Course or Program Assessment Summary

Date: Sept. 20, 2012

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Library Learning Resources Program: Library/Information Technology Certificate

Course, or courses required in program:

Library/Information Technology Certificate: DIST 101, LIBT 101, 104, 105, 106, 108, 109, 114, 115, 117

Faculty involved with the assessment and analysis: Ellen Jagger

Course to program outcome mapping document** is completed Yes X No

Statements X Program Course Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams) Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) Assessment Results Summary (summarize Data/Statistical Reports) Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans Recommended Changes & Plans for Implementation of Improvements Description or evidence of dialog among course or Description or evidence of dialog among course or Assessment Lecthoologies. Develop a greater understanding of library information technology or web development technologie with an emphasis on career development, continuing education, or personal growth. An in-house self-assessment survey was developed to meet our needs for the assessment of course level students on a survey that asks the students to self assessment of a survey that asks the students to self assessment survey was also administered in Survey in the Spring of 2011. The survey url is http://surveys.cuesta.edu/cgi-bin/rws5.pl?FORM=LIBT_Program_SLO_Self_Assess The survey was also administered in Spring 2012, although the results have not yet been analyzed. The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey rated their achievement of program SLOs as "very well" of the students were not plans for improvement plans Recommended Changes & Plans for Implementation of Improvements Description or evidence of dialog among course or Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment Adithough informal dialogue among faculty continues throughout the year, a more formal faculty meeting was a successful to the self-assessment and the successful to evaluate and discuss the results of the self-assessment and the successful to evaluate and discuss the results of the self-assessment and program faculty meeting was a successful to eval		er to brogram outrouse map	ping document is completed tes A 140
Course Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams) Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) The survey was also administered in Spring 2012, although the results have not yet been analyzed. The self-assessment survey results indicated that 100% of the students who completed the self-assessment Procedure and Results, and Effectiveness of Previous Improvement Plans Recommended Changes & Plans for Implementation of Improvements with an emphasis on career development, continuing education, or personal growth. An in-house self-assessment survey was developed to meet our needs for the assessment of course level students on a survey that asks the students to self-assessment of program SLOs are presented to students on a survey that asks the students to self-assessment assess their achievement of each SLO with a rating on a Lykert scale. The self-assessment survey was made available to students during the last week of class. All 13 students in the survey results in the survey in the Spring of 2011. The survey url is http://surveys.cuesta.edu/cgi-bin/rws5.pl?FORM=LIBT Program SLO Self-Assess The survey was also administered in Spring 2012, although the results have not yet been analyzed. The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey rated their achievement of program SLOs as "very well", cventy distributed among the learning objectives. All students self-reported fairly well to very well attainment of program SLOs. This aligns with instructors' informal observation of students as they progress through the LIBT program. There were no plans for improvements after the 2011 assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents. Desc	1	Statements	
students assessment instruments, scoring rubrics, SLO mapping diagrams) Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) Assessment Results Summary (summarize Data/Statistical Reports) Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans Recommended Changes & Plans for Implementation of Improvements Description or evidence of dialog among course or Description or evidence of dialog among course or student learning outcomes. Course SLOs are presented to students on a survey that asks the students to self assess presented to students on a survey that asks the students to self assess steir achievement of each SLO with a rating on a Lykert scale. SLOs are presented to students on a survey that asks the students to self assess their achievement of each SLO with a rating on a Lykert scale. The self-assessment survey was made available to students during the last week of class. All 13 students in the course completed the self-assessment survey in the Spring of 2011. The survey url is http://surveys.cuesta.edu/cgi-bin/rws5.pl?FORM=LIBT Program SLO Self Assess The survey was also administered in Spring 2012, although the results have not yet been analyzed. The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey rated their achievement of program SLOs from "fairly well" to "very well". Sixty percent of students rated their achievement of program SLOs to "very well", evenly distributed among the learning objectives. All students self-reported fairly well to very well attainment of program SLOs. This aligns with instructors' informal observation of students as they progress through the LIBT program. There were no plans for improvement after the 2011 assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the		9	beverap a granter understanding of markey information technicios, or west development technicios.
