

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

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Vice President and ALO
Chabot College

FROM: Krista Johns
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SUBJECT: Feedback on College Status Report on SLO Implementation

Chabot College
College Status Report on SLO Implementation submitted in October 2012

This report has been prepared at your request, to provide feedback on the 2012-2013 SLO report. In order to understand your college's scores, below, please refer to your College Status Report along with this feedback report. The information provided here is for use in discussions at the college about how your report compared with the review criteria that were applied, with the average scores across the region, and with where you are and want to be in your SLO practice. Please note that the scores are only useful to gain a broad sense of results across the Western Region. They are a gross measure of a particular point in time as self-reported among peer institutions. However, the review criteria for this report may be helpful to spark conversations about where the Proficiency expectations in college practice were in 2012-2013, and where meeting Accreditation Standards for SLOs will be from this point forward.

In accordance with ACCJC practice for monitoring annual self-reports from member institutions, staff reviewed the 2012-2013 College Status Report on Student Learning Outcomes Implementation and prepared a composite report on the results for review by the Commission. Each college's report was also retained for inclusion with annual reports, annual fiscal reports, audits, and other college materials for external evaluation teams when conducting a review of the institution.

The 2012-2013 SLO reports completed by all institutions provided a means for gaining understanding of progress across the Western Region in the implementation of student learning outcomes assessment. The Commission based this report on the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric), as that had become very familiar to individuals at the campuses who worked with SLOs. Moving forward, colleges are reminded they must demonstrate the Accreditation Standards are met as to student learning outcomes.

In order to gather a snapshot of SLO implementation across the region, a scoring rubric was used to pull together elements from the submitted reports. The rubric was based upon the information provided by colleges in their reports as it related to the Proficiency level. While the scoring rubric elements captured the largest aspects of practice and majority of reported items, there were a few unique responses provided by colleges to some questions, and these were scored to give benefit to the institution.

Scoring Rubric

- 5- Exceeds Norm of Effective Practice
(Described practices indicate breadth, depth, innovation, or other aspects beyond expected effective practices)
- 4- Solidly Meets Expectation of Effective Practice
(Effective Practices in all aspects of this element of SLO implementation are present)
- 3- Barely Meets Expectation of Effective Practice
(Effective Practices are Present in all areas, but they may be at a basic level or just starting out)
- 2- Doesn't Fully Meet Expectation of Effective Practice
(Some aspects of effective practice are not present)
- 1- Doesn't Meet Expectation of Effective Practice
(Performance in this area is deficient)

The scoring rubric above was applied to each question in accordance with the levels defined for the question. Both the numerical and narrative responses were evaluated. A score of 4 indicated the information self-reported by the college met the 2012-2013 expectations of effective practice as defined for this review.

Numerical Responses

The 2012-2013 expectation was that student learning outcomes were being assessed regularly in all venues where students are learning. The scoring of numerical responses took into account variations at colleges of how certain activities were conducted or defined.

Proficiency Rubric Statement 1: Student Learning outcomes and Authentic Assessments are in Place for Courses, Programs, Support Services, Certificates and Degrees.

Quantitative Evidence/data on the rate/percentage of SLOs defined and assessed

1.1 Courses

- a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation).
- b. Number of college courses with defined Student Learning Outcomes.
Percentage of total: *This item was not rated separately for the SLO implementation review. Colleges are expected to have completed the definition of SLOs. Expectations for a College response (to get a score of 4): 95% or greater.*
- d. **Number of college courses with ongoing assessment of learning outcomes.**
Percentage of total:

Scoring: Expectations for College Response: 75% or greater
[5=95+; 4=75+; 3=65+; 2=55+; 1=<55;
O=dnr]

Average score: 3.66

Your college score: 4.0

1.2 Programs

- b. Total number of college programs (all certificates and degrees, and other programs defined by college). Number of college programs with defined Student Learning Outcomes.
Percentage of total: *This item was not rated separately for the SLO implementation review. Colleges are expected to have completed the definition of SLOs. Expectations for a College response (to get a score of 4): 95% or greater.*
- c. **Number of college programs with ongoing assessment of learning outcomes:**
Percentage of total.
Scoring: Expectations for College Response (to get a score of 4): 85% or greater
[5=95+; 4=85+; 3=75+; 2=65+; 1=<65; O=dnr]

