

First Draft



Standard I

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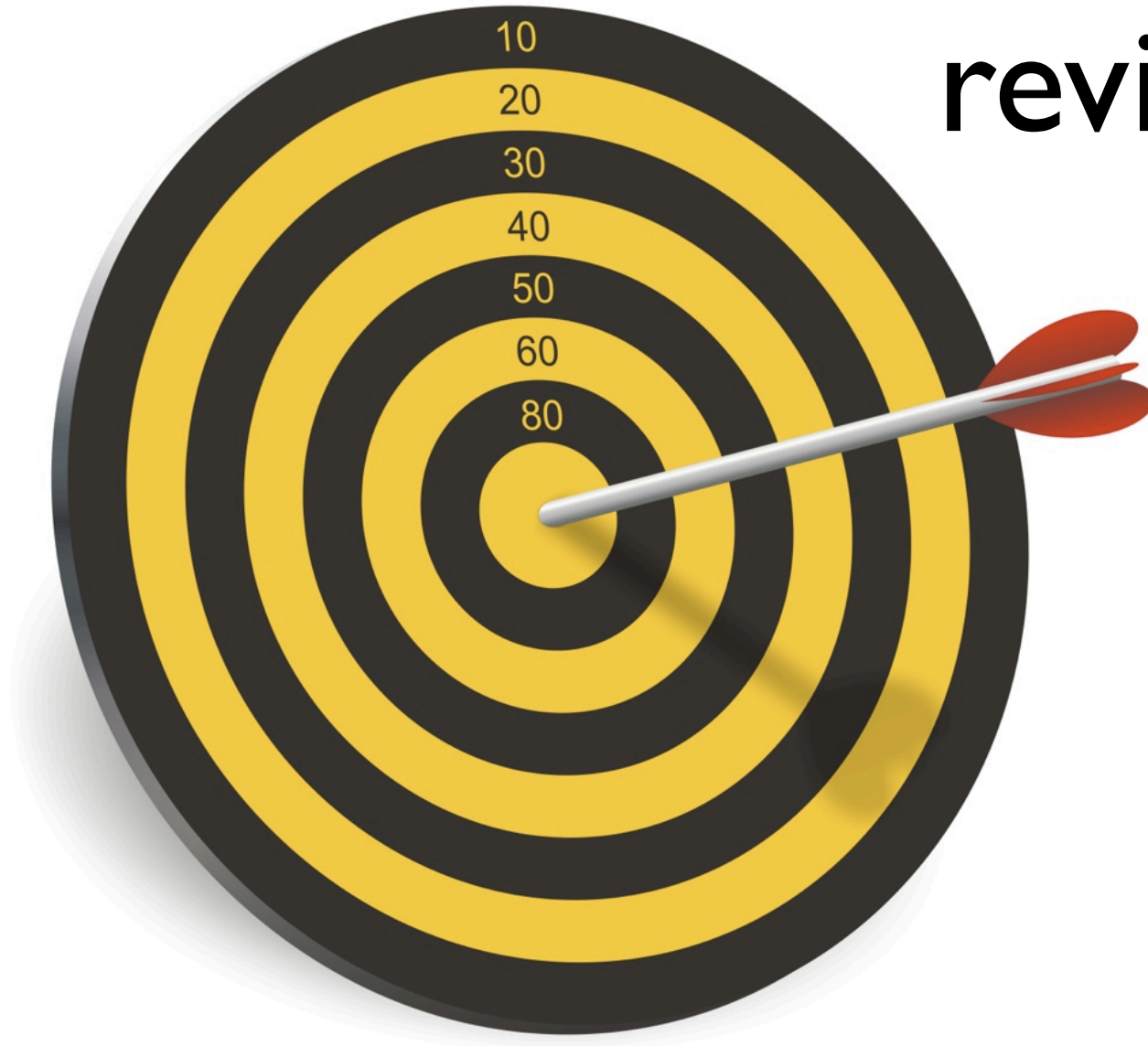
Bob Tricca



Agenda

- ✓ Establish timeline and process for reviewing the first draft
- ✓ Develop a rubric for reviewing the draft
- ✓ Update on ACCJC's latest requirement on SLOs
- ✓ Update on Governance Handbook