students assessment instruments, scoring rubrics, SLO mapping diagrams) Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) Assessment Results Summary (summarize Data/Statistical Reports) Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans Recommended Changes & Plans for Implementation of Improvements Description or evidence of dialog among course or Description or evidence of dialog among course or student learning outcomes. Course SLOs are presented to students on a survey that asks the students to self assess presented to students on a survey that asks the students to self assess steir achievement of each SLO with a rating on a Lykert scale. SLOs are presented to students on a survey that asks the students to self assess their achievement of each SLO with a rating on a Lykert scale. The self-assessment survey was made available to students during the last week of class. All 13 students in the course completed the self-assessment survey in the Spring of 2011. The survey url is http://surveys.cuesta.edu/cgi-bin/rws5.pl?FORM=LIBT Program SLO Self Assess The survey was also administered in Spring 2012, although the results have not yet been analyzed. The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey rated their achievement of program SLOs from "fairly well" to "very well". Sixty percent of students rated their achievement of program SLOs to "very well", evenly distributed among the learning objectives. All students self-reported fairly well to very well attainment of program SLOs. This aligns with instructors' informal observation of students as they progress through the LIBT program. There were no plans for improvement after the 2011 assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the	2	Assessment Methods Plan	An in-house self-assessment survey was developed to meet our needs for the assessment of course level
assess their achievement of each SLO with a rating on a Lykert scale. The self-assessment survey was made available to students during the last week of class. All 13 students in the course completed the self-assessment survey in the Spring of 2011. The survey url is selection of course sections, scoring procedures, etc.) Assessment Results Summary (summarize Data/Statistical Reports) Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans Recommended Changes & Plans for Implementation of Improvements Description or evidence of dialog among course or assess their achievement of each SLO with a rating on a Lykert scale. The self-assessment survey was made available to students during the last week of class. All 13 students in the course completed the self-assessment survey url is http://surveys.cuesta.edu/cgi-bin/rws5.pl?FORM=LIBT Program SLO Self Assess The survey was also administered in Spring 2012, although the results have not yet been analyzed. The self-assessment survey in the Spring of 2011. The survey url is http://surveys.cuesta.edu/cgi-bin/rws5.pl?FORM=LIBT Program SLO Self Assess The survey was also administered in Spring 2012, although the results have not yet been analyzed. The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey reliated their achievement of program SLOs as "very well"; evenly distributed among the learning objectives. All students self-reported fairly well to very well attainment of program. There were no plans for improvement after the 2011 assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents.		(identify assessment	
SLO mapping diagrams) Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) The self-assessment survey was made available to students during the last week of class. All 13 students in the course completed the self-assessment survey in the Spring of 2011. The survey url is http://surveys.cuesta.edu/cgi-bin/rws5.pl?FORM=LIBT Program SLO Self Assess The survey was also administered in Spring 2012, although the results have not yet been analyzed. The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey rated their achievement of program SLOs from "fairly well" to "very well". Sixty percent of students rated their achievement of program SLOs as "very well", evenly distributed among the learning objectives. All students self-reported fairly well to very well attainment of program SLOs. This aligns with instructors' informal observation of students as they progress through the LIBT program. There were no plans for improvement Plans Recommended Changes & Plans for Implementation of Improvements Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents. Description or evidence of dialog among course or Assessment Administration of Library well is survey in the Spring of 2011. The survey url is to course completed the self-assessment survey in the Spring of 2011. The survey url is to course of 2011. The survey url is the course do flate survey in the Spring of 2011. The survey url is the course for 8 littp://surveys.cuesta.edu/cgi-bin/rws5.pl?FORM=LIBT Program SLO self Assess			
Plan (date(s), sample size or selection of course sections, scoring procedures, etc.) Course completed the self-assessment survey in the Spring of 2011. The survey url is http://surveys.cuesta.edu/cgi-bin/rws5.pl?FORM=LIBT_Program_SLO_Self_Assess The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results function for survey free the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results function for survey rated their achievement of program SLOs from "fairly well" to "very well". Sixty percent of students survey results aligns with instructors' informal observation of students as they progress through the LIBT program. There were no plans for improvement after the 2011 assessment since students were meeting the program learning outcomes. Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents. Description or evidence of dialog among course or Although informal dialogue among faculty continues throughout the year, a more formal faculty meeting was also administered in Spring 2012, although the results have not yet leaffest. The survey rated their achievement of program SLOs f)	
