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 11, 2012

Institution's Name: Santiago Canyon College

Name and Title of Individual Completing Report: Aracely Mora, Vice President, Academic Affairs

Telephone Number and E-mail Address: (714) 628-4880 mora_aracely@sccollege.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: Juan Vázquez   Signature: *Juan Vázquez*
                                                                      (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): 633
   b. Number of college courses with defined Student Learning Outcomes: 633
      Percentage of total: 100%
   c. Number of college courses with ongoing assessment of learning outcomes: 595
      Percentage of total: 94.0%

2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): 163
   b. Number of college programs with defined Student Learning Outcomes: 163;
      Percentage of total: 100%
   c. Number of college programs with ongoing assessment of learning outcomes: 157;
      Percentage of total: 96.3%

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): 17
   b. Number of student learning and support activities with defined Student Learning Outcomes: 16;
      Percentage of total: 94.1%
   c. Number of student learning and support activities with ongoing assessment of learning outcomes: 16; Percentage of total: 94.1%

4. Institutional Learning Outcomes
   a. Total number of institutional Student Learning Outcomes defined: 12
   b. Number of institutional learning outcomes with ongoing assessment: 12

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

SCC's Curriculum and Instruction Council (CIC), the Student Learning Outcomes and Assessment Review Committee (SLOARC) and the Office of Institutional Effectiveness and Assessment (OIE&A) developed the culture and established the infrastructure of student learning outcomes and assessment at the course, program, and institutional levels and in student service areas. (1.1, 1.2, 1.10)

All 949 courses in the catalog have SLOs and identified assessments of record; 633 have been offered since Spring 2010 or are scheduled to be offered during 2012-2013. Of the 38 courses without completed assessments, four are new and eighteen will be offered again in 2012-2013 after being dormant for three or more primary semesters. (1.3, 1.4)

SLOARC developed a guide to authentic Program SLO (PSLO) assessment which has been disseminated, discussed, approved and utilized. It includes tools for mapping course SLOs to PSLOs and for specifying an assessment timeline. Information collected from utilization of this document was used to create a relational database that generates PSLO assessment reports. In addition, several programs assess their PSLOs using various methods separate from their course SLO assessment. Altogether, 93.3% of programs have ongoing assessment. (1.5, 1.6)

Institutional learning outcomes (ILOs) are mapped directly to course and program SLOs; therefore, assessments done at course and program levels directly support ILO assessment. (1.7) ILOs are also assessed using the annual SCC Student Satisfaction Survey. (1.8)

All Student Services programs conduct SLO assessments and complete reports annually except during program review years. (1.9, 1.10, 1.11)

The program review document, which contains sections dealing with course and program SLOs, is recognized as the college's central planning document. Results from program review inform the College's planning processes. (1.12)

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

As a result of institution-wide dialogue regarding assessment information, SCC identified the need to establish an office of Institutional Effectiveness and Assessment and to purchase software to facilitate assessment management as well as data collection and analysis (TaskStream and ParScore/ParTest). The college was awarded a Title V grant to address these needs. (2.1)

Outcomes assessment data is regularly discussed in various governance committees, including the CIC, Academic Senate, College Council, SLOARC, Educational Master Planning Committee (EMPC), division and department chairs meetings, and department meetings. (2.2) The OIE&A regularly consults with faculty and departments regarding assessment, assists with interpretation of assessment results, disseminates information college-wide, and runs workshops and summer institutes targeting assessment needs. (2.3, 2.4)

As part of the Academic Program Review (APR) process, programs investigate and analyze their program and course assessment results and identify areas for improvement. Additionally, during meetings with the EMPC, program representatives and EMPC members engage in reflective dialogue regarding the program's findings. (2.5, 2.6)

Another portion of the Title V grant and an additional grant (STEM^2) address gaps identified by Science and Mathematics faculty. (2.7)

Title V has also supported the development of faculty inquiry groups (FIGs) specifically to identify and address areas for improvement and to facilitate college-wide dialogue and collaboration. (2.8)

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.

