COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation.* Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

  a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**

  b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report:

Institution's Name:

Name and Title of Individual Completing Report:

Telephone Number and E-mail Address:

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO: Signature:_____
                                                      (e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2.

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE
QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOS DEFINED AND ASSESSED

1. Courses
   a. Total number of college courses* (active courses in the college catalog, offered on the schedule in some rotation): 759
   b. Number of college courses with defined Student Learning Outcomes*: 747
      Percentage of total: 98%
   c. Number of college courses with ongoing assessment of learning outcomes*: 530
      Percentage of total: 71%

2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): 121
   b. Number of college programs with defined Student Learning Outcomes: 119;
      Percentage of total:
   c. Number of college programs with ongoing assessment of learning outcomes: 3
   d. Percentage of total: 2.5%

3. Student Learning and Support Activities
   a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 28
   b. Number of student learning and support activities with defined Student Learning Outcomes: 25;
      Percentage of total: 88%
   c. Number of student learning and support activities with ongoing assessment of learning outcomes: 25 Percentage of total: 88%

4. Institutional Learning Outcomes
   a. Total number of institutional Student Learning Outcomes defined: 7
   b. Number of institutional learning outcomes with ongoing assessment: 0

* See Glossary1.1

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

Development of course SLOs began in 2005/2006, currently assessment is in place for 98% of courses. Discipline faculty develop, assess and review course and program SLOs. For instance Mathematics, Business, and Computer Technology Division [1.2] identified lead faculty in each discipline. Lead faculty assigned two faculty to each course to establish assessment protocols, assessment cycles, and analyze assessment results. Development and assessment of program level SLOs began in 2011/2012 with 96% of programs developing SLOs. While only 2.5% of programs have assessed their SLOs, 65% will begin assessment in 2012/2013 [1.3].

Institutional Learning Outcomes [Core Competencies (CC)] were developed in 2004/2005 [1.4]. Collegial processes will be used to assess and review CCs on a yearly basis. Assessment instruments will include the Campus Climate Survey, ARCC report, and statistical data [1.5].

Eight-five percent (85%) of Student Learning and Support Activities (Student Services and Administrative Services) have ongoing assessment SAOs [1.6].

All completed SLOs, SAOs and CCs and course/program mapping are available on the Vice President of Instruction's (VPI) Website [1.7]. SLOs, SAOs and CCs are integrated in campus planning including the Educational Master Plan, [1.8] Strategic Initiatives [1.9], Faculty Handbooks, Program Review, and Curriculum. Eighty-two percent (82%) of new and updated courses have met the Curriculum requirement to have SLOs [1.10].

All Instructional, Administrative, and Student Services departments that impact student learning undergo Program Review processes. In 2005/2006 Program Review incorporated Question(s) relating to SLOs/SAOs into the Program Efficacy process to ensure program SLOs/SAOs are aligned with campus planning [1.11].

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

Programs developed their own processes and forms within the existing campus framework. The Accreditation and Student Learning Outcomes Committee (ASLO) will assume a leadership role in SLOs [2.1]. ASLO will be having campus-wide dialogue on development standardized processes and forms.

The SLO Step-by-Step Process [2.2] is inclusive of discussion and assessment by discipline faculty at the department/division level. The SLO Plan Cycle [2.3] reinforces the Step-by-Step process for the departments and ensures interaction and dialogue and the Division and Administrative levels.

Ongoing SLO assessment dialogue takes place at all campus levels to identify learning gaps. Examples of identified gaps and institutional changes:

SLOs for Biology 100 were assessed and revised in Fall 2010 and Spring 2011. The result of the assessments included: assessment methodology being rewritten to include in-depth learning skills; plans to place emphasis on the classroom student learning environment; and plans for uniformity of testing criteria for all classes [2.4].

