



Assessment Handbook

Rev. July, 2026

Table of Contents

INTRODUCTION

Compton College Mission Statement.....	3
Accrediting Commission for Community and Junior Colleges(ACCJC) Standards.....	3
Overview of Student Learning Outcomes at Compton College.....	3
What are SLO's.....	3
How are SLO's Developed.....	3
Why are SLO's Assessed.....	4
How are SLO's Assessed.....	4

INSTITUTIONAL EFFECTIVENESS COMMITTEE

Compton College Institutional Effectiveness Committee Overview.....	4
Compton College Institutional Effectiveness Committee Role and Function.....	4
Compton College Assessment Committee.....	4
Compton College SLO Team.....	5

STUDENT LEARNING OUTCOMES AND PLANNING

Role of Student Learning Outcomes in Institutional Planning.....	5
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STUDENT LEARNING OUTCOMES RESOURCES

Student Learning Outcomes Assessment Cycles.....	6
SLO Data Input Guide.....	8
SLO Course Report Guide.....	16

APPENDICES

Appendix A: Compton College Mission and Strategic Initiatives.....	17
Appendix B: Compton College Course Report Template.....	18

Introduction

Compton College Mission Statement

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

ACCJC Standards

Compton College is currently accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC). Numerous accreditation standards address student learning outcomes (SLO's). Compton College SLO policies and processes are informed by these standards. Compton College strives to develop sophisticated data collection and analysis processes which contribute to the following standards:

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students.

Overview of Student Learning Outcomes at Compton College

What are SLO's and SAOs'?

According to the ASCCC, student learning outcomes are “the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate.” (ASCCC SLO Glossary 2019, p. 7). Service area outcomes (SAO's) are the equivalent, measurable outcomes that student services areas such as the library, work towards meeting.

How are SLO's developed?

Faculty members, when reviewing or developing new course curriculum, create or modify SLO statements. These learning statements stem from the course outline of record, and specifically the course objectives. Faculty take the most integral course concepts, and use them to generate SLO's, which are specific, measurable and involve analysis, synthesis and potentially the development of knowledge. Faculty are advised to consult Bloom's taxonomy when generating learning statements.

Why are SLO's assessed?

According to the ASCCC, “assessment” refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. Assessment efforts provide faculty with the opportunity to look honestly at courses and programs, evaluate the relevance of course content, conduct self-evaluation of teaching and evaluation methodology, and decide whether the vision of a course or program is resulting in success of the program.

How are SLO's assessed?

Faculty members develop an assessment tool, which can consist of multiple-choice questions, an essay exam, term paper, lab activity, class presentation, class demonstration, or any other method deemed appropriate by the department. During the course of the semester, all instructors administer the assessment, and individual student results are entered into our enterprise resource planning system (Insights). SLO's are assessed on an ongoing basis, every fall and spring. Every four years, the semester before program review is due, programs conduct a “course report” for each of their courses. The course report is a long form document which analyzes student performance on each SLO for the previous four years. Because SLO assessment data is entered for every student every semester, faculty authors have a wealth of disaggregated data to analyze in the course report. Authors identify trends in success, and examine demographic variables as they relate to student mastery of SLO's. Faculty then reflect on their successes and the ways they can improve their courses to foster higher SLO success rates.

Institutional Effectiveness Committee

Compton Collee Institutional Effectiveness Committee

Pursuant to Title 5 of the Administrative Code of California (Section 53200), assessment of student learning outcomes is one of the “10+1” areas within the purview of the Compton Community College District (CCCD) Academic Senate. The CCCD Academic Senate acknowledges the SLO process as overseen by the Institutional Effectiveness Committee, through its sub-committee, the Assessment Committee. As a standing committee of the Consultative Council, the IEC is a collaborative delegation by which policies and procedures related to program review and campus assessment are developed and revised. The CCCD Academic Senate must vote on and approve substantive changes to the IEC processes. According to CCCD Board Policy 2520, the Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5.

IEC Role and Function

The IEC has a few major tasks: (1) to review and provide recommendations about each of the District's program reviews in order to strengthen and support programs and program analysis; (2) to oversee and direct the assessment process on campus (SLO's, PLO's and ILO's), through its sub-committee, the assessment committee; (3) to play a role in campus planning, by reviewing planning document.

Assessment Committee

The Assessment Committee consists of the Student Learning Outcomes Coordinator, Student Learning Outcomes Facilitators, the Dean of Institutional Effectiveness and members of their office, select classified staff and members of administrative offices. The committee meets once a month to develop and evaluate processes of campus assessment. Among its current tasks are: (1) continue the implementation of ongoing SLO assessment data recording, (2) oversee program completion of

“course reports” (the long form discussion/analysis of SLO data over the previous 4 years), (3) direct the mapping of learning outcomes (SLO-ILO and SLO-PLO), (4) direct the assessment of PLO’s and ILO’s, (5) develop processes for rigorous evaluation of SAO’s for student service and business offices, (6) provide training opportunities for faculty, staff and administrators in assessment practices, (7) develop training materials for faculty, staff and administrators in assessment practices.

