SLO Committee Report to the Academic Senate
February 2011

History/Background:

• In 2002, the Western Association of Schools and Colleges (WASC) released accreditation standards that ask colleges to identify student learning outcomes (SLOs) for courses, certificates and programs, and to evaluate students’ progress towards achieving those SLOs. Colleges were also asked to use the assessment results to improve the education taking place in courses, certificates and programs across campus.

• In 2003, College of the Canyons formed a steering committee to provide leadership and training to faculty and staff regarding SLOs, and the first of many SLO-related FLEX workshops was held in 2004. SLOs have been included as part of the official course outline since 2004, and the college uses the Program Review process to document SLO assessments and action plans based on those assessments. In 2008 a 50% reassigned time position was created for a faculty SLO coordinator.

• In 2007, the Accrediting Commission for Community and Junior Colleges (ACCJC) announced expectations for progress in implementing SLOs through its Rubric for Evaluating Institutional Effectiveness. All colleges are expected to reach the Proficiency stage of the Student Learning Outcomes rubric no later than fall 2012 (see attachment), and all courses, certificates, degrees, and programs should have completed at least one full cycle of SLO assessment, dialogue, and action planning based on the assessment results by that point in time.

• In 2008, the college’s accreditation was reaffirmed. The visiting team noted that while the college met the current expectations for implementing SLOs, it also recommended that a detailed plan for achieving Proficiency by fall 2012 and for involving more adjunct faculty in the SLO process would be beneficial to the college.

• In 2009-2010, there was strong participation in both SLO-related training and the SLO committee. The SLO committee became a subcommittee of the Senate in March 2010.

New developments at College of the Canyons:
In 2010, the SLO coordinator position was increased to three 25% reassigned time positions, for a total of 75% reassigned time. While the coordinators all assist each other as needed, each position has a specific area of focus

- Interdisciplinary Program Coordinator: Coordinates and facilitates the SLO process for programs that involve more than one discipline (ISLOs, General Arts and Sciences Degrees).
- SLO Software Coordinator: Works with Curriculum Committee, Academic Affairs, and IT on the implementation of CurricUNET; provides faculty with forms and processes for data collection and analysis to ease the transition.
- SLO Training and Communication Coordinator: Coordinates SLO-related training for faculty, SLO updates and newsletters, and the SLO website. Chairs the SLO Committee.

The SLO coordinators led a college-wide training on Institutional SLOs (ISLOs) on Opening Day (August 20, 2010) where faculty confirmed SLOs and created assessment plans for General Education areas, College Skills and Career Technical Education. A follow-up planning session was held during spring FLEX week on February 2, 2011.

A website was created on COC’s homepage to allow for greater access to SLO-related materials. The website can be found at [www.canyons.edu/SLO](http://www.canyons.edu/SLO)

A new SLO Faculty Manual was distributed on Opening Day and is available on the SLO website.

The SLO coordinators provided training on Program SLOs (PSLOs) at the department chairs’ meeting in October 2010.

Program SLOs are now being recorded in WebCMS for degrees and certificates. This semester, faculty will be asked to provide one or more program SLOs for any degree or certificate that does not currently have one. These program SLOs will be approved by the curriculum committee and will be recorded in the program outline in WebCMS.

The SLO committee reviewed software designed for SLO assessment and recommended the purchase of the Assessment Module from CurricUNET in order to facilitate the organization of SLO-related data, dialogue, and planning. The college purchased CurricUNET in summer 2010, and the college SLO coordinators are working with Curriculum Committee and Academic Affairs as the software is being adopted to ensure a smooth transition.

The SLO coordinators continue to provide frequent training – both group and individual – on various topics relating to SLOs. Since Spring 2010, 30 SLO-related trainings have been offered. A survey of faculty training needs was completed in spring 2010 and has shaped upcoming training plans.

The SLO coordinators have developed sample assessment, alignment and record keeping tools for administrators, faculty and staff.

The SLO coordinators will complete a program review for Student Learning Outcomes this year.

What’s ahead?:

• The SLO Committee has drafted a suggested timeline for the full implementation of Student Learning Outcomes to help the college meet the fall 2012 WASC/ACCJC deadline for Proficiency. These benchmarks will be presented to the Academic Senate and other constituent groups for discussion and approval.

• As faculty have grown more comfortable with writing SLOs and designing and scheduling assessments, the emphasis in large group training in 2010-2011 will shift to facilitating dialogue and developing specific action plans. Individual and department training on other topics will still be available upon request.

• As we get closer to the implementation of CurricUNET, there will be a need for a more formal, standardized reporting process of SLO assessment, analysis, and action planning. The SLO coordinators, with input from the SLO Committee and the Senate, will be developing easy-to-use forms that anticipate the kinds of information that will be entered in CurricUNET in order to help with this transition.

• The SLO committee is working to build a library of sample SLO documents from various departments to provide faculty with models for assessment and planning.

• As we move towards Proficiency, departments have struggled with compiling data at the individual course/section level. The SLO Coordinators are working towards providing tools, technology, and clerical support for faculty to better assist them in completing cycles of assessment.