READING used data from course assessment, combined with ARCC Report & Strategic Initiative data to support the development of contextualized learning environment. Reading outcomes resulted in an innovative partnership with the Automotive department to offer are Read/Auto cohort. Reading has been successfully using assessment results to seek funding from the Basic Skills committee to fund textbooks for the cohort and additional adjunct faculty to staff the reading lab [2.5].

NON-CREDIT COURSES: Learning gaps identified in ARCC Reports, SLO and Strategic Initiatives assessments and Basic Skills Reports led to the collegial development and implementation of Non-Credit Courses in ESL [2.5; 2.6].

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of

SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

SBVC Strategic Planning model [3.1] illustrates the campus decision-making process. Collegial dialogue takes place at each step in the decision process including, but not limited to faculty, departments, divisions and campus governance committees. The pyramid below illustrates that SLOs /SAOs assessment plays key role in Curriculum and Program Review processes, thereby aligning resource allocation with SLO/SAO assessment. For instance Counseling incorporated assessment results in their Program Review documents. Program Review recommended additional staff and funding as a campus priority. The result was the hiring of one additional full-time generalist counselor [3.2].
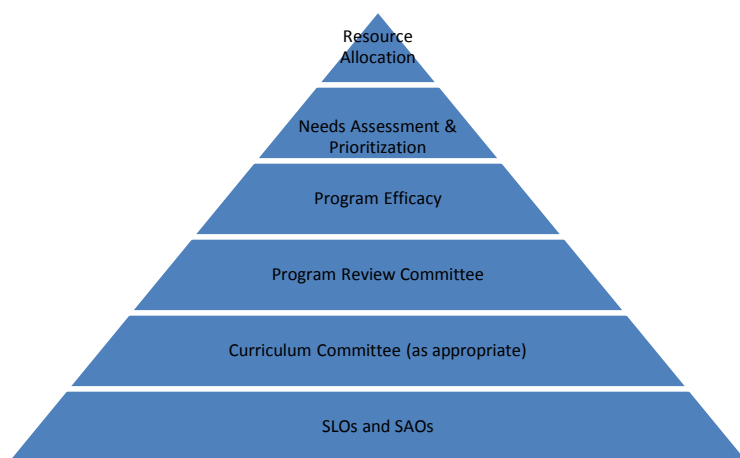
Campus wide reports such as the Strategic Plan; ARCC report; EMP and Campus Climate Survey have been selected to measure CCs because their results are used as a springboard for collegial conversation and decision-making. For instance over the last several years, campus-wide discussions on basic skills have led to proportionately increasing the number of basic skills course offerings to serve the needs of our student population [2.5]. Additionally, ongoing funding has been provided to enhance counseling for remedial students [3.2].

The Campus Climate survey includes questions to ensure that SLO/SAO assessment is involved in decision-making processes and campus-wide discussions are taking place. The 2010/2011 Campus Climate Survey noted that 70% of faculty believe that SLOs are considered in program review and institutional planning and 91% of faculty believe that the college facilitates ongoing dialogue about improving student learning and institutional processes [3.3].

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND

FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

The Strategic Planning Model [3.1] clearly illustrates how SLO assessment is integrated into institutional planning and resource allocation. SLOs and SLO assessment interact directly with the campus.

Program Review reevaluates their Program Efficacy and Needs Assessment forms every year to ensure that forms are aligned with the SLOs cycle and working toward sustainability [1.11; 4.1]. Campus programs that have not received a recommendation of Conditional or Continuation are unable to participate in the Needs Assessment process driving campus resource allocation decisions. The current budget crisis has limited purchasing and hiring, but Needs Assessment recommendations continue to be consulted when funds become available. The Planning Priorities 2008 -2011 document [4.1] shows which Needs Assessment equipment recommendations were purchased. Committee will do a full Needs Assessment in 2012/2013. Campus decision-making processes and results are disseminated via e-mail, the campus website, and at campus-wide meetings [4.3; 4.4].