Compton College SLO Team

The SLO team consists of the SLO coordinator and SLO facilitators. Each guided pathway division is assigned a facilitator, to aid in carrying out the duties of the coordinator. The SLO coordinator is responsible for the overall workings of the SLO, PLO, and ILO program and will serve as a liaison between administrators and instructors. The coordinator’s duties include:

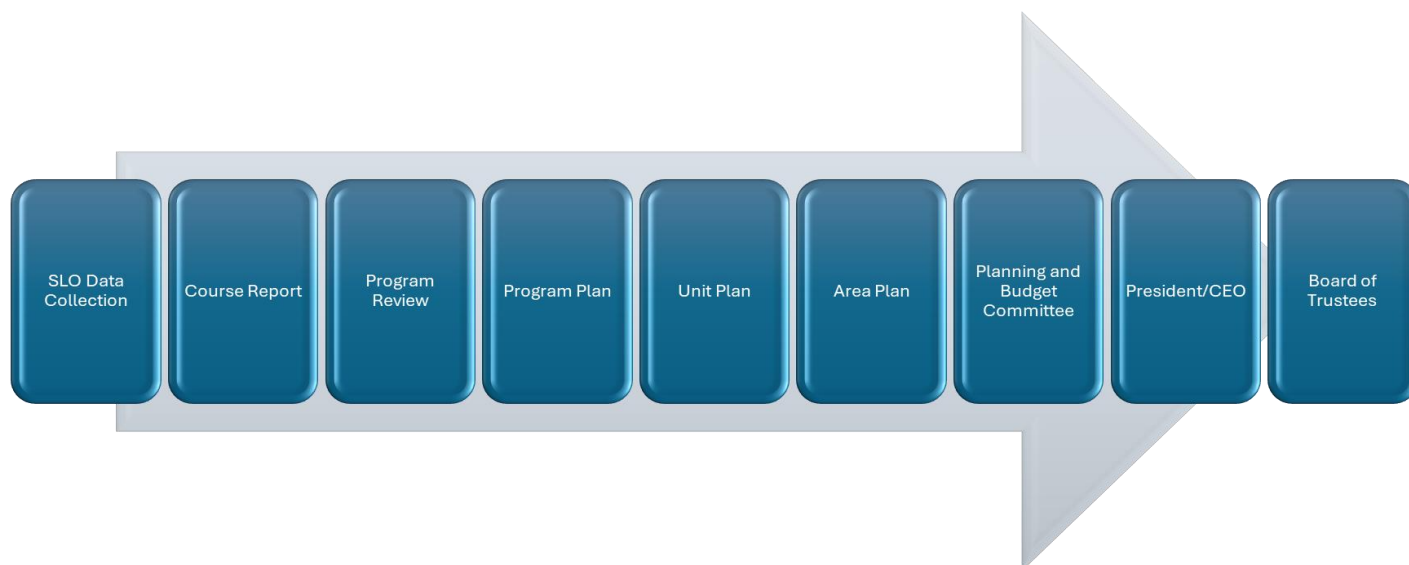
- Oversee, direct, and coordinate the day-to-day functions of the SLO, PLO, and ILO programs.
- Maintain current knowledge and understanding of learning assessments, support services, policies, laws, and regulations as mandated by Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of School and Colleges.
- Provide leadership as Chair of the Compton College Assessment Committee.
- Develop monthly and end-of -year SLO reports for Compton College.
- Oversee all aspects Course Management System (CMS) systems related to SLO assessment.
- Provide on-going training to faculty, staff, and management on SLOs, PLOs, and ILOs.
- Responsible for maintaining records and assisting in preparing reports and budget as may be required for the SLO, PLO, and ILO programs.
- Evaluate support personnel and make staffing recommendations to the assigned academic Dean.
- Assess and evaluate the progress and benefit of the SLO, PLO and ILO programs.
- Regularly update the Compton College SLO website.
- Develop a list of duties for review and approval by the assigned Dean on an annual basis.
- Perform assigned committee work and attend meetings called by the District, as long as such obligations are considered reasonable

Student Learning Outcomes and Planning

Role of Student Learning Outcomes in Institutional Planning

SLO assessment is an integral part of the planning process at Compton College. Institutional policy directs programs to write their course report (see appendix D) the semester prior to the completion of their program review. This allows programs to reflect on the results of their assessments, and include these insights in their program review. Department/program needs are identified as a result of this process. Programs then include their requests in their annual program plans, in which programs set annual goals, and identify resource needs. Those plans are funneled into unit plans and area plans, where they are eventually reviewed by the planning and budget committee and approved by the president/CEO and board of governors (Figure 1).