• As we move towards Proficiency, we need to develop a process to answer questions that arise. Some current questions include:
  o What is a “program”? Specifically, for Program SLO assessment, must all degrees and certificates be included as separate items (even low unit certificates)?
  o To reach Proficiency, must all SLOs from each course be assessed at least once, or is it enough to assess at least on SLO from each course?

Resources


• Statewide Academic Senate SLO Glossary: http://www.asccc.org/Publications/Papers/Downloads/PDFs/SLO-Glossary-2010.pdf

• College of the Canyons’ SLO Website: http://www.canyons.edu/SLO

• College of the Canyons’ SLO Faculty Manual: http://www.canyons.edu/committees/SLO/Resources/SLO_final.pdf

• “How to” Guides for SLO-Related Topics: http://www.canyons.edu/committees/SLO/How/

• Sample Forms for SLO Assessment Planning: http://www.canyons.edu/committees/SLO/Planning/

Online SLO Tutorial: http://www.canyons.edu/Faculty/martinj/slo_site/tutorial_slo/welcome.htm
## Department Benchmarks

The SLO Committee proposes these benchmarks as guidelines for departments in attaining proficiency with regard to participating in the SLO cycle for accreditation purposes.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Target Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses:</strong></td>
<td></td>
</tr>
<tr>
<td>All courses have SLOs</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Assessment plan for all courses</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Assessment schedule for all courses</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Assessment schedule implementation</td>
<td>Spring 2011-Spring 2012</td>
</tr>
</tbody>
</table>
| *Spring 2011: At least 33% of courses assessed*  
*Fall 2011: At least 67% of courses assessed*  
*Spring 2012: All courses assessed at least one time* | |
| All courses have at least one “closed loop” | August 2012 |
| **Programs:** | |
| All programs have SLOs | Spring 2011 |
| Program SLO assessment plan and schedule | Spring 2011 |
| Course SLOs are aligned with program SLOs | Fall 2011 |
| Program assessment implementation | Spring 2012 |
| *Fall 2011: At least 50% of programs assessed*  
*Spring 2012: All programs assessed at least one time* | |
| All programs have at least one “closed loop” | August 2012 |
| **Planning:** | August 2012 |
| Regular assessment cycles for all courses and programs | |
| Assessment data results in dialogue and informs decision-making | |
| Assessment data is used to improve student learning and institution-wide practices | |
**College of the Canyons Program Planning and Review**

**Year(s): 2011/2012 to 2013/2014**

### Program Information for: Student Learning Outcomes

**Year(s): 2011/2012 to 2013/2014**

#### College of the Canyons' Mission Statement

College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

#### Program Description

Describe the Department's Mission (e.g. services offered and functions performed by this department).

The SLO Committee, a subcommittee of the Academic Senate, provides leadership, information, guidance and support to all college faculty and staff involved in the development and assessment of student learning outcomes and administrative unit outcomes. The Committee is co-chaired by the Faculty SLO Coordinator and the Vice President, Institutional Development, Technology, and Online Services, and it seeks representation from all academic divisions and other constituent groups.

Who are the customers/recipients of the services and functions?

The SLO Committee serves the faculty who are primarily responsible for drafting, assessing, analyzing, and evaluating SLOs for course, program, and institutional level. Tangentially, students benefit from the faculty’s focus upon improving student learning.

Provide a current organizational chart for the department, including all full-time and part-time staff. Show the full-time equivalent of each staff member. Also, you may want to include a proposed organizational chart if you are proposing changes.

Chart #1: [Organizational Structure Current & proposed.doc](https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/A...)

Provide a short description of the history of your department, including how it has changed over the years.

In 2002, the Western Association of Schools and Colleges (WASC) released accreditation standards that ask colleges to identify student learning outcomes (SLOs) for courses, certificates and programs, and to evaluate students’ progress towards achieving those SLOs. Colleges were also asked to use the assessment results to improve the education taking place in courses, certificates and programs across campus. In 2003, College of the Canyons formed a steering committee to provide leadership and training to faculty and staff.
regarding SLOs, and the first of many SLO-related FLEX workshops was held in 2004. SLOs have been included as part of the official course outline since 2004, and the college uses the Program Review process to document SLO assessments and action plans based on those assessments. In 2008 a 50% reassigned time position was created for a faculty SLO coordinator. In 2007, the Accrediting Commission for Community and Junior Colleges (ACCJC) announced expectations for progress in implementing SLOs through its Rubric for Evaluating Institutional Effectiveness. All colleges are expected to reach the Proficiency stage of the Student Learning Outcomes rubric no later than fall 2012, and all courses, certificates, degrees, and programs should have completed at least one full cycle of SLO assessment, dialogue, and action planning based on the assessment results by that point in time. In 2008, the college’s accreditation was reaffirmed. The visiting team noted that while the college met the current expectations for implementing SLOs, it also recommended that a detailed plan for achieving Proficiency by fall 2012 and for involving more adjunct faculty in the SLO process would be beneficial to the college.

In 2011, the SLO coordinator position was increased to two 50% reassigned time positions, for a total of 100% reassigned time. While the coordinators assist each other as needed, each position has a specific area of focus, allowing for specialization in interdisciplinary assessment, software and reporting, and communication and training.

### Administrative Unit Outcomes

**Administrative Unit Outcomes (AUOs) Assessment Model:**
The purpose of this assessment process is to improve the unit's service.