selection of course sections, scoring procedures, etc.) Assessment Results Summary (summarize Data/Statistical Reports) Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans Recommended Changes & Plans for Implementation of Improvements Based on the high level of achievement of program SLOs using the Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment Intp://surveys.cuesta.edu/cgi-bin/rws5.pl?FORM=LIBT Program SLO Self Assess The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey well". Sixty percent of students who completed the self-assessment survey well". Sixty percent of students who completed the self-assessment survey well". Sixty percent of students who completed the sel	3	Assessment Administration	The self-assessment survey was made available to students during the last week of class. All 13 students in the
selection of course sections, scoring procedures, etc.) Assessment Results Summary (summarize Data/Statistical Reports) Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans Recommended Changes & Plans for Implementation of Improvements Based on the high level of achievement of program SLOs using the Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey rated their achievement of program SLOs from "fairly well" to "very well". Sixty percent of students rated their achievement of program SLOs as "very well", evenly distributed among the learning objectives. All students self-reported fairly well to very well attainment of program SLOs. This aligns with instructors' improvement after the 2011 assessment since students were meeting the program learning outcomes. Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents. Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment and dialogue among faculty continues throughout the year, a more formal faculty meeting was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet been analyzed. The survey was also administered in Spring 2012, although the results have not yet well" to "very well". Sixty percent of students survey well". Sixty percent of students survey well" to		Plan (date(s), sample size or	course completed the self-assessment survey in the Spring of 2011. The survey url is
The survey was also administered in Spring 2012, although the results have not yet been analyzed. Assessment Results Summary (summarize Data/Statistical Reports) Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans Recommended Changes & Plans for Implementation of Improvements Based on the high level of achievement indicated in the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated in the sulf-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated in the sulf-assessment surve			, , , , , , , , , , , , , , , , , , , ,
Assessment Results Summary (summarize Data/Statistical Reports) Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans Recommended Changes & Plans for Implementation of Improvements Description or evidence of dialog among course or Assessment Summary (summarize Data/Statistical Reports) The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated in the self-assessment survey well", evenly distributed among the learning objectives. All students self-reported fairly well to very well", evenly distributed among the learning objectives. All students self-assessment survey results informal distributed among the learning objectives. Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program SLOs using the Course to Program Outcome Mapping Documents.		scoring procedures, etc.)	
Assessment Results Summary (summarize Data/Statistical Reports) Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans Recommended Changes & Plans for Implementation of Improvements Description or evidence of dialog among course or Assessment Summary (summarize Data/Statistical Reports) The self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated that 100% of the students who completed the self-assessment survey results indicated in the self-assessment survey well", evenly distributed among the learning objectives. All students self-reported fairly well to very well", evenly distributed among the learning objectives. All students self-assessment survey results informal distributed among the learning objectives. Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program SLOs using the Course to Program Outcome Mapping Documents.			The survey was also administered in Spring 2012, although the results have not yet been analyzed.
Data/Statistical Reports) Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans Recommended Changes & Plans for Implementation of Improvements Description or evidence of dialog among course or Data/Statistical Reports) rated their achievement of program SLOs as "very well", evenly distributed among the learning objectives. All students self-reported fairly well to very well attainment of program SLOs. This aligns with instructors' informal observation of students as they progress through the LIBT program. There were no plans for improvement after the 2011 assessment since students were meeting the program learning outcomes. Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment among the learning objectives. All students self-reported fairly well to very well attainment of program SLOs. This aligns with instructors' informal observation of students as they progress through the LIBT program. There were no plans for improvement after the 2011 assessment since students were meeting the program learning objectives. Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program SLOs using the Course to Program Outcome Mapping Documents.	4	Assessment Results	