Figure 1: Role of SLO Assessment in Institutional Planning



Student Learning Outcomes Resources

Student Learning Outcomes Assessment Cycles

Compton College Student Learning Outcome Course Report Timelines 2025-2036					
All academic programs course report due date: end of Spring semester of year indicated.					
Academic Program	Division	CTE	Course Report Due		
Administration of Justice	HEPS	Yes	2026	2030	2034
Art	FACH	No	2025	2029	2033
Auto Collision Repair and Painting	BIST	Yes	2025	2029	2033
Auto Technology	BIST	Yes	2025	2029	2033
Business	BIST	Yes	2025	2029	2033
Chemistry	STEM	No	2026	2030	2034
Child Development	SSCI	Yes	2028	2032	2036
Communication Studies	FACH	No	2028	2032	2036
Computer Information Systems	BIST	Yes	2025	2029	2033
Cosmetology	BIST	Yes	2027	2031	2035
Dance	FACH	No	2025	2029	2033
Theater	FACH	No	2025	2029	2033
Earth Science	STEM	No	2026	2030	2034
English	FACH	No	2028	2032	2036
English as a Second Language	FACH	No	2028	2032	2036
Heating, Ventilation, A/C and Refrigeration	BIST	Yes	2025	2029	2033
History	SSCI	No	2029	2033	2037

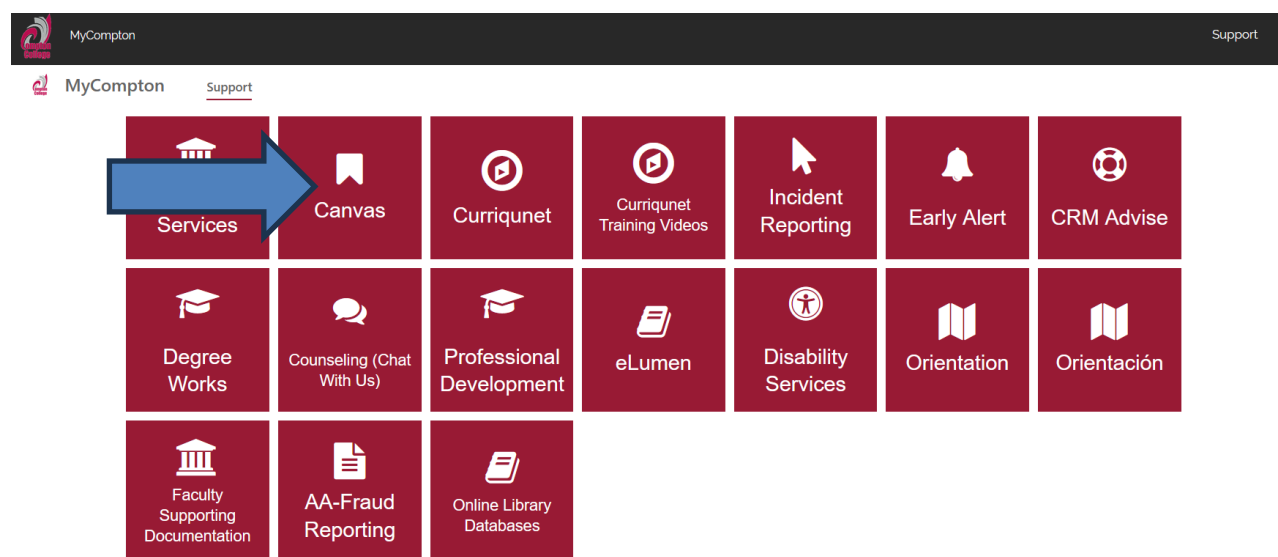
Human Development	HEPS	No	2026	2030	2034
Kinesiology and PE (First Aid, Kinesiology, Physical Education, Recreation)	HEPS	No	2025	2029	2033
Languages (American Sign Language, Spanish)	FACH	No	2026	2030	2034
Library and Library Science	FACH	No	2028	2032	2036
Life Sciences	STEM	No	2028	2032	2036
Machine Tool and Manufacturing Technology	BIST	Yes	2027	2031	2035
Mathematics	STEM	No	2026	2030	2034
Music (*Commercial Music, Music)	FACH	*Yes	2025	2029	2033
Nursing	HEPS	Yes	2025	2029	2033
Physics/Astronomy	STEM	No	2026	2030	2034
Political Science	SSCI	No	2028	2032	2036
Psychology	SSCI	No	2026	2030	2034
Social Media and Film/Video					
Social Science (Anthropology, Economics, Ethnic Studies, Sociology, Women's Studies)	SSCI	No	2028	2032	2036
Welding	BIST	Yes	2025	2029	2033