<table>
<thead>
<tr>
<th>Department Goals (Overarching AUOs)</th>
<th>Specific Objectives</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected and Number of Cycles</th>
<th>Use of Results</th>
<th>Next Assessment Cycle (Month, Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide training, guidance, and assistance for administrators, faculty and staff in developing institution, program and course student learning objectives and assessments.</td>
<td>Facilitate the development and implementation of course, program and institution-level SLO assessments.</td>
<td>During spring 2012, the SLO co-Coordinators will survey the faculty on this issue. Criteria for success will be 75% favorable response of the total number of responses received.</td>
<td>During spring 2012, the SLO co-Coordinators will survey the faculty on this issue.</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td>Encourage administrator, faculty and staff alignment of all course, program and institutional level</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

https://intranet.canyons.edu/offices/FiscalServices/APRBudget2010/A...
<table>
<thead>
<tr>
<th>Outcomes and Assessments</th>
<th>Issue</th>
<th>Criteria for Success</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist with and guide faculty and staff in the transition from WEBCMS to CurricuNet in 2012-2013 including training on the CurricuNet assessment module.</td>
<td>During spring 2013, the SLO co-Coordinators will survey the faculty on this issue. Criteria for success will be 75% favorable response of the total number of responses received.</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Develop and implement outcomes and assessment record-keeping tools for administrators, faculty and staff to formalize and standardize the process.</td>
<td>During spring 2012, the SLO co-Coordinators will survey the faculty on this issue. Criteria for success will be 75% favorable response of the total number of responses received.</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Development of an outcomes resource collection for college.</td>
<td>During spring 2012, the SLO co-Coordinators will survey the faculty on this issue. Criteria for success will be 75% favorable response of the total number of responses received.</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Task Description</td>
<td>Criteria</td>
<td>Number</td>
<td>Date</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Develop and implement FLEX workshops and trainings on topics related to student learning outcomes and assessment.</td>
<td>During spring 2012, the SLO co-Coordinators will survey the faculty on this issue. Criteria for success will be 75% favorable response of the total number of responses received.</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Provide training to SLO Coordinators to remain current on outcomes and assessment theory and practice and accreditation requirements.</td>
<td>Whether each SLO co-coordinator has attended a professional development conference within an academic year.</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Increase the number of courses with ongoing assessment plans.</td>
<td>Review of the number of plans reported to ACCJC in June 2011 with the number of plans reported in fall 2012. If there is a significant increase, then the SLO co-coordinators have been successful.</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>2. To advocate for the development and allocation of sufficient resources for administrators, faculty and staff to develop,</td>
<td>Advocate for the allocation of sufficient resources to involve adjunct faculty and department level work on the outcomes and assessment cycle (i.e., plan, asses, close) at the course, program and institution level.</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Year</td>
<td>Action</td>
<td>Expected Outcome</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Advocate for the allocation of sufficient resources to sustain faculty and department level work on the outcomes and assessment cycle (i.e., plan, asses, close) at the course, program and institution level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Purchase and implement CurricuNET and CurricuNET assessment module.</td>
<td>When the software is purchased and functional for faculty, the objective will be met.</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Advocate for an increase in reassigned time for SLO Coordinators to accomplish outcomes and assessment facilitation, training, and monitoring.</td>
<td>When there is an increase from 75% reassigned time split among 3 co-coordinators, then the objective has been met.</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Increase faculty involvement in the outcomes and assessment process by increasing Flex opportunities available and advocating for the reframing of the kinds of activities which qualify for Flex credit.</td>
<td>During the academic year 2011-2012, the reassigned time increased from 75% for three to 100% for two SLO co-coordinators. The additional time has been critical given the complexity of the ISLO issues and work toward proficiency.</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Increase faculty involvement in the outcomes and assessment process by increasing Flex opportunities available and advocating for the reframing of the kinds of activities which qualify for Flex credit.</td>
<td>Upon request, the Professional Development office will inform the SLO co-coordinators of the number of faculty who received FLEX credit for participating in SLO related activities. When compared with prior attendance numbers, if there has been a significant</td>
<td></td>
</tr>
<tr>
<td>Increase involvement of the adjunct faculty in the outcomes and assessment process to meet proficiency and fulfill recommendation of the ACCJC Accreditation Report.</td>
<td>Upon request, the Professional Development office will inform the SLO co-coordinators of the number of faculty who received FLEX credit for participating in SLO related activities. When compared with prior attendance numbers, if there has been a significant increase, then the objective has been met.</td>
<td>2012</td>
<td></td>
</tr>
</tbody>
</table>

Through the Academic Affairs office, successfully hire a Student Learning Outcomes/Assessment assistant to assist faculty and administrators with data entry, assessment tracking and report generation. | 2012 |

**Objectives**

**Status of Objectives.** *(Review College Strategic Goals)*

Open Objectives

1). Facilitate the development and implementation of course, program and institution-level SLO assessments by 2012.
Goal: Institutional Effectiveness  
Status: In progress  
Add'l Comment: Making considerable progress. We will evaluate our success as we receive 2013, year 2 updates to program review for departments.

2). Determine number of programs that have developed documentation demonstrating course to program alignment.
   
   Goal: Teaching and Learning  
   Status: In progress  
   Add'l Comment: We should make this a priority in 13-14.