April 2012

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

Decision-making dialogue related to assessment results occurs at various levels:

At the foundation is curriculum revision, a reflective process designed to address areas for improvement in the teaching/learning corridor, beginning with analysis of SLO assessment results. These inform modifications in curriculum, assessment, pedagogy and service delivery. (3.1)

At the program level, results of ongoing assessments captured through the program review process are reviewed at department meetings. (3.2) When this analysis reveals needs, the program updates its Department Planning Portfolio (DPP), a separate document which is accessed through the Academic Senate web page. (3.3) Implementation of TaskStream will automate this process, and the resulting assessment data will lead to even broader discussions across the institution concerning practices to advance student learning.

The program review process, which is on a three-year cycle at SCC, includes an analysis of ongoing SLO assessment results, which programs use to reflect on past and current practices and to develop plans. (3.4) As a result of assessment dialogue, SCC has initiated BSI projects and a Title V grant and developed an Early Alert system to align institution-wide practices to improve student learning. (3.5)

At the institutional level, the Educational Master Plan Committee (EMPC), the body responsible for developing the College's strategic plan, discusses with various programs the needs of their areas. From those discussions, the EMPC identifies needs across the institution. (3.6) The EMPC is represented on the College Council to provide updates and program review summaries so that findings from the review process are more widely known in the collegial governance system. (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

The college was awarded a Title V grant, which has enabled it to support the following SLO assessment-related activities: (4.1)

    a. Office of Institutional Effectiveness and Assessment
    b. Outcomes assessment management software
    c. Science Teaching and Resource Center
    d. Supplemental Instruction (SI) program
    e. Faculty Summer Institutes

The college has continued to support programs which were created under the aegis of its earlier Title III grant, specifically the Writing Center, the ASC and MaSH, all of which have coordinators with released time as well as clerical staff. (4.2)

SCC has consistently used Basic Skills Initiative funds to support projects identified by basic skills faculty as essential to program and institutional learning outcomes. (4.3)

Several faculty development workshops on outcomes and assessment protocols have been sponsored by the Faculty Development Committee. These have included training in the development, assessment and documentation of both SLOs and PSLOs. (4.4)

Finally, the Budget Committee investigates availability of funding for needs identified in the program review process and communicates with program leaders regarding its findings.

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 has developed a Statement on the Standards of Assessment Practice for Instructional Programs. (5.1) In accordance with this policy, each program assesses each of its courses every three years as part of the program review process. Program leaders complete SLO and PSLO reports, which are submitted to the OIE&A, which archives the reports, evaluates their completeness, tracks assessment cycles, and creates and disseminates a summary report of SLO assessment activities. (5.2 to 5.5) The OIE&A uses its home-grown SLO tracking databases to monitor assessment cycles and send periodic reminders to departments and programs to submit their SLO reports. (5.6)

Student services programs report annually on their SLO assessment results using the procedures established in the Statement on Standards of Assessment Practice in Student Services Programs (5.7,

5.8). An ongoing dialogue of assessment results and a continual process to enhance the assessment framework occur in meetings, workshops and retreats attended by student services staff. (5.9, 5.10)

In 2012-2013, the college will implement TaskStream, which will streamline this process. The college anticipates that this assessment management system will facilitate the mapping of course, program, student services and institutional assessment results and will help in generating reports.

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

Every degree or certificate program maps its PSLOs to the required courses for that program on a form developed and disseminated by SLOARC and OIE&A. (6.1) PSLOs are also mapped to the institutional student learning outcomes, and this information is stored in CurricUNET.

All course SLOs have been mapped to the institutional SLOs in the CurricUNET system. (6.2) Every four years, as part of the curriculum review process, faculty are required to review each course SLO and verify its alignment with the institutional learning outcomes.