Student Learning Outcomes Data Input Guide

If you are new to CANVAS, or do not already grade students in CANVAS, begin here:

Access CANVAS:

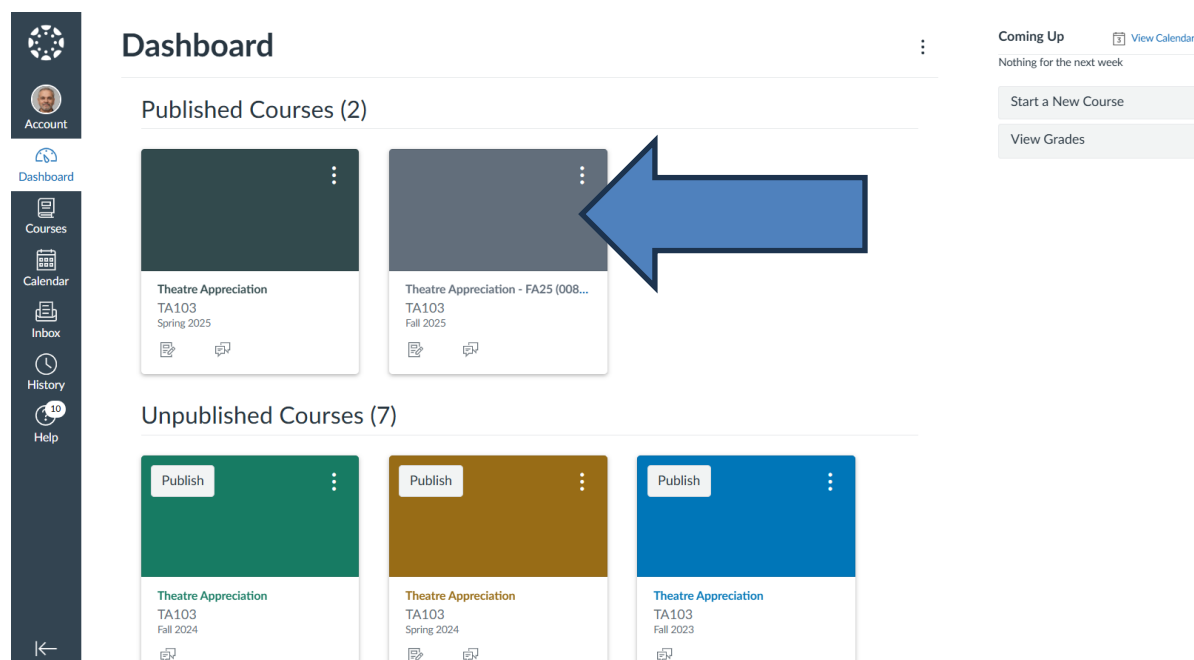
Log into CANVAS using the MyCompton portal (Table 1). Click the tile which reads “CANVAS.”



(Table 1)

Select your course:

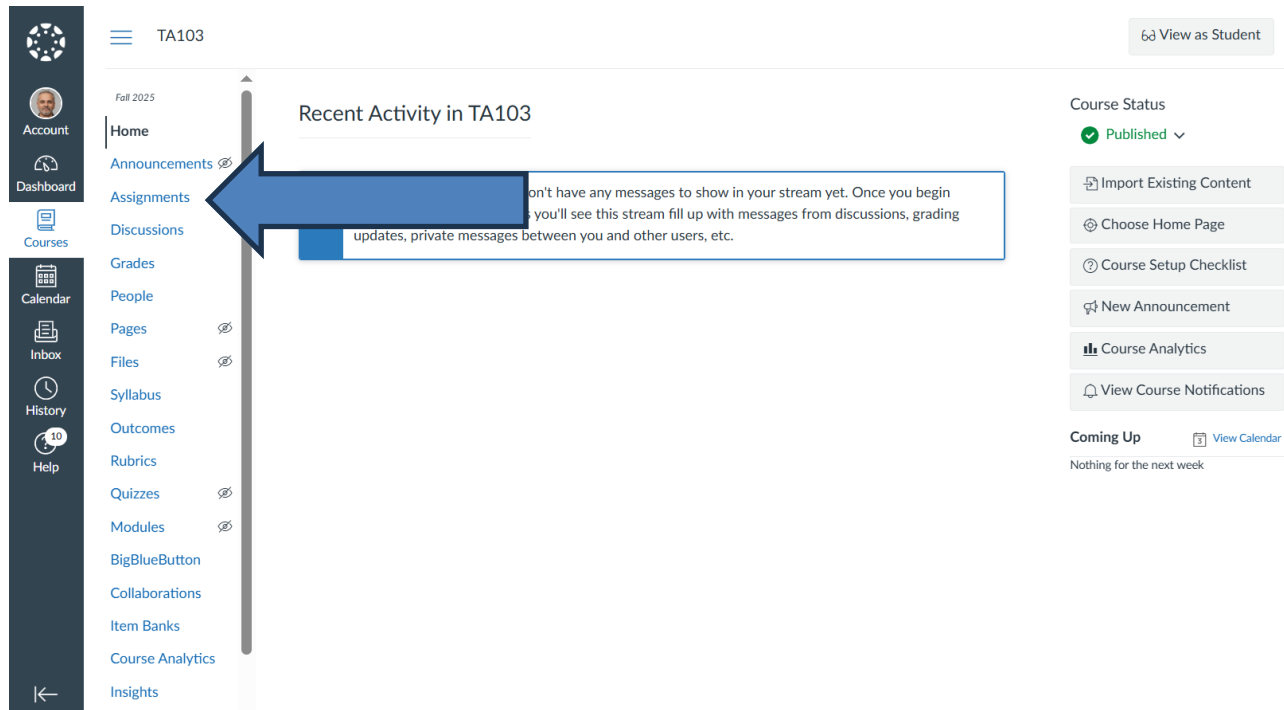
Click on the course section you wish to work with (Table 2). Click on that course. Note: if the course you wish to work with is “unpublished,” you need to click “publish” in the upper left corner of that course icon before you can work with it.