3). Development of an outcomes resource collection for college.
   
   Goal: Institutional Effectiveness  
   Status: In progress  
   Add'l Comment: Need to use BLACKBOARD site reserved for this.

4). Revise SLO Faculty Handbook to include updates and sample assessment material.
   
   Goal: Institutional Effectiveness  
   Status: In progress

5). Obtain and train faculty on SLO assessment software to aid in assessment collection in courses with multiple sections.
   
   Goal: Technological Advancement  
   Status: In progress  
   Add'l Comment: related to using "My Canyons" to collect data.

6). Revise SLO Manual adding appendices for resources and examples (rubrics, collection tools, etc.)
   
   Goal: Leadership  
   Status: In progress

7). Revise current ISLOs and develop implementation plan for assessment by Fall 2014.
   
   Goal: Teaching and Learning  
   Status: In progress  
   Add'l Comment: Investigating the AAC&U LEAP Outcomes for ISLOs

8). Develop additional online and media resources to help train faculty about assessment at the course, program and institutional level.
   
   Goal: Teaching and Learning  
   Status: Yet to be started

9). Through the Academic Affairs office, successfully hire a Student Learning Outcomes/Assessment assistant to assist faculty and administrators with data entry, assessment tracking and report generation.
   
   Goal: Institutional Effectiveness  
   Status: On hold - pending funding
Completed Objectives

1). Advocate for an increase in release time for SLO Coordinators to accomplish outcomes and assessment facilitation, training, and monitoring.
   
   **Goal:** Institutional Advancement
   
   **Status:** Completed

2). Develop and implement outcomes and assessment record-keeping tools for administrators, faculty and staff to formalize and standardize the process.
   
   **Goal:** Institutional Effectiveness
   
   **Status:** Completed
   
   **Add'l Comment:** Forms for both planning and recording assessment results have been uploaded to the SLO website. The assessment module will replace this need.

3). Increase the number of courses with ongoing assessment plans.
   
   **Goal:** Institutional Effectiveness
   
   **Status:** Completed

4). Purchase CurricuNET assessment module.
   
   **Goal:** Institutional Effectiveness
   
   **Status:** Completed

5). Advocate for an increase in release time for SLO Coordinators to accomplish outcomes and assessment facilitation, training, and monitoring.
   
   **Goal:** Institutional Effectiveness
   
   **Status:** Completed

6). Revise and improve Student Learning Outcomes website.
   
   **Goal:** Institutional Effectiveness
   
   **Status:** Completed

7). Increase faculty involvement in the outcomes and assessment process by increasing Flex opportunities available and advocating for the reframing of the kinds of activities which qualify for Flex credit.
   
   **Goal:** Institutional Effectiveness
   
   **Status:** Completed

8). Increase involvement of the part-time faculty in the outcomes and assessment process to meet proficiency and fulfill recommendation of the ACCJC Accreditation Report.
   
   **Goal:** Institutional Effectiveness
   
   **Status:** Completed
   
   **Add'l Comment:** Survey results demonstrated significant involvement by part-time faculty in assessment process.

9). Collaborate with COCFA and Academic Senate officers to draft a resolution addressing ACCJC standard III.A.1.C.
   
   **Goal:** Campus Climate
   
   **Goal:** Leadership
   **Status:** Completed
   **Add'l Comment:** In pilot testing spring 2013. Optional fall 13-spring 14. Transition for ALL faculty beginning fall 2014. Assessment module will replace SLO tables.

11). Develop and implement FLEX workshops and trainings on topics related to student learning outcomes and assessment.
   
   **Goal:** Leadership
   **Status:** Completed
   **Add'l Comment:** Revise objective to be specific, measurable, etc. This is an ongoing objective.

12). Assist department chairs in development of a schedule to assess course and program level SLOs.
   
   **Goal:** Leadership
   **Status:** Completed

13). Training to SLO Coordinators to remain current on outcomes and assessment theory and practice and accreditation requirements.
   
   **Goal:** Leadership
   **Status:** Completed

14). Create training materials for the CurricUNET Assessment module.
   
   **Goal:** Leadership
   **Status:** Completed

Canceled Objectives
1). Revise ISLOs to be more inclusive and reflective of student learning in the identified GE and other areas.
   
   **Goal:** Teaching and Learning
   **Status:** Canceled
   **Add'l Comment:** 2 FLEX sessions held in 12-13. Need to continue this process in 13-14.

2). Assist faculty in development of a schedule to assess institution-level SLO's.
   