In 2009/2010 Program Review revised and streamlined their processes to incorporate existing Educational Master Plan data and Curriculum reports into committee forms [1.11; 4.5]. As SLO reporting becomes standardized, Program Review intends to examine how SLO reports and data can incorporated into committee forms.

The Curriculum committee requires courses to attach the appropriate SLOs to move forward in the content review process [1.10; 4.6]. Vocational courses/programs go through content review every two years; all other courses/program are on a six-year cycle. Currently 747 courses have SLOs attached. Curriculum processes are reviewed yearly.

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

The SLO Flow Chart [2.2] and SLO Cycle Plan [2.3] demonstrate the process and cycle of SLO assessment. All courses currently being taught must assess SLOs at least once in a three-year period. Student Services programs assess and review SAOs yearly. Administrative Services and Offices have aligned SAO assessment with Program Review processes and include Program Efficacy as one of their assessment tools [5.1].

Course Level Reports are held at the division level and include results of assessment cycles [5.2]. Course Sections Reports are held by faculty and forwarded to the Division. Divisions write an Executive Summary Report which is forwarded to the Office of the Vice President of Instruction (VPI). The VPI produces a yearly Executive Summary Report [5.3]. The Accreditation and Student Learning Outcomes Committee (ASLO) will review the Campus Executive Summary Reports, seeking to identify institutional learning gaps. Any identified gaps will be brought to the attention of campus governance committees. Physical reports are located in the Library and VPI's office. Executive Summary Reports are also available on the Campus Website.

Course Section Reports kept by faculty and sent to Division Office → Division Executive Summary Report → Campus Executive Summary Report → ASLO Review

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.
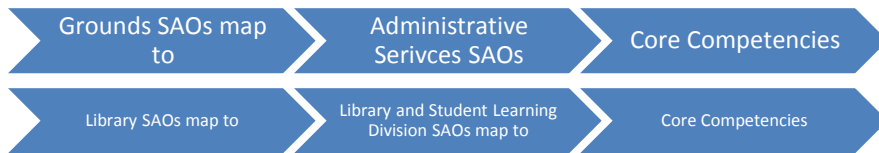
Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

The mapping procedure will be as follows: SLOs are mapped to Degree & Certificate Level SLOs. Degree and Certificate Level SLOs are mapped to Core Competencies. Courses without a discipline-specific degree or certificate are mapped directly to the Core Competencies [1.7]. Each discipline has developed its own mapping system using a variety of formats including tables, flow charts, and spreadsheets. ASLO is piloting a standardized spreadsheet [6.1] for all instructional programs in 2012/2013.

RTVF Courses SLOs map to → RTVF Degree or Certificate SLOs map to → Core Competencies

Sociology Course SLOs map to → Core Competencies

The mapping procedure will be as follows: Student Learning and Support Activities SAOs are mapped to their supervising Administrative Office or Student Services Divisions SAOs. Administrative Offices or Student Services Divisions SAOs are mapped to the CCs. Administrative offices already uses the standardized spreadsheet to map SAOs [6.2]. Student Services will be moving to the standardized spreadsheet in the 2012/2013 report.

Grounds SAOs map to → Administrative Serivces SAOs → Core Competencies

Library SAOs map to → Library and Student Learning Division SAOs map to → Core Competencies

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE
Students have access to SLOs in a variety of locations and formats. SLOs and SLO assessment results are available on the campus website [1.7]. SLOs and Course Objectives are course syllabi and are attachments to course outlines of record in CurricNet [4.6]. SBVC published the Core Competencies in each College Catalog [7.1].

Inclusion of SLOs/SAOs in the College Catalog and the schedule of classes has been previously discussed [7.3], and at the time the decision was made not to include SLOs/SAOs in the catalog for the following reasons:
- College Catalog is gathered 4 – 6 months prior to publication. As course SLOs are often rewritten after assessment there was concern that SLOs published in the College Catalog would become outdated before the next catalog is published.
- It is environmentally and fiscally unsound to significantly increase the length of the print catalog and schedule of classes to include SLOs/SAOs.
- Website is current at all times.