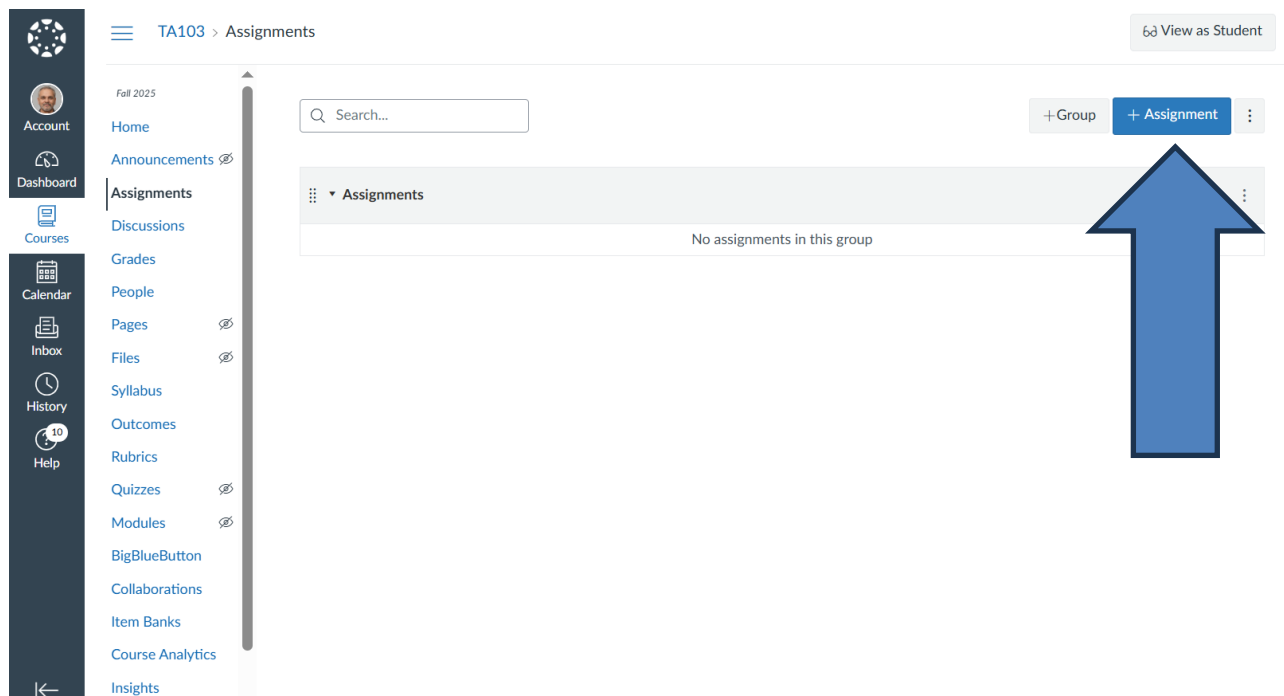
(Table 2)

Create an assignment:

Click “assignments” on the left hand side of the screen (Table 3). Then click “+Assignment” (Table 4). Name the assignment (Table 5), then click “don’t count assignment towards final grade,” and “text entry” (Table 6). Finally, click “save and publish” (Table 7).



