs reporting out this year are involved in the SLO/SAO process and have become more involved in outcomes at the program level by either identifying program learning (PLOs) or service area outcomes (SAOs) or evaluating them this year. This point should be emphasized because it indicates that IVC is moving forward in the process of weaving SLOs, PLOs, and SAOs into all courses, degree/certificate programs, and student services programs. While outcomes are identified for these programs, IVC is in the intermediate stage of using outcome assessments to inform planning and should continue to increase dialogue about course and program assessment, and resource allocation. For example, Agriculture, Environmental Sciences, and Physical Education programs have identified PLOs and are planning to use data collected this school year to identify areas of improvement. The two biggest improvements over last year were the increased number of comprehensive program reviews which included program learning outcomes and demonstrated usage of and planning with data assessments. For example, RN, VN, Matriculation, Personal & Career Development, Transfer, and all Learning Services labs demonstrated how outcomes data has been collected and is being used to identify areas of improvement. These improvements are added evidence that outcomes are being used to increase dialogue and influence planning. The form's prompting questions were fair, but more specific training and attention needs to be paid to PLOs. We continue to strive to improve our link between outcomes, improvement recommendations, and resources. This is something that will need to be assessed with a better implementation in process for next year. With just a little tweaking, we can include more specific PLO and SAO prompts.

Program leads are now assessing where they are in the SLO/PLO/SAO process and setting target dates for both improvement and completion of cycle assessments. While last year every completed report included a description of where the program was in the SLO course-level process, SLOs have now been identified for nearly all of our active courses. Thus, this year's reports sometimes included SLOs

but more often included PLOs. Ten programs discussed the design of PLOs or SAOs. Nine programs used PLO or SAO data to evaluate the program or identify improvements. This should improve the ability of programs to tie outcomes to program review and resource allocation for their next Comprehensive Program Review. What continues to be lacking for a few programs, even though we have finished our third year of closing the course level assessment cycle (i.e. evaluating outcome data for instruction), are clear explanations of how SLO data are being used to improve student learning.

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[Redacted]	Continue to infuse SLOs and SAOs into the IVC community.	1.1 – 1.8	[Redacted]	[Redacted]
[Redacted]	Instructional areas need to be more specific in how the			