

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: **October 12, 2012**

Institution's Name: **College of the Canyons**

Name and Title of Individual Completing Report: Joseph Gerda, VP Instruction

Telephone Number and E-mail Address: 661.362.5432 joe.gerda@canyons.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: Dr. Dianne G. Van Hook

Signature: Joseph A. Gerda
(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): **1052**
- b. Number of college courses with defined Student Learning Outcomes: **1052**
Percentage of total: **100%**
- c. Number of college courses with ongoing assessment of learning outcomes: **805**
Percentage of total: **76%**

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): **86**
- b. Number of college programs with defined Student Learning Outcomes: **86**;
Percentage of total: **100%**
- c. Number of college programs with ongoing assessment of learning outcomes: **67**;
Percentage of total: **78%**

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): **58**
- b. Number of student learning and support activities with defined Student Learning Outcomes: **58**;
Percentage of total: **100%**
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: **55**; Percentage of total: **95%**

4. Institutional Learning Outcomes

- a. Total number of institutional Student Learning Outcomes defined: **14**
- b. Number of institutional learning outcomes with ongoing assessment: **14**

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

The college has made great strides to be at the proficiency state of SLOs by the 2012 deadline. Creation of course SLOs are nearly complete and assessment cycles continue to be instituted and refined. All programs have SLOs, 78 percent have ongoing assessment with the remainder are working toward a full cycle of assessment. Analysis of assessment results has led to changes in curriculum, instruction, and assessment tools and techniques (1.1). Faculty report and update course and program level assessment results, analysis, and plans of action in the online annual program review to ensure results are integrated into planning.

At the administrative level, 100% of programs such as Student Services, Admissions & Records, Institutional Research, Adult Reentry, Skills4Success, Veterans, Information Technology, Payroll, Accounting Services, Academic Divisions, Enrollment Services, Campus Safety, and Budget Development have Administrative unit outcomes (AUOs) and 95% have ongoing assessment (1.2). Similar to academic programs, administrative programs report assessment and analysis thereof in the annual program review.

The college developed and assessed 14 Institutional Student Learning Outcomes (ISLOs) through a combination of direct assessment and mapping of course level assessment results (1.3 and 1.4).

Faculty develop course and program Student Learning Outcomes (SLOs) as a part of the regularly scheduled curriculum process (1.5, 1.6, and 1.7). One of the three SLO Co-Coordinators is part of the curriculum review process before the Curriculum Committee examines new and revised curriculum.

Through the on-line annual program review, all instructional and administrative programs report assessment data and analysis in conjunction with planning and budget.

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 results are shared in academic and administrative program reviews which are developed by every academic and administrative area on campus. Program reviews are reviewed by deans and the upper level administrators and in various campus governance committees including the College Planning Team (CPT), Curriculum Committee, the Academic Senate, the Skills4Success, President's Advisory Council-Budget (PAC-B), and the Enrollment Management Committee (2.1). Research reports from the Institutional Research Office, including SLO results, are communicated to the campus community in a variety of ways including regular updates to the Skills4Success committee (standing agenda item), Academic Senate (at least once per fall and spring terms), Division Deans (monthly), College Planning Team (standing agenda item), Management Advisory

Committee (monthly), and division and department meetings as requested (2.2 and 2.3). Assessment results are also discussed in division and department meetings, amongst Institutional SLO teams, and in FLEX Workshops (2.4).

To further improve assessment dialogue, the CurricUNET Assessment Module was purchased. Pilot testing will begin in fall 2012. This tool will allow faculty to more efficiently collect and record course and program assessment data, aggregate and map assessment results and facilitate dialogue about the results (2.5).

Faculty and administrators have used SLO results, survey data, course and retention data reflected in the program reviews to fulfill the college's mission, develop the Strategic Plan for 2012-15, Educational Facilities Master Plan and advance campus-wide projects. The Skills4Success report (2.6) and the 2011 ARCC report (2.7), which were presented to the Board of Trustees, include data and an action plan based on identification of gaps (2.7).

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

Between 2010-2012 the college's fourteen Institutional SLOs were assessed. Results and plans of action were discussed at division, department and committee meetings and in FLEX workshops. As a result of these discussions, departments and divisions discovered themes and issues across a variety of disciplines (3.1).

College-wide conversations about measures of success, persistence and progression through basic skills sequences have been discussed and are well-documented. The college continues to look at assessment data and make informed decisions about identification of gaps. For example, Math, English and Counseling have looked at SLO data to make curricular changes. The creation of Math 075 and English 096 are evidence of data analysis and changes made based on assessment outcomes (3.2 and 3.3).