(Table 3)



(Table 4)

TA103 > Assignments > Create new

Not Published

Assignment Name *

SLO #1

Edit View Insert Format Tools Table

12pt Paragraph B I U A T² | | | | | | | | | |

0 words

Points

(Table 5)

Fall 2025

Home

Announcements

Assignments

Discussions

Grades

People

Pages

Files

Syllabus

Outcomes

Rubrics

Quizzes

Modules

BigBlueButton

Collaborations

Item Banks

Course Analytics

Points 0

Assignment Group Assignments

Display Grade as Points

☒ Do not count this assignment towards the final grade

Submission Type Online

Online Entry Options *

☒ Text Entry

☐ Website URL

☐ Media Recordings

☐ Student Annotation

☐ File Uploads

(Table 6)

☐ This is a Group Assignment

Peer Reviews
☐ Require Peer Reviews

Assign Access

Assign To
 Everyone X Start typing to search...

Due Date Time Clear

Available from Time Clear

Until Time Clear

☐ Notify users that this content has changed

Cancel Save & Publish Save

(Table 7)

Create an SLO Rubric: Click “Assignments,” then click on the assignment you wish to create the SLO rubric for (Table 8). Click “create rubric” (Table 9). Give the rubric a name, preferably the SLO name, and make sure the “rating display” is set to “points.” Then click “create from outcome” under criteria builder (Table 10). Finally, click the SLO you’d like to score, then unclick the box in the middle of the screen, before clicking “import” (Table 11). Save the rubric when you’re finished.

TA103 > Assignments

6d View as Student

Search...

+ Group + Assignment

Assignments

SLO #1

(Table 8)

Account

Dashboard

Courses

Calendar

Inbox

History

Help

TA103 > Assignments > SLO #1

View as Student

Fall 2025

Home

Announcements

Assignments

Discussions

Grades

People

Pages

Files

Syllabus

Outcomes

Rubrics

Quizzes

Modules

This assignment does not count toward the final grade.

SLO #1

Published Assign To Edit

No additional details were added for this assignment.

points 0

fitting a text entry box

Due	For	Available from	Until
-	Everyone	-	-

+ Create Rubric

Find Rubric

Related Items

SpeedGrader

(Table 9)

Create Rubric

Rubric Name *

Type

Rating Display

Rating Order

Scoring

SLO #1 Rubric

Scale

Points

High < Low

Scored

☐ Don't post to Learning Mastery Gradebook
 ☐ Use this rubric for assignment grading
 ☐ Hide rubric score total from students

Criteria Builder

0 Points Possible

1.

Draft New Criterion

Create From Outcome

(Table 10)

Find Outcome ×

TA103 CLO1

TA103 CLO2

TA103 CLO3

development or refinement.

5 Points4 Points3 Points2 Points1 Points5 Points

☐ Use this criterion for scoring
 Calculation Method: Decaying Average

Most Recent Item: 65
 Between 50% and 99%

Calculation Method: 65/35 Decaying Average
Example: Between two assessments, the most recent assessment gets 65% weight, and the first gets 35%. For each additional assessment, the sum of the previous score calculations decay by an additional 35%. If there is only one result, the single score will be returned.

 1- Item scores: 1, 4, 2, 3, 5, 3, 6
 2- Final score: 5.1

Cancel

Import

(Table 11)

Attaching SLO Rubric to Pre-Existing Assignment:

Click “Assignments,” then click on the assignment you wish to attach the SLO rubric to (Table 8). Scroll to the bottom of the assignment to where the rubric is located, and click “edit rubric” (Table 12). Then click, “Create from Outcome” at the bottom of the rubric (Table 13). Finally, click the SLO you’d like to score, then unclick the box in the middle of the screen, before clicking “import” (Table 11). Save the rubric when you’re finished.

Spring 2025

Home

Announcements

Assignments

Discussions

Grades

People

Pages

Files

Syllabus

Outcomes

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BigBlueButton

Collaborations

Item Banks

Course Analytics

Sandbox1

1. **Paraphrase** (accurate + personal voice)

2. **Repeated Sound Examples** (quoted words/phrases)

3. **Character Interpretation** (what the character wants + emotional state)

4. **Brief Performance Note** (How you might speak/embody the line)

Grading Criteria (25 pts)

- **Paraphrase Accuracy (10 pts)**: Meaning is preserved and clear.
- **Personalization of Language (4 pts)**: Paraphrase sounds natural and specific to the student's voice.
- **Sound Pattern Identification (6 pts)**: Repeated sounds are accurately identified with textual examples.
- **Interpretation & Evidence (5 pts)**: Analysis connects sound to objective/emotion using evidence.

Submission Requirements

- Submit as a **Canvas text entry** or upload a **PDF / DOCX**.
- Include your name and the passage title/scene (if assigned).
- Use complete sentences and quote the text when referencing sound patterns.

