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: Oct 15, 2012

Institution's Name: Cañada College

Name and Title of Individual Completing Report: Gregory M Stoup, Director of Planning & ALO

Telephone Number and E-mail Address: (650) 306-3145; stoupg@smccd.edu

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: James Keller, President   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):   498
   b. Number of college courses with defined Student Learning Outcomes: 498
   Percentage of total: 100%
   c. Number of college courses with ongoing assessment of learning outcomes: 490 (courses with assessment plans in place)
   d. Percentage of total: 98.4%
2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): 42
   b. Number of college programs with defined Student Learning Outcomes: 42
   c. Percentage of total: 100%
   d. Number of college programs with ongoing assessment of learning outcomes: 42 (programs with assessment plans in place)
   Percentage of total: 100%
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): 6
   b. Number of student learning and support activities with defined Student Learning Outcomes: 6
   Percentage of total: 100 %
   c. Number of student learning and support activities with ongoing assessment of learning outcomes: 6   Percentage of total: 100%
4. Institutional Learning Outcomes
   a. Total number of institutional Student Learning Outcomes defined: 4
   b. Number of institutional learning outcomes with ongoing assessment: 4 (operating on a four year cycle; one ILO assessed every year)

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

The institutional planning process at the college integrates SLO assessments and these assessments impact program review for academic and student support programs. The integration of these is described in the college's participatory governance manual (1.1) as well as the annual plan/program review forms (1.2, 1.3). SLOs and assessment plans are in place for nearly all courses, programs, support services, certificates and degrees.

The Course Student Learning Outcomes (SLOs) and assessment plans for courses are documented using a TracDat database. Course SLOs are assessed regularly, following procedures determined by the SLOAC Advisory Committee (1.4).

Program SLOs have been developed for all academic programs, in synchrony with revision of institutional learning outcomes (1.5) and plans are in place for both direct and indirect assessments, depending on the individual programs. The Fall 2012 term will be the first application for some of these assessment plans.

For Student Services, programs are defined from the perspective of the student's use of services (1.6). All (100%) of the student support programs have developed program SLOs, completed assessments, discussed them, and made changes based on dialogue. (1.7)

Both academic and non-instructional SLOs are recorded in an online database, which allows for retrieval of information at both detailed and summary levels (1.8). These reports are part of the Annual Program Plans which is the basis for planning and resource allocation across the college.

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

Assessment is a major theme throughout our college. Through the Center for Innovation and Excellence in Teaching and Learning (CIETL), there have been numerous workshops on assessment techniques for knowledge, skills, and attitudes. New faculty orientations include discussion of learning outcomes and assessments. (2.1)

Results from SLO assessments are reviewed by program faculty at least twice per year, either on designated professional development days or during division and department meetings. Based on this dialogue, changes are incorporated into courses by instructors (2.2) and into curriculum by programs (2.3).

For academic programs, the program-level data is updated and available as part of Annual Program Planning (APP). To help identify gaps, faculty discuss a topic of inquiry and request research data to help provide answers (1.9). In March 2012, faculty identified assessment plans for Program SLOs, which are being implemented this fall term. Results will be available for the next APP cycle.

For student services, the annual plans (1.3) include a section related to dialogue about SLOs and the changes to be made as a result of the conversation. The dialogue takes place at the bi-monthly Student Services Planning Council meetings and is documented annually in the plans. (1.8)

College-wide data is regularly presented to the campus and to subgroups. College governance committees, including the College Planning Council (CPC), Instructional Planning Council (IPC), Curriculum Committee, the Administrative Council, and the Student Services Planning Council (SSPC) review data and discuss its implications regularly (2.4).

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

The college's institutional planning, budgeting and program review processes are documented in the Participatory Governance Manual. (1.1) A key part of the institutional planning is the Educational Master Plan. The college revised its Educational Master Plan in 2011 and is in the process of implementing the objectives (3.1). There was considerable dialogue about improvement of student learning, student success and assessment as part of the development of the master plan, and it serves as the foundation for the Annual Program Plans.

The Annual Program Plans are completed for each academic and student support program and provide the basis for decision-making on new positions, equipment, and facilities. Course and program SLO assessment results are part of these Program Plans (1.2, 1.3).

Two key governance bodies, the Instruction Planning Council (IPC) and the Student Services Planning Council (SSPC), are responsible for major steps in the planning process, including conducting dialogue on program reviews, and recommending assessment procedures for instructional and student service programs, respectively. These Councils review the plans and provide written feedback (3.2, 3.3).

Comprehensive Plans for academic programs, which are done every six years in a staggered schedule (3.4) are presented to the entire college community under the leadership of the Curriculum Committee

and critiqued in this public forum (3.5).

College wide dialogue takes place in the CPC where data are provided on a regular basis for the campus community to review and make recommendations on how we can improve (3.8)

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

SLO assessment results are integrated into institutional planning and resource allocation as a regular part of our institutional process (1.1). Individual annual program plans use the SLO assessment results to help develop their objectives for the upcoming year and influence resource allocation recommendations (1.2, 3.3).

The college is committed to providing resources to assist faculty and staff in the development and assessment of SLOs. Numerous workshops have been held during the past seven years on the process of creating good SLOs and developing valid assessment plans (2.1, 4.1). Individual assistance has been given when requested, either by the SLOAC Coordinator or by Assessment Mentors (faculty designated for this purpose).

Time for discussion of student and program learning outcomes is provided regularly on Professional Development days (4.2), with adjunct faculty given financial compensation for their participation, thus resulting in high rates of participation.

The District contracted with an outside vendor to provide a district-wide database for SLO work that encompasses student services and instructional data. On-going training and service is also part of the contract. This system now enables a variety of summary reports and alignment of SLOs that should be useful, especially with regard to program and college assessments.