Program reviews are completed every three years with annual updates. The program review process requires that budget requests are aligned with college-wide goals and links planning with budget allocation and augmentation requests (3.4). Embedded in the program review are SLO assessment results, analysis of results and plans of action which are used for department goal-setting and budget requests. As a result of interdisciplinary dialog in the Program Review Committee, a sub-committee of the Academic Senate, in 2012 a new section will ask faculty, staff and administrators to identify "*New Objectives Related to SLOs as Indicated in Use of Results Section.*"

Assessment results are used to reflect on past and current progress and to make plans for future curriculum planning (3.5). College-wide, both full-time and adjunct faculty are involved in the planning and assessing of SLOs and participate in analysis of assessment results and develop plans of action to address deficiencies (3.6 & 3.7).

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

Since fall 2008 SLO coordinators, SLO committee members, faculty and administrative leaders have conducted 69 formal trainings totaling 95 hours in the development and assessment of SLOs and the creation of action plans based on assessment and institutional research results. (4.1) In addition, the SLO coordinators and committee members created an SLO Manual to help clarify the SLO assessment process and provide guidance to faculty, staff and administrators (4.2 and 4.3)

Fall 2010 opening day was devoted to the development of Institutional SLOs and assessment plans (4.4 and 4.5) and time was provided for SLO presentations at the Department Chairs retreats in 2010, 2011, and 2012 (4.6 and 4.7).

The college has demonstrated its commitment to the SLO process by increasing the SLO coordinators responsibilities and the amount of reassigned time for SLO-related work. In 2009-2010 the District assigned a 50% equivalent faculty to serve as SLO coordinator. In 2010-2011 the District assigned a 75% full time faculty equivalent which was shared equally between three faculty members. In 2012-2013, three SLO coordinators will share SLO coordinator duties at 40%, 20% and 20% (4.8 and 4.9). Additionally, the college provides programming and research support to assist with assessment efforts.

The college developed an online program review with a framework for collecting and using slo information. In doing so the online program review is driven by student learning outcomes and integrates results with program review, strategic plan and budget development.

In 2010 the college purchased the CurricUNET Curriculum Database and CurricUNET Assessment Module with plans to implement pilot testing of the Assessment Module fall 2012. This tool will allow faculty to more easily report and summarize course and program SLO results (2.5).

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

For academic programs, faculty members regularly update assessment results for each course and program in the online annual program review (3.4). Within the online annual program review, data, dialog, and action plans are reported and updated as the assessment cycle continues. To maintain assessment cycles, programs have created assessment schedules which are also reported (5.1). Administrative personnel and staff prepare a similar table for administrative programs (1.4). Institutional SLO reports are prepared by the SLO co-coordinators (3.1).

The online annual program review allows for departments and programs to attach additional reports that provide more information and detail. For example the Theatre, English, and Business departments included reports concerning assessment results and action plans to supplement its SLO data and analysis (5.2, 5.3 and 5.4).

Results from SLO assessments are often combined with additional reports that provide greater insight into student learning and identification of gaps. For example reports such as the Profile and Enrollment Patterns of Non Credit ESL Students, English 071 and 071L Success Comparison, English Retention and Success Rates, English Progression Analysis, and others available online through the Office of Institutional Research website provide greater detail regarding assessment and results. (5.5, 5.6, 5.7, 5.8)

The College Planning Team (CPT), a collegial consultation team, conducts comprehensive assessments in the Strategic Plan every three years and the Educational and Facilities Master Plan every six years. (5.9) CPT also regularly reviews research reports with discussions leading to action implications that are folded into program reviews. CPT recently began discussions concerning disaggregated data and will develop action implications on a regular basis.

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

Course SLOs are mapped by departments to their corresponding Program SLOs and Institutional SLOs (6.1, 6.2 and 6.3). Department chairs review curriculum for alignment during the proposal and revision process (6.4). As part of the Fall 2010 opening day Institutional SLO activity, all full time faculty met in ten interdisciplinary groups to examine reports listing course level SLOs to verify that these SLOs were aligned with proposed Institutional SLOs (6.5) These groups drafted Institutional SLOs and created assessment plans and schedules (6.6).

Several departments currently use mapping of course SLOs to assess program SLOs instead of a separate program SLO assessment (6.7). The alignment process will become more uniform once the CurricUNET Assessment Module is fully implemented. In fall 2010, ten interdisciplinary groups met to draft Institutional SLOs and create assessment plans and schedules.