   **Goal:** Leadership
   **Status:** Canceled

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**Additional Accomplishments.** ([Review College Strategic Goals](#))

1). Coordinated and facilitated discussion of CTE ISLO assessment results at spring 2012 flex session. (Goal: Teaching and Learning)

2). Coordinated and facilitated discussion of Language and Rationality: Communication and Analytical Thinking ISLO assessment results at spring 2012 flex session. (Goal: Teaching and Learning)
3). Coordinated and facilitated discussion of Natural Science ISLO assessment results at fall 2011 division meeting. (Goal: Teaching and Learning)

4). Coordinated and facilitated discussion of Physical Education and Wellness ISLO assessment results at fall 2011 division meeting. (Goal: Teaching and Learning)

5). Coordinated and facilitated discussion of Social Sciences ISLO assessment results at fall 2011 department meeting. (Goal: Teaching and Learning)

6). Coordinated and facilitated discussion of College Skills ISLO assessment results at fall 2011 committee meeting. (Goal: Teaching and Learning)

7). Coordinated and facilitated the development of rubrics for HFA ISLO assessment for implementation in spring 2012. (Goal: Teaching and Learning)

8). Coordinated and facilitated discussion of American Institutions ISLO assessment results at department meeting in fall 2011. (Goal: Teaching and Learning)

9). Coordinated and facilitated discussion of Language and Rationality ISLO assessment results at department meeting in fall 2011. (Goal: Teaching and Learning)

10). Coordinated and facilitated discussion of Diversity Requirement ISLO assessment results at department meeting in fall 2011. (Goal: Teaching and Learning)

11). Developed and implemented ISLO loop closing form to facilitate dialogue and collect feedback concerning student learning outcomes assessment. (Goal: Teaching and Learning)

12). Updated SLO website adding additional resources for faculty and administrators. (Goal: Teaching and Learning)

13). Collaborated with SLO committee to revise committee policies and procedures to establish a more active, engaged membership and provide a forum for discussing academic SLO assessment results and department plans for improving student learning. (Goal: Institutional Advancement)

14). Collaborated with SLO committee to develop rubric for assessing department program review SLO tables. (Goal: Institutional Advancement)

15). Encouraged and facilitated faculty development of course, program and institution-level assessment for multiple college programs. (Goal: Teaching and Learning)

16). Presented 6 flex workshops on completing SLO tables in Program Review to help faculty standardize reporting procedures and improve quality of responses to more effectively demonstrate assessment "loop closing" at the course and program level. (Goal: Teaching and Learning)

17). SLO coordinator and SLO committee member attended the Accreditation institute in February 2012. (Goal: Leadership)

18). SLO coordinator attended the SLO workshop as part of the Curriculum Institute in July 2011. (Goal: Leadership)

19). Development and delivery of two SLO newsletters in fall 2011. (Goal: Leadership)

20). Collaborated with C.I.O to provide information on SLO progress from 2008-2011 for Accreditation Mid-Term Report. (Goal: Leadership)

21). SLO coordinator attended the Student Success Conference in fall 2011. (Goal: Leadership)

22). SLO coordinator presented as part of panel presentation on ISLOs at Student Success Conference (fall 2012). (Goal: Leadership)

23). SLO coordinator attended Accreditation Institute (2/2013) (Goal: Leadership)
24). SLO coordinator attended Academic Senate Fall Plenary Session. (Fall 2012) (Goal: Leadership)
25). SLO coordinators drafted the ACCJC SLO PROFICIENCY REPORT and submitted in fall 2012. (Goal: Institutional Effectiveness)
26). Academic Senate approved new SLO Committee guidelines and procedures which changed meeting schedule from monthly to bi-monthly. (Goal: Institutional Effectiveness)
27). SLO Committee members and SLO coordinators met individually and provided guidance to 31 departments with courses or programs lacking evidence of ongoing assessment. (Goal: Leadership)
28). SLO coordinators coordinated with Institutional Research and Academic Affairs to facilitate 2 FLEX sessions (fall and spring) on the future of ISLO assessment. (Goal: Leadership)
29). SLO coordinators collaborated with Fiscal Services, Program Review Committee, and Institutional Advancement to provide 5 Program Review FLEX trainings. (Goal: Leadership)
30). SLO coordinators facilitated discussions and closed loop on ISLO assessment for every area by fall 2012. (Goal: Leadership)
31). Finished development of CurricUNET ASSESSMENT MODULES. SLO coordinators met bi-monthly and sometimes weekly on a conference call with Governet throughout fall 2012 to collaborate on development of the CurricUNET Assessment Module. Meetings also involved Curriculum Committee chair and Academic Affairs staff. (Goal: Leadership)
32). Completed and distributed 2 newsletters in spring 12 and fall 12 to all faculty. (Goal: Leadership)
33). Successfully advocated for creation of SLO aggregation tool as part of MY CANYONS by submitting proposal to Academic Senate, polling department chairs through Survey Monkey, and submitting concept to upper level administration. Decision was to make this an optional tool for departments to use. (Goal: Leadership)
34). Presented 2 Flex workshops on "Best SLO Practices." (Goal: Leadership)
35). SLO Coordinators provided more than 100 hours of individualized training to both full-time and part-time faculty and administrators in 2012-13 (as of March 1, 2013.) (Goal: Leadership)
36). Various training and presentations given during 2013-14, such as workshops on CurricUNET Assessment Module, Best Practices, Authentic Assessment, presentations at Department Chair Retreats, various divisions, and Authentic Assessment presentation at an Instructional Dean's meeting. (Goal: Institutional Effectiveness)
37). SLO Coordinators provided more than 100 hours of individualized training to both full-time and part-time faculty and administrators in 2013-14 (as of March 1, 2014.) (Goal: Institutional Effectiveness)
38). SLO coordinators and committee collaborated with Academic Senate and COCFA to create and pass an SLO resolution which was presented to the board of trustees in fall 2013. (Goal: Campus Climate)
39). Both SLO coordinators attended the spring 2014 ASCCC Accreditation Institute (Goal: Institutional Effectiveness)
40). SLO coordinator attended the ASCCC Academic Academy in spring 2014 which explored the future of GE and GE Assessment. (Goal: Institutional Effectiveness)
41). SLO coordinator attended the AAC&U (through Academic Affairs, ROADMAP project) and the ePortfolio Institute to learn more about the LEAP outcomes and examine the possibility of using an ePortfolio platform to help with ISLO assessment. (Goal: Leadership)
42). SLO coordinators presented report from ACCJC concerning college's 2012 SLO proficiency report and led discussion in two deans' meeting and several SLO committee meetings to discuss needed improvements. (Goal: Institutional Effectiveness)