The ASLO will be revisiting student awareness of SLOs in 2012/2013 to determine the best place to disseminate course and program level SLOs to students.

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:	YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

SBVC is moving through Proficiency to establishing Sustainable Continuous Quality Improvement. SBVC has established institutional behaviors for Awareness and Development levels [8.1]. SLOs/SAOs have been developed, assessment instruments identified and predominately assessed. SLOs developed for courses apply to every section, regardless of mode of delivery. Distance Education sections are assessed the same as on-campus sections. There is a planned date for assessment in areas that are not fully proficient [1.3]. Campus has established ongoing dialog and decision-making processes about student learning and student support services [3.1]. Learning outcomes are linked to Program Review and used for continuous quality improvement.
Improvements [1.11; 3.1; 4.1].

- Executive Summaries from Divisions have recommended standardization of SLO forms and processes, and the establishment of a reporting timeline. These improvements will be incorporated in the 2012/2013 update of the SLO Cycle Plan [8.2; 5.2; 5.3].
- Extend reporting timeline to allow more time for dialogue before SLO reports are due [5.2].
- Discussion will take place regarding assessment frequency at the course and program level.
- SLO issues between CTA and District will be arbitrated and resolved [8.3].
- Accreditation & Student Learning Outcomes Committee comprising faculty, staff and administrators will assume a leadership role to ensure continuous quality improvement, frequency of dialogue, identification of learning gaps, and resource allocation [2.1].
- Coordinate with institutional researcher regarding centralization of assessment data and outcomes.
- Explore allocation of budget for SLO processes.
- Explore development of online submission forms with Campus Technology Services.
- Further integration of SLO Assessment, Program Review and Campus Planning.

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Table of Evidence

1.1   Glossary of terms
1.2   Mathematics SLO Process
1.3   Program SLO Assessment Schedule
1.4   Core Competencies
1.5   Draft Core Competencies Assessment Mapping
1.6   2012 ACCJC Report Fall Update
1.7   Evidence of SLOs, Core Competencies and Executive Summaries on Website
1.8   Educational Master Plan
1.9   Strategic Initiatives
1.10   Curriculum Evidence
1.11   Evidence of Program Review SLO Questions 2008/2009 – 2011/2012

2.1   Accreditation and Student Learning Outcomes Committee Charge
2.2   SLO Step by Step Process
2.3   SLO Cycle Plan
2.4   Science Executive Summary 2011
2.5   Basic Skills Report
2.6   Non-Credit; Academic Senate Minutes

3.1   SBVC Strategic Planning Model

3.2   Student Services SLO Report 2011/2012

3.3   Faculty Campus Climate Survey 2011/2012

4.1   Program Review Minutes 2-04-2011

4.2   Planning Priorities 2008 -2011

4.3   Needs Assessment Forms

4.4   SBVC Position Plan 2010

4.5   Pilot for Program Efficacy Process 2009/2010

4.6   Sample Report from CurricUNET

5.1   SAOs Campus Technology Services

5.2   SLO Course Report

5.3   SLO Division Summaries 2001_2012

6.1   Standardized Mapping Spreadsheet

6.2   Sample Administrative Services Mapping

7.1   Syllabi Evidence

7.2   E-mail documenting discussion of SLOs in College Catalog

7.3   Memo SLOs/CCs in Catalog

8.1   Summary Report to the Accreditation Committee

8.2   SLO Assessment Grid

8.3   Academic Senate Minutes 10-19-12

Accrediting Commission for Community and Junior Colleges (ACCJC)

10 Commercial Blvd., Suite 204, Novato, CA 94949

Telephone: 415-506-0234 ◊ FAX: 415-506-0238 ◊ E-mail: accjc@accjc.org