Points 25

Submitting a text entry box or a file upload

Due	For	Available	Until
-	Everyone	-	-

Rubric - Shakespeare Text Lab 1

Preview Rubric

(Table 12)

Edit Rubric

Criteria Builder

25 Points Possible

1. **Paraphrase Accuracy** (10 pts)
Paraphrase Accuracy (10 pts): Meaning is preserved and clear.
> Rating Scale: 5
Create From Outcome
2. **Personalization of Language** (4 pts)
Personalization of Language (4 pts): Paraphrase sounds natural and specific to the student's voice.
> Rating Scale: 5
Create From Outcome
3. **Sound Pattern Identification (6 pts)**
Sound Pattern Identification (6 pts): Repeated sounds are accurately identified with textual examples.
> Rating Scale: 5
Create From Outcome
4. **Interpretation & Evidence** (5 pts)
Interpretation & Evidence (5 pts): Analysis connects sound to objective/emotion using evidence.
> Rating Scale: 5
Create From Outcome
5. **Draft New Criterion** **Create From Outcome**

Cancel Save Rubric Preview Rubric

(Table 13)

Score an SLO using the SLO Rubric:

Click on the assignment you wish to score (Table 14). Then click on the “speedgrader” icon in the upper right hand corner (Table 15). Finally, score the student by clicking on the applicable square, then clicking the save button in the bottom right hand corner (Table 16).

The screenshot shows the Canvas LMS interface. On the left is a sidebar with navigation links: Account, Dashboard, Courses, Calendar, Inbox, and a search bar. The main content area is titled 'TA103 > Assignments'. There is a search bar and buttons for '+ Group' and '+ Assignment'. Below these is a list of assignments. A blue arrow points to the assignment 'Shakespeare Text Lab 1: Paraphrase + Sound Pattern Discovery' which is worth 25 points. Another assignment, 'Shakespeare Text Lab 2: Verse Scansion, Rhythm Shift, and Embodied Interpretation' (30 pts), is listed below it. A 'View as Student' button is in the top right corner.

(Table 14)

The screenshot shows the details of the assignment 'Shakespeare Text Lab 1: Paraphrase + Sound Pattern Discovery'. The page title is 'TA103 > Assignments > Shakespeare Text Lab 1: Paraphrase + Sound Pattern Discovery'. There is a 'Published' status and buttons for 'Assign To' and 'Edit'. The assignment description states: 'In this assignment, you will create an accurate personal paraphrase of a Shakespeare passage and identify repeated sounds that reveal character energy and emotion.' Below this are details: Points (25), Submission Type (File Upload or Text Entry), Format (Written response (1–2 pages)), and Estimated Time (60–75 minutes). A section titled 'Learning Outcomes Assessed' lists 'CLO1: Create an accurate and personal paraphrase of Shakespeare's text.' In the top right corner, under 'Related Items', there is a link to 'SpeedGrader' which is highlighted by a blue arrow.

(Table 15)

The screenshot shows the SpeedGrader interface for the assignment 'Shakespeare Text Lab 2: Verse Scansion, Rhythm Shift, and Embodied Interpretation'. At the top, it shows the student's progress: 3/11 Graded, 22.67 / 30 (76%) Average, and 1/11 Students. The 'Submitted' status is 'No submission date available'. The 'Assessment' section shows a grade of 28 out of 30 and a status of 'None'. Below this is the 'Rubric & Feedback' section. The 'View Mode' is set to 'Traditional'. The 'Instructor Score' is 0 pts. A table shows the SLO #1 criteria and ratings. A blue arrow points to the 'No submission' message on the left, and another blue arrow points to the 'Submit Assessment' button at the bottom right.

SLO #1	Criteria	Ratings	Points							
TA103 CLO1	The student has gone beyond the expectation on the outcome or criteria.	The student demonstrated mastery on the outcome or criteria.	The student met the minimum expectation or proficiency on the outcome or criteria, yet developing towards mastery.	The student is developing mastery on the outcome or criteria.	The student does not show any evidence of mastery on the outcome or criteria.	5 pts	4 pts	3 pts	2 pts	1 pts

(Table 16)

SLO Course Report Guide

The SLO course report is a 4-year, comprehensive analysis of the department's SLO data. Beginning fall 2026 the course report template will be housed in Insights. More information regarding how to complete course reports in Insights will be provided as the Assessment Committee sets up this new process.

Appendix A: Compton College Strategic Initiatives

In order to fulfill the Compton College mission, the College has one overarching goal identified in the Compton College 2035 Comprehensive Master Plan. The goal is to accelerate completion while advancing equity and success, which is supported by three mission-centered areas of focus: Education, Student Equity and Achievement Plan, and Strategic Enrollment Management. Within these areas of focus, there are objectives (strategic initiatives) to support the attainment of the goal.

EDUCATION

Objective 1. Strengthen on-ramps to Compton College with increased focus on dual enrollment, GED, justice involved and justice-impacted, foster youth, disabled, English Language Learners, Veterans, students with dependents, working adults, and low-income students.

Objective 2. Adopt holistic, systemic practices to retain students.