**New Objectives.** Please list new department objectives. These should follow from the needs listed above. Also, they should be specific and measurable. Also, identify the [Strategic Goal](#) to which the objective relates.

1). Participate in the selection of an ePortfolio platform. (Goal: Institutional Effectiveness)
2). Create incentives for faculty involvement in the SLO process. (Goal: Institutional Effectiveness)
3). Develop a culture of assessment and dialog by providing two days a year that are "Assessment Days" with activities related to student learning outcomes and assessment (for courses, programs, and institutional levels). (Goal: Institutional Effectiveness)

**Other External/Internal Factors**

**Positions in your department.** What changes have occurred in the last three years and what changes are expected in the next three years within your department/program?

2011-2012:
1. Two co-coordinators have each been provided 50% release time to guide institution towards proficiency deadline of fall 2012. This is an increase from three coordinators each provided 25% release time in 2010-2011.
2. CurricuNET was purchased in 2010. Assumption was that this new curriculum and assessment management database would be fully functional fall 2011. The assessment module will not be fully functional until fall 2012. The SLO coordinators will be responsible for assisting faculty with the training and use of this module.

NEXT THREE YEARS:
The outcomes and assessment process is a continuing cycle. According to the ACCJC Rubric for Evaluating Institutional Effectiveness -- Part III: Student Learning Outcomes, once the college establishes "proficiency" by Fall 2012, the next level is Sustainability, which requires "sustainable continuous quality improvement." This will require regular and vigilant monitoring and mentoring by the newly reorganized SLO Committee and the SLO Coordinators to insure that SLO's and assessment are ongoing, systematic and used for continuous quality improvement. A natural progression from the SLO Committee's work will be for the coordinators to continue to present faculty workshops and to work closely with the department chairs, the Curriculum Committee, and the deans and administrators in the Instruction Office, Academic Affairs and Institutional Development.

As the Coordinators help facilitate and frame conversations about SLO's and assessments, SLO Coordinators are essential for dialogue about student learning to be "ongoing, pervasive and robust." SLO Coordinators act as much-needed experts and guides for faculty and administrators concerning outcomes and assessments. SLO Coordinators and the duties they fulfill will continue to be essential in demonstrating to ACCJC that "student learning improvement is a viable priority in all practices and structures across the college."

2012-13 update:
Three SLO coordinators split the release time with one coordinator receiving 40% and two coordinators receiving 20% each.
**Technology.** How is technology being used for service delivery? What specific changes in the use of technology should be implemented? Please indicate the hardware and software (including version if known) needs for department. Also, indicate if a budget augmentation is needed.

2014 UPDATE: With the pressure to meet accreditation standards concerning available dis-aggregation of SLO data concerning student success in meeting SLO outcomes, CURRICUNET ASSESSMENT MODULE (CAM) may be simply inadequate as a tool. The college may be forced to consider a more robust tool like TRACDAT or ELUMEN or TASKSTREAM or another to help function as a database for this data. CAM simply isn't sufficient. We are also now looking at ePortfolios. We will want to make certain this platform will allow integration with our current LMS system -- BLACKBOARD -- and allow for assessment data to be entered and retrieved.

2012-13 comments: Currently an Access database, Datatel, CurricuNET, and the Program Review database are used to collect and analyze outcomes and assessment data. Once CurricuNET migration and the development and activation of the assessment module are complete, most of the outcome and assessment information will be housed in this database. SLO coordinators and members of the SLO Committee, the Academic Affairs office, and the Curriculum Committee will collaborate to train administrators, faculty and staff to fully utilize this resource. This technology will be used to better track outcomes and assessment information and assist administrators, faculty and staff with information analysis through the development and dissemination of reports.

It is the opinion of the SLO coordinators that an additional resource be developed or purchased to allow faculty to more directly record SLO results in a database to allow for more effective and efficient record-keeping and aggregation of data. Modification of Datatel to allow for faculty to input SLO data at the student level or purchase of Tracdat or a similar data collection tool would alleviate burden on department chairs and SLO coordinators to collect, store, organize and prepare data for assessment reports.

**Interdisciplinary Collaboration.** Describe any relationships with other departments/programs.

The SLO coordinators, SLO Committee, Office of Academic Affairs, Institutional Research, the Academic Senate, the Curriculum Committee, the Professional Development Office, the academic departments, and administrators and faculty members have been actively collaborating on a variety of issues related to the following:
- Curriculum, outcomes and assessment issues;
- the development and implementation of CurricuNET;
- the development and delivery of FLEX workshops;
- email communications with institution personnel concerning outcomes and assessment issues.