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

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

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

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

College policy requires that course-level SLOs be printed on the syllabus and course outline for each course. (7.1, 7.2) The syllabi are filed in the division deans' offices for review and to ensure compliance with college and division standards. All course outlines are housed in CurricUNET and accessible to the public. Students can also find course and program SLOs on the individual web pages of departments and programs and on the SLOARC website. (7.3, 7.4) In order to provide yet another vehicle through which outcomes are communicated to students, future SCC college catalogs will

include PSLOs. ILOs are already included in the catalog. (7.5)

The SCC Student Satisfaction Survey includes questions on students' perception of the ILOs. Students' awareness of course and program SLOs will be measured in future student surveys. (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?**

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

The college has reached proficiency on SLO implementation. Courses are cycled through the assessment protocol on a timeline established by the program within the approved framework determined by the Academic Senate, CIC, SLOARC and department chairs.   Assessment results are used at the course level to improve student learning and at the program level to demonstrate program results and student achievement. Additionally, assessment results have been used in decisions to revise curriculum, to seek grants, to establish new college offices and positions, and to continue and/or increase funding for services deemed essential to student success, such as the ASC, MaSH, the Writing Center, Supplemental Instruction, and various Student Services programs.

In the next year, the addition of TaskStream will streamline reporting and analysis of assessment data. The college is refining its outcomes protocols by strengthening formal links between assessment results, planning and resource allocation; by reviewing and modifying standing committees specifically charged with using assessment information in the college's decision-making processes; by creating clearer connections between assessment results and program/curriculum changes; and by developing more indirect assessments through which students can provide feedback about their program and college experiences and achievements. Finally, the college is taking steps to ensure that more intentional and regular documentation of assessment-related discussions and decisions occurs.

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

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Statement 1
1.1   Snapshots of SLOARC and OIE&A websites
1.2   Statement on Standards of Assessment Practice for Instructional Programs

1.3 Course SLO Assessment report (e.g. Math 160)
1.4 Course SLO Assessment Counts by Division
1.5 Program SLO mapping and Program Assessment Report
1.6 Program SLO Assessment Counts by Division
1.7 Snapshot of CurricUNET Course to ILO and Program to ILO mappings
1.8 SCC Student Satisfaction Survey
1.9 Snapshot of Student Services SLO website
1.10 Statement on Standards of Assessment Practice for Student Services Programs
1.11 Counseling SLO assessment report.
1.12 Academic Program Review Report

Statement 2
2.1 Title V Grant Documenting SLO Assessment, Math & Science Needs (excerpt)
2.2 Committee agendas/minutes
2.3 Title V List of OIEA consultation logs, workshops, and institutes
2.4 SCC Title V Year 2 in Review – OIEA Accomplishments, STEM Accomplishments
2.5 Minutes from EMPC – Dialogue with Philosophy Dept. regarding program review documents
2.6 Example of Program Review – Philosophy Dept.
2.7 Title V and STEM2 Grant documentation on science and math needs
2.8 Documentation on Science FIG

Statement 3
3.1 Curriculum revision documentation
3.2 Example of Department meeting minutes with SLO discussion
3.3 Department Planning Portfolio
3.4 Example of Academic Program Review - English
3.5 Example of Early Alert System Report
3.6 EMPC minutes
3.7   EMPC flow chart/cycle

Statement 4
4.1   Title V Year in Review – List of Completed Projects
4.2 ASC Prog. Review
4.3 Basic Skills Initiative State Report 2012-13
4.4 Faculty Development Schedule of Seminars and Workshops – SLO Assessment Discussions

Statement 5
5.1 Statement on Standards of Assessment Practice for Instructional Programs
5.2 Completed Assessment cycle form (Chemistry)
5.3 Completed Course Assessment 5-column report (Sociology 112)
5.4 Program assessment report
5.5 Course and Program SLO Assessment Summary Reports from OIE&A
5.6 Snapshot of SLO Assessment Tracking database including calendar feature
5.7 Statement on Standards of Assessment Practice for Student Services Programs
5.8 Snapshot of Student Services SLO website
5.9 Pdf of Student Services Meeting

5.10 Pdf of Student Services Retreat and PowerPoint Presentation.

Statement 6
6.1   PSLO to course mapping form
6.2   Course SLO to ILO mapping in CurricUNET (e.g. Chemistry)

Statement 7
7.1   Example of course syllabus
7.2   Example of course outline
7.3   Snapshots of Economics and Biology web pages
7.4   Snapshot of SLOARC web page
7.5   SCC catalog page with Institutional Learning Outcomes
7.6   SCC Student Satisfaction Survey

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