Objective 3. Increase partnerships to provide students with clear, seamless pathways to noncredit and credit programs, credit-for-prior-learning, and customized educational and training opportunities (e.g., apprenticeships, internships, work-based learning) leading to living-wage employment opportunities.

STUDENT EQUITY AND ACHIEVEMENT PROGRAM PLAN

Objective 1. Increase successful enrollment of males of color students who enroll out of those who apply to the College.

Objective 2. Increase the number of Black or African American and Latino/a/x students points who enroll in and complete transfer-level English and math courses by ensuring students access academic and personal support and offer targeted strategies to promote successful course completion and persistence to the next term.

Objective 3. Increase the proportion of males of color students who enrolled in fall and spring terms in a selected year, excluding students who completed an award or transferred to a postsecondary institution.

Objective 4. Increase the number of males of color students in the Guided Pathways Divisions with targeted academic and personal support to promote successful course completion and persistence to the next term and resulting in enrollment in a four-year institution.

Objective 5. Increase the completion rate (i.e., number of students who attained the Vision for Success definition of completion - degree or certificate - in the selected year) for Black or African American and Latino/a/x students.

STRATEGIC ENROLLMENT MANAGEMENT

Objective 1. Increase outreach to first-time students, including traditional and nontraditional students, particularly high school dual enrollment students and adult learners for both noncredit and credit courses and programs.

Objective 2. Expand partnerships to increase access for first-time students, including traditional and non-traditional students.

Objective 3. Expand student-friendly, equity-minded practices, policies, and procedures to support increased and equitable student connections, entry, progress, and completion.

Objective 4. Set enrollment management goals, which support the Vision 2030 Goals, maximize the College's Student-Centered Funding Formula allocation, and align to the College's vision, mission, and goals.

Appendix B: Compton College Course Report Template

ASSESSMENT INFORMATION & METHOD DESCRIPTION

Course Number: _____ **Course Name:** _____

List all SLO Statements: _____

Faculty Assessment Leader: _____ **Faculty Contributing to Assessment:** _____

Identify Assessment Method: Choose the item(s) that most closely relates to your assessment method (mark the box next to Method with an **X**). You will be able to explain the assessment method(s) in more detail in the following section.

☐	Case Study	☐	Journal/Log	☐	Presentation/Skill Demonstration
☐	Essay/Written Assignment	☐	Laboratory Project/Report	☐	Project
☐	Exam/Test/ Quiz	☐	Multiple Assessments	☐	Standardized/Licensing Exam
☐	Fieldwork Internship	☐	Performance	☐	Survey/Focus Group
☐	Homework Problems	☐	Portfolio	☐	Term/Research Paper

Assessment Method Description: In a couple of sentences, describe the assessment.

Standard and Target for Success: Describe the standard you will use to determine success in your assessment. For context, the default assessment tool that we use in eLumen is set at 70%. If your department determines that success should be measured differently, such as those SLOs that are connected to a licensure or certification exam, please contact your SLO Facilitator and/or SLO Coordinator to discuss census data collection in future terms

RESULTS

Assessment Data & Analysis Dates: State the semesters that the assessment data covers. Please also indicate the number of sections included in your assessment. For example, if you are reviewing 360 students over 12 sections, please indicate that in your response.

Assessment Data & Analysis:

1. Summarize patterns observed in the disaggregated data by: a) mode of instruction, b) age, c) race/ethnicity and d) gender.

- What differences did you notice between these groups? When discussing this question, also consider student success metrics of a particular group between modalities (ex: online vs. face-to-face.)
2. What were the most important or unexpected findings from the data?

Semester and Year Assessment Conducted: Enter the semester and year the assessment was conducted.

Standard Met? Was the target you set in the “Standard and Target for Success” section met?

Other Supporting Documents (Optional): Include any related documents that you feel inform your assessment process or narratives.

ACTION PLAN

Describe Actions Needed to Improve Student Learning: Address as many categories as needed. When planning for the future and selecting potential actions, consider developing a timeline to implement these action plan(s). This action plan should lay the foundation for your budgetary requests in both your annual plans and program review, your next course report in four years, and can be used to complete a few of the assessment narrative sections in your program review.

- **Teaching Strategies:** Needed changes to teaching strategies to improve student learning.
- **Curriculum Changes:** Needed curricular changes (pre-requisites, major topics, objectives, etc.).
- **Program/College:** Anything the program or college should do to support any of these changes.
- **SLO Assessment Process:** Needed changes to the SLO statement or assessment process based on results.

Action (One action plan per row. Minimum of one action plan)	Action Due Date	Action Category
Enter text here	Enter Date Here	Enter Category Here
Enter text here	Enter Date Here	Enter Category Here
Enter text here	Enter Date Here	Enter Category Here
Enter text here	Enter Date Here	Enter Category Here