2012-13 Addition:
The SLO committee also collaborates with the Program Review Committee with one SLO coordinator serving as a co-chair of this committee. Additionally, an Outcome Indicators committee (a new sub-committee of the College Planning Team) has recently been formed which will involve SLO committee members.

**Challenges.** Please indicate any challenges your department or program has faced which may affect services. Also, please indicate how you plan to address these challenges.

The challenges facing the SLO Coordinator program are varied and diverse:

1. Currently the college lacks a fully-functional outcome and assessment gathering and tracking database. Although this will be remedied when CurricuNET comes online and is fully functional in Fall 2012, the lack of a single database that houses all curriculum, program review, outcomes and assessment information
has limited the efficiency of the SLO coordinators and hampered the success of the program.

2. Currently the CurricuNET and program review databases contain conflicting SLO’s for the same courses. SLO coordinators and other institution personnel spent considerable time and resources to identify the extent of the problem and determine methods to attempt rectify the problem. A single database that houses all curriculum, assessment and program review information would help streamline this process, ensure cohesiveness and eliminate the chance of error caused by entering the same information in multiple locations.

3. Clerical support to assist with outcome/assessment data entry; creation of outcome/assessment reports; facilitation of communications between institutional offices, administrators, faculty and staff; database management; etc. is needed to support and improve program effectiveness.

4. Recently COCFA has broached the issue of whether SLO/Assessment duties/responsibilities fall under the existing full time faculty contract and have asked to bargain these issues. This may have an impact on faculty participation in the SLO process.

5. Currently there is no enforcement mechanism to insure ACCJC's "proficiency" level by fall 2012. The SLO Co-Coordinators and the SLO Committee presented benchmarks to the Academic Senate including guideline semesters when particular SLO related activities should be accomplished to meet the "proficiency" level.

2012-13 Update:
Responding to frequent and often unanticipated requirements from ACCJC. For example, the 2013 annual SLO report now includes two new questions (30a and 30b).

**Department/Program Changes.** Please describe any changes (institutional or within the broader academic discipline/program area) that require changes in the department or program structure, focus, or emphasis.

1. In recent years, it has become clear that the Instruction Office should play a greater role in supporting, guiding, and encouraging faculty as they work towards Proficiency and later Sustainability. It may be beneficial for the SLO Coordinator program to be moved from Institutional Research to Academic Affairs/Instruction in the organizational structure to reflect the growing need for coordination with faculty.

2. The SLO committee voted to revise its policies and procedures to establish a more active, engaged membership and provide a forum for discussing academic SLO assessment results and department plans for improving student learning. The structure of the new committee entail members reviewing department's SLO data from the Program Review for quality of assessments and themes. The committee will provide a summary of the quality as well as themes and trends recognized during review of the course and program SLOs. Report identified themes and quality of assessments to Outcomes Steering Committee, which will analyze the summaries from the SLO and AUO committees to provide an overall summary of the quality of outcomes as well as themes and trends identified by each group during the review of SLOs and AUOs. Provide an avenue for institutional-wide discussion, planning, and advocacy of recommendations regarding outcomes.

2012/2013 update: The Academic Senate approved changes to the mission, policies and procedures of the SLO committee.

**Canyon Country Campus and a possible Westside Campus.** Please describe your department’s services that are available at the Canyon Country Campus and any plans for changes. Also, please include...
plans for offering services at a possible Westside Campus. The SLO Coordinators and SLO Committee offer support to faculty wherever they should need it, including the Canyon Country Campus. All FLEX training is currently offered at the Valencia campus.

| Connection to Educational and Facilities Master Plan. | How is the department progressing in implementing plans identified in the Educational and Facilities Master Plan? Also, please list any 10-year goals your department has created. 

Student learning outcomes and assessment have only recently become areas of interest and concern for the College of the Canyon’s administrators, faculty and staff. Even though the SLO mandate has been around for over 10 years, it appears that the college as a whole has only begun to take SLOs seriously.

This is evidenced by the Educational and Facilities Master Plan. The term “student learning objectives” appears only three times in the plan -- twice by academic programs referring to the need to include SLO’s in curriculum and once by the Academic Affairs office referencing plans to hire a curriculum assistant in the area of Student Learning Outcome. There are fifteen references to “assessment.” However, most of these refer to assessment testing for student services and student placement in math and English course. There are only two references to assessment within academic courses.

The “Educational Policy and Practice” section (p.16) includes language referring to the importance of assessing student learning outcomes for needed skills and knowledge as a means of emphasizing the importance of “student competencies, proper use of learning technologies, expanding competition, and institutional accountability.” As discussed in several sections of this program review (objectives, accomplishments, interdisciplinary collaboration, etc.) the SLO coordinators and committee members are making progress to ensure the college achieves the proficiency level of the ACCJC “Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes” and, by extension, fulfill the promise outlined in this section of the Educational and Facilities Master Plan.