Every standard
reviewed by 2
people



140 Standards

9 writing teams

18 team leaders

89 participants

Team I Patty & Robert	Team II.A Anniqua & Rita	Team II.A Anniqua & Rita	Team IIB Bob & Kim	Team II.C Alicia & Michelle
II.A.1-2 (14)	III.B + III.C (12)	IV.B.2-3 (14)	I all (11)	III.D (14)

Team III.A Cathy & Janet	Team III.B Mike & David	Team III.C Nathan & Sarah	Team III.D Paul & Robin	Team IV Roberta & Martin
II.C + IV.A (14)	IV.B.1 (11)	II.B (17)	II.A.3-8 (15)	III.A (17)

(#) number of standards requiring review

May 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		<i>Commencement</i>

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Scoring Rubric for Draft Self Evaluation Responses

Please list each standard and substandard and score it 0-3.

Standard	Descriptive summary clearly shows how the college meets the standard.	Self evaluation clearly shows how the college evaluates itself against this standard.	Evidence is strong.	Evidence is complete.	Response is written in an organized, logical manner.	Comments
1.A.c	3	2	2	1	2	Consider adding content about CPC discussion...

Score each standard 0-3

Descriptive summary clearly shows how the college meets the standard.	Self evaluation clearly shows how the college evaluates itself against this standard.	Evidence is strong.	Evidence is complete.	Response is written in an organized, logical manner.
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**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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NORVAL WELLSFRY

April 5, 2012

Memo to: Chief Executive Officers and Accreditation
Liaison Officers

From: Barbara Beno, Ph.D. *Barbara A Beno*

Subject: 2012-13 Institutional Reports on Institutional Status
on Student Learning Outcomes and Assessment of
Learning

A few years ago, this office informed institutions to demonstrate they were meeting Accreditation Standards that deal with showing the institution to be at the top of the Rubric on Institutional Effectiveness. On February 24, 2012, I wrote to inform you that we were conducting a special assessment of the implementation of the standards about the 2012-13 academic calendar year; if your institution's report was due October 15, 2012.

“...a special assessment of institutional status with respect to implementation of the standards about student learning outcomes during the 2012-13 academic year...”

Attached please find the *College Student Learning Outcomes Implementation* to be used for completing the college report. The report form is also being sent to you in electronic form so that you can easily download and use it. Instructions appear on the form itself. You will find the report a useful document for assessing your own institution's progress in meeting Standards and you should keep it in your accreditation library for use in future institutional self-studies.

“...due October 15, 2012”

The Commission will receive a summary report on institutional performance based on fall 2012 reports at its January meeting. A second summary report on institutional performance will be received at reports at its June meeting. The Commission may use an institution's report to take action to require follow-up for purposes of assuring institutional compliance with Accreditation Standards.

Please contact our offices if you have any questions about this report by calling Vice President Krista Johns or sending an email to kjohns@accjc.org. Of course, as always, please feel free to contact me as well at bbeno@accjc.org.

BAB/mjb

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

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): _____
 - b. Number of college courses with defined Student Learning Outcomes: _____
Percentage of total: _____
 - c. Number of college courses with ongoing assessment of learning outcomes: _____
Percentage of total: _____
2. Programs
 - a. Total number of college programs (all certificates and degrees, and other programs defined by college): _____
 - b. Number of college programs with defined Student Learning Outcomes: _____;
Percentage of total: _____
 - c. Number of college programs with ongoing assessment of learning outcomes: _____;
Percentage of total: _____
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): _____
 - b. Number of student learning and support activities with defined Student Learning Outcomes: _____;
Percentage of total: _____
 - c. Number of student learning and support activities with ongoing assessment of learning outcomes: _____;
Percentage of total: _____
4. Institutional Learning Outcomes
 - a. Total number of institutional Student Learning Outcomes defined: _____
 - b. Number of institutional learning outcomes with ongoing assessment: _____

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].

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- b. Number of college courses with defined Student Learning Outcomes: _____
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- c. Number of college courses with ongoing assessment of learning outcomes: _____
Percentage of total: _____

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): _____
- b. Number of college programs with defined Student Learning Outcomes: _____;
Percentage of total: _____

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 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 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 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 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 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.

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?

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