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

The college informs students of course, program and institutional SLOs. According to survey results, students indicate awareness of SLOs (7.1). Faculty include SLOs in all course syllabi (7.2 and 7.3). Curriculum committee reviews the course and program level SLOs (1.1 and 1.2). Program SLOs are published in the electronic college catalog, which is updated every two years (7.4). Institutional SLOs are published on the SLO website (7.5) and various departments post their program goals and SLOs on their websites (7.6)

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?
<p>SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE</p> <p>The program review process (under the direction of Academic Senate and the Office of Institutional Research) fully integrates SLO results with institutional planning and resource allocation. While planning is ongoing, systematic, and robust, it needs continual refinement, strengthening of the dialog, and linking SLO results to improvements.</p> <p>SLO and AUO assessment at the course, program and institutional level have become part of the college's culture. The college has made great strides since the WASC visit to be at the proficiency state of SLOs by the 2012 deadline. One hundred percent (100%) of courses, 100% of programs and 100% of degrees have SLOs with 76% of courses, 78% of programs and 100% of degrees regularly assessed. Of the administrative units, 100% have AUOs and 95% are regularly assessed.</p> <p>SLO coordinators, department chairs, and administrators experienced in outcomes and assessment practices routinely provide training to faculty and staff. Adjunct faculty have been directly involved in all phases of the SLO process. As a result, the college meets the proficiency level in accordance with the <i>Characteristics of Institutional Effectiveness in Student Learning Outcomes</i> rubric.</p> <p>While not all course and program SLOs have been assessed as of fall 2012, the college has implemented a plan of action utilizing SLO coordinators, deans and SLO committee members to address the deficiencies. Beginning spring 2012, the SLO coordinators (under direction of the Vice President of Instruction) coordinated with selected department chairs to improve their reporting of SLO results within academic program reviews. This process will continue throughout 2012-13.</p> <p>With implementation of CurricUNET assessment module, efforts are in place to improve SLO assessment planning and recording of results, create comprehensive assessment reports, develop action plans and facilitate discussion. In addition, the college can improve upon facilitation and documentation of institution-wide assessment results and identification of gaps. Toward that end, in spring 2012 the SLO Committee proposed changes to the committee's purpose and function to facilitate institution wide dialogue concerning course and program assessment results.</p>	

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

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

EXHIBITS

- 1.1_ Anthropology 2010-2011 Annual Program Review SLO tables
- 1.2_ AUOs from 2010_11 Administrative Program Reviews
- 1.3_ ISLO procedures Direct Assessment
- 1.4_ Diversity ISLO – RESULTS
- 1.5_ BIOSCI-107 (Course syllabus)
- 1.6_ COMS-110 (Course syllabus)
- 1.7_ Program SLOs Bio & Coms

- 2.1_ Decision Making Guide pages 10-11
- 2.2_ Screenshot_ College Information - Reports - Research Reports
- 2.3_ Selected research reports from Institutional Research Office
- 2.4_ ISLO REPORT_58F The Future of Institutional Level SLOs
- 2.5_ CurricUNET Assessment Module
- 2.6_ Skills4Success' Wild Ride Through Data Daylene
- 2.7_ ARCC 2011 Report

- 3.1_ ISLO Summary Report
- 3.2_ Summary of ISLO Assessment for College Skills
- 3.3_ ENGL-096 Curriculum_ WEBCMS
- 3.4_ CHEM_ APR_ 2011_ 2012 & BUDGET
- 3.5_ Faculty SLO Survey Results_ Fall2011
- 3.6_ Summary_ Adjunct Involvement in Assessment Process
- 3.7_ TheatreDept_ Fall 2012_ Closing the Loop of Assessment

- 4.1_ List of SLO workshops 2008-2012
- 4.2_ COC SLO Assessment Manual
- 4.3_ Screenshots of SLO Website
- 4.4_ ISLO Presentation to faculty opening day version III
- 4.5_ ISLO Opening Day Instructions_ Humanities FineArts ISLO
- 4.6_ Department Chair Retreat Program SLO PPT
- 4.7_ Department Chair Retreat Worksheet Fall 2010
- 4.8_ SLO Co-Coordinator Job Descriptions 2012-2013
- 4.9_ SLO Progress for Midterm Report

- 5.1_ English SLO schedule
- 5.2_ English 71, 102, 103 Analyses and Action Plans
- 5.3_ Theatre 242 Assessment report
- 5.4_ Business Department_ 2011 SPR SLO Course Summary Reports Overview
- 5.5_ Profile and Enrollment Patterns of Non Credit ESL Students
- 5.6_ English 071 and 071L Success Comparison
- 5.7_ English Retention and Success Rates

5.8_English Progression Analysis
5.9_Strategic_Plan_Executive_Summary_2012

6.1_SS Course SLOs Mapped to SS ISLO and SS ISLO results
6.2_English SLO ISLO Alignment-AA Degree
6.3_Theatre CSLO to PSLO to ISLO Alignment
6.4_Alignment_Curriculum Audit Trail
6.5_Alignment_Course SLO to Institutional SLO_Opening Day Fall 2010
6.6_ISLO Assessment Plans and Schedule
6.7_BUSINESS APR_Mapping CSLO to PSLO & Degree Outcomes

7.1_Spring 2012 Student Survey Report
7.2_Math 070 Syllabus
7.3_Spanish 202 Syllabus
7.4_SCCCCD Catalog 2011-2012
7.5_ISLOs on COC SLO Website
7.6_Paralegal Program Goals (Website)

Accrediting Commission for Community and Junior Colleges (ACCJC)

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