It is difficult to conceptualize 10 year goals given the fluid nature of SLOs. For example ACCJC will determine on April 1, 2012, how to access college's progress toward proficiency. As SLOs are governed by ACCJC, it is difficult to predict what changes are ahead in the realm of SLOs. However, given the existing rubric, the college should be at a very comfortable level of assessment and dialog with numerous cycles completed. Within 10 years, the faculty should be experienced in the dialog about student learning, suggesting improvements, and identifying issues that weave amongst various departments and divisions. In 10 years, the SLO committee will have reviewed all departments' SLO tables in Program Review; identified themes and issues; and helped move the dialog being more campus-wide.

Other Information. Summarize any other relevant information. This could include, but is not limited to, the following: surveys, general trends in how people do business that might have implications for your department; Comparison of your department with similar departments, including strengths and weaknesses; Externally imposed regulations; Partnerships with industry, community-based organizations, government, or other entities.

The SLO process itself is an externally imposed regulation, as it comes from ACCJC, our accrediting agency. The SLO program will need to continue to monitor the guidelines provided by ACCJC and adjust accordingly. Of particular interest will be the methods of accountability for the Fall 2012 deadline for Proficiency, which have not yet been made available. Guidelines for preparing this report will be made available to colleges by April 1, 2012. Recently, the college learned that it will have to report to ACCJC its level of "proficiency" in October 2012. Other California community colleges have a spring 2013 reporting requirement.
Use of Data. Describe department trends, including measures identified in the Administrative Unit Objectives and other data described above. What are the specific implications of the data collected? State each result and the implication.

Departmental Strengths. Describe the department’s strengths or unique features. This should principally include information from the data summarized above.

1. SLO Coordinators have significant experience with outcomes and assessment.
2. SLO Coordinators have established a positive, collegial relationship with faculty, administrators and staff.
3. Purchase of CurricuNET and assessment module should help facilitate and improve the data collection process.
4. SLO Coordinators meet for 60-90 minutes weekly throughout the semester and bi-monthly with Audrey Green, Vice President of Academic Affairs. Meetings often involve Anne Lowe, Curriculum Committee chair, Barry Gribbons, COC Assistant Superintendent, Vice President of Institutional Development, Technology and Online Services and Daylene Meuschke, Director of Institutional Research.

Departmental Challenges. Describe the department’s challenges. This should principally include information from the data summarized above.

1. SLO Coordinators lack authority to require faculty and administrators to complete outcomes and assessment process. Increased administrator oversight and use of their authority to hold faculty accountable for the outcomes and assessment process might improve SLO coordinator's ability to insure the institution meets "proficiency level" by Fall 2012.
2. CurricuNET and assessment module are not yet online and useable to help coordinators track faculty progress with outcomes/assessment.
3. SLO assessment that involves multiple sections or courses or departments creates a significant amount of clerical work, and resources to support for that work are not yet available. Again -- a data collection and aggregation tool like Datatel or TracDat would facilitate this process.
4. Creation and assessment of ISLOs has been extremely difficult because ISLOs cross department and division lines. Communication is particularly challenging because the faculty are not in one place at the same time like they were on Opening Day 2010. During the loop closing meetings, it has become apparent that the ISLOs should be significantly revamped.

Budget Planning

Program Needs

Describe the needs in each of the following areas that will be necessary to meet the program objectives described above:

Supplies and Services
TRAVEL:
Maintain existing travel budget to allow SLO Coordinators and SLO committee members to attend Professional Development Conferences such as: Accreditation Institute,and SLO and Student Success

PROFESSIONAL DEVELOPMENT:
Academic Senate SLO Institute July 2014
Strengthening Student Success October 2014
Academic Senate Accrediting Institute March 2015

2013/14 Update: Need to continue funding for the above conferences in 14-15.

ASSESSMENT DAYS:
Provide two days where faculty can work on assessment plans, results, and analysis of assessments for courses, programs, and institutional level outcomes.

Equipment
Programming of Datatel or purchase of Trackdat to aid in collecting and aggregating data for departments.

Facilities and facility modification

Personnel
1. Faculty SLO Coordinators
2. Curriculum Assistant for Outcomes and Assessment (see Educational and Facilities Master Plan)
3. Supplemental Services to compensate adjunct faculty to participate in the SLO process.

Who do you need to coordinate with to make this happen? (e.g. other departments on campus, four-year college, high school, local business or other community colleges)
Offices of Academic Affairs, the Academic Senate, the Curriculum Committee, Instruction, and Institutional Development.

The following staff participated in conducting this program planning and review.
SLO coordinators (Rebecca Eikey, Paul Wickline), SLO Committee, Office of Academic Affairs, Institutional Research, the Academic Senate, the Curriculum Committee

Upload additional files.
File #1: Authentic Assessment Rubric.doc
File #2: Student Learning Outcomes Committee Structure.doc
File #3: Department Benchmark Proposal for Senate 3.0.doc
File #4: MidtermReportSLOs.doc
File #5: FINAL SUMMARY_ADJUNCT INVOLVEMENT IN THE SLO PROCESS.doc
File #6: SLO COMMITTEE FLOW CHART.pdf
File #7: CoverMemoAndRevisedRubric_10-28-2011_FULL ARTICLE.pdf
File #8: 3.1.ISLO Summary Report.doc
File #9: 3.5.Faculty SLO Survey Results_Fall2011.pdf
File #10: COC DRAFT OF RESOLUTION.doc
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<th>4.1 List of SLO workshops 2008-2012.xls</th>
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