Faculty interest in using student-created eportfolios as a means of direct assessment resulted in district sponsorship of a speaker, experienced with eportfolios, for our district's Fall 2012 Opening Day. The faculty have initiated projects focused on components necessary for the successful use of eportfolios and the college is supporting this effort.

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 college procedure for student learning outcomes assessment requires each course to have one or more of its SLOs assessed each time that course is taught. Selection of which SLO to assess is at the instructor's discretion, with the provision that all the Course SLOs are evaluated within a 4-year period. (1.4). Program SLO results are reported annually in the annual program plan. (1.2, 1.3)

Results now are reported directly into the online database (Tracdat). Previously, results were submitted electronically and compiled in department folders in a Sharepoint site. Summary reports are run on a regular basis (at least twice per year) and posted in the Sharepoint folders. (5.1) This enables all employees to view assessment results from any time period. At least 35 employees across departments have direct access to our Tracdat database and can run and distribute specific reports whenever desired.

For instruction, reports include the course SLO, assessment plan, results, and action plans. Each course SLO is linked to program and college-level outcomes. This allows curriculum mapping and indirect assessment of program outcomes (5.2), based on course results. Recently, the database configuration was changed to permit entry of direct assessment plans of program learning outcomes. The entry of these results into the database, and in some cases, the assessment itself, is just beginning. For student support services, program SLOs are listed and assessment results included (5.3)

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

After revising the General Education Outcomes to correspond with the Essential Learning Outcomes developed by AAC&U, Cañada College redefined their Institutional Outcomes to be the outcomes achieved by students completing an AA/AS degree or transferring to a four year university. Program SLOs were also reviewed in March 2012 and revised, where necessary, in order to better align with these Institutional SLOs (4.2). New degrees were recently added to incorporate a larger proportion of transfer students (6.1).

These changes required review and adjustment of Course SLO alignments, along with entry of these alignments into Tracdat. Some of this work is still being completed. The Tracdat database permits summary reports that illustrate alignments in a variety of forms, including a version of curriculum mapping. (5.2)

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

Each course syllabus includes the SLOs for that course. Each course syllabus is submitted to the appropriate Division Office each term (7.1). Updates and modifications of Course Outlines of Record that are submitted to the Curriculum Committee specify Learning Outcomes (7.2).

Program Learning Outcomes are published on the College web site (7.3), and in the Course Catalog, which is available both online and as printed copies, as part of the program descriptions (7.4). College Learning Outcomes are published on the Cañada College Student Learning Outcomes web site (7.5) and in on page 53 of the College Catalog (7.4).

For student services, program learning outcomes are provided to students when they participate in learning experiences, such as financial aid workshops and orientations (7.6).

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:	**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

According to the rubric for Institutional Effectiveness in Student Learning Outcomes, Cañada College meets the level of Proficiency. Assessment activities are integrated into the culture of the college, both for instructional and non-instructional programs. Planning processes at all levels require evidence of effectiveness and impact, both from SLO assessment results as well as other sources, often provided by our Director of Research.

Instructional programs all have Learning Outcomes identified that are aligned with College Learning Outcomes. Course SLOs are regularly assessed and those results reflected on by faculty, often in group discussions. As these results accumulate, they become more meaningful and useful in making decisions about pedagogy, curriculum, and strategic use of resources.

Assessment methods for all of the Program Learning Outcomes are being implemented this year and we expect further development of these plans, in particular for means of direct assessment. There is district-wide discussion of using eportfolios, which was showcased in our district Opening Day agenda this August. Five departments at Cañada are piloting the use of student eportfolios on a small scale.

April 2012

Many faculty view student eportfolios as a valid way of assessing the College Learning Outcomes, as well as a valuable learning tool for students. Efforts are now underway to develop the tools necessary for effective use of eportfolios.

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

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.
1.1 Cañada College Participatory Governance Manual
1.2 Instruction: Annual Plan/Program Review Forms
1.3 Student Services: Annual Plan/Program Review Forms
1.4 Course SLO assessment procedure
1.5 Institutional Learning Outcomes
1.6 Student Support Programs and SLOs
1.7 Student Services 2012-13 Program Plan: Appendix 4 Student Learning Outcomes
1.8 Sample of course Assessment Report
1.9 Sample Instructional Department Evidence Packet - Accounting

PROFICIENCY RUBRIC STATEMENT 2: INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS
2.1 List of Student Learning Outcome/Assessment Workshops – CIETL
2.2 Example: Course Assessment Results – Anthropology
2.3 Example: Program Assessment Results – ESL
2.4 CPC & Budget Committee Agenda: September 19, 2012

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
3.1 Cañada College Educational Master Plan (2012-2015)
3.2 Instruction Council Annual Plan Feedback Form
3.3 Student Services Annual Plan Feedback Form
3.4 Academic Program Comprehensive Program Review Cycle
3.5 Curriculum Committee Agenda and Minutes: April 27, 2012

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED
4.1 Student Learning Outcomes and Assessments: Resources
4.2 FLEX Day Agenda March 9, 2012

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.
5.1 Sample TracDat Assessment Report for Instructional Program
5.2 Sample alignment of course to program SLOs
5.3 Sample TracDat Assessment Report for Student Services Program

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDNT LEARNING OUTCOMES ARE ALIGNED WITH

DEGREE STUDENT LEARNING OUTCOMES.

6.1 Degree and Certificate Programs, Course Catalog, page 71.

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

7.1 Example: Course Syllabus with SLOs
7.2 Example: Course Outline of Record - Biology
7.3 College and Program Learning Outcomes web listing
7.4 Degree and Certificate Program SLOs, Course Catalog, pages 71 – 117.
7.5 College SLO Website (screenshot)
7.6 Student Services Orientation SLOs from Workshop

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