All students self-reported fairly well to very well attainment of program SLOs. This aligns with instructors' informal observation of students as they progress through the LIBT program. There were no plans for improvement Plans Recommended Changes & Plans for Implementation of Improvements Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents. Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment was a more formal faculty meeting was a facility well to very well attainment of program SLOs. This aligns with instructors' information of informal observation of students as they program SLOs. This aligns with instructors' information of informa		Summary (summarize	survey rated their achievement of program SLOs from "fairly well" to "very well". Sixty percent of students
All students self-reported fairly well to very well attainment of program SLOs. This aligns with instructors' informal observation of students as they progress through the LIBT program. There were no plans for improvement Plans Recommended Changes & Plans for Implementation of Improvements Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents. Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment was a more formal faculty meeting was a facility of the self-assessment survey results, no plans were formulated for program SLOs using the Course to Program Outcome Mapping Documents.		Data/Statistical Reports)	rated their achievement of program SLOs as "very well", evenly distributed among the learning objectives.
Effectiveness of Previous Improvement Plans Recommended Changes & Plans for Implementation of Improvements Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents. Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment dialogue among faculty continues throughout the year, a more formal faculty meeting was	5	Discussion of Assessment	All students self-reported fairly well to very well attainment of program SLOs. This aligns with instructors'
Improvement Plans Recommended Changes & Plans for Implementation of Improvements Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents. Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents. Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment survey results, no plans were formulated for program faculty on September 20th to evaluate and discuss the results of the self-assessment survey results, no plans were formulated for program SLOs using the Course to Program Outcome Mapping Documents.		Procedure and Results, and	informal observation of students as they progress through the LIBT program. There were no plans for
Recommended Changes & Plans for Implementation of Improvements Based on the high level of achievement indicated in the self-assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents. Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment survey results, no plans were formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents. Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment survey results, no plans were formulated for program faculty on September 20th to evaluate and discuss the results of the self-assessment survey results, no plans were formulated for program faculty on September 20th to evaluate and discuss the results of the self-assessment survey results, no plans were formulated for program faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents.		Effectiveness of Previous	improvement after the 2011 assessment since students were meeting the program learning outcomes.
Plans for Implementation of Improvements formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents. Description or evidence of dialog among course or Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment Although informal dialogue among faculty continues throughout the year, a more formal faculty meeting was		Improvement Plans	
Improvements possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping Documents. Description or evidence of dialog among course or Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment Although informal dialogue among faculty continues throughout the year, a more formal faculty meeting was	6	Recommended Changes &	Based on the high level of achievement indicated in the self-assessment survey results, no plans were
Documents. Description or evidence of dialog among course or Description or evidence of dialog among course or Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment and dialogue among faculty continues throughout the year, a more formal faculty meeting was		Plans for Implementation of	formulated for program improvements or changes to program SLOs. Faculty dialog resulted in the idea to
Documents. Description or evidence of dialog among course or Description or evidence of dialog among course or Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment and dialogue among faculty continues throughout the year, a more formal faculty meeting was		Improvements	possibly evaluate student attainment of program SLOs using the Course to Program Outcome Mapping
dialog among course or Although informal dialogue among faculty continues throughout the year, a more formal faculty meeting wa		_	
dialog among course or Although informal dialogue among faculty continues throughout the year, a more formal faculty meeting wa			
	7	Description or evidence of	Course and program faculty met on September 20th to evaluate and discuss the results of the self-assessment.
program-level faculty about planned for each fall semester to discuss course and program attainment of SLO's and program direction.		dialog among course or	Although informal dialogue among faculty continues throughout the year, a more formal faculty meeting was
program to the surface for each two contents to discuss to discuss the program attention of one of the program and the surface for the program attention of the program attention attention of the program attention of the program attention of the program attention attention of the program attention attentio		program-level faculty about	planned for each fall semester to discuss course and program attainment of SLO's and program direction.
assessment plan and results		assessment plan and results	

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at http://academic.cuesta.edu/sloa