Average score: 3.49

Your college score: 1.0

1.3 Student Learning and Support Activities

- a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation).
- b. Number of student learning and support activities with defined Student Learning Outcomes.
Percentage of total: *This item was not rated separately for the SLO implementation review. Colleges are expected to have completed the definition of SLOs. Expectations for a College response (to get a score of 4): 95% or greater.*
- c. **Number of student learning and support activities with ongoing assessment of learning outcomes.**

d. Percentage of total:

Scoring: Expectations for College Response (to get a score of 4): 85% or greater
[5=95+; 4=85+; 3=75+; 2=65+; 1=<65; O=dnr]

Average Score: 4.14

Your college score: 5.0

1.4 Institutional Learning Outcomes

- a. Total number of institutional Student Learning Outcomes defined:

This item was not rated separately for the SLO implementation review. Colleges are expected to have completed the definition of these SLOs.

- b. Institutional learning **outcomes with ongoing assessment:**

Scoring: Expectations for College Response (to get a score of 4): 75% or greater
[5=90%; 4=75%+; 3=66%+; 2=50%+; 1=<50%; O=dnr]

Average Score: 4.07

Your college score: 5.0

Narrative Responses

1.5 Proficiency Rubric Statement 1: Narrative Response

Student Learning outcomes and Authentic Assessments are in Place for Courses, Programs, Support Services, Certificates and Degrees.

Expectations for College Response (to get a score of 4):

- Narrative supports numerical data provided
- addresses courses, programs, certificates, degrees and support services
- Discusses *authentic* assessment (assessment that leads to understanding about student learning and gaps which need to be addressed)

Average Score: 3.51

Your college score: 3.0

Proficiency Rubric Statement 2: There is a widespread institutional dialogue about assessment results and identification of gaps.

2. Proficiency Rubric Statement 2: Narrative Response

Expectations for College Response (To Get a Score of 4):

- Beyond providing a listing of meetings at which assessment is addressed, the narrative addresses specifically where/how/for what purpose assessment results are discussed
- Describes processes for identifying gaps and instituting changes to address the gaps
- Institutional messages value assessment and improvement

Average Score: 3.38

Your college score: 3.0

Proficiency Rubric Statement 3: Decision making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.

3. Proficiency Rubric Statement 3: Narrative Response

Expectations for College Response (To get a Score of 4):

- Descriptions in narrative about how decision-making includes results of assessment
- Discussion of how institution-wide practices are aligned/realigned to support and improve student learning

Average Score: 3.29

Your college score: 2.0

Proficiency Rubric Statement 4: Appropriate resources continue to be allocated and fine-tuned.

4. Proficiency Rubric Statement 4: Narrative Response

Expectations for College Response (To Get a Score of 4):

- Discussion of how resources are allocated and fine-tuned to improve student learning
- Mention of all kinds of resources: fiscal, employee, technology, and physical
- Institutional resource allocation/fine-tuning is oriented toward student learning

Average Score: 3.22

Your college score: 3.0

Proficiency Rubric Statement 5: Comprehensive assessment reports exist and are completed and updated on a regular basis.

5. Proficiency Rubric Statement 5: Narrative Response

Expectations for College Response (To Get a Score of 4):

- Narrative describes the cycle and format of assessment reports
- Participation in report completion/updating, and comprehensive nature of assessment reports is addressed

Average Score: 3.15

Your college score: 2.0

Proficiency Rubric Statement 6: Course student learning outcomes are aligned with degree student learning outcomes.

6. Proficiency Rubric Statement 6: Narrative Response

Expectations for College Response (To Get a Score of 4):

- Description of alignment of course level outcomes with degree level outcomes
- Indication of completeness of alignment work in this regard
- Alignment includes discipline and general education components of degrees

Average Score: 3.54

Your college score: 3.0

Proficiency Rubric Statement 7: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

7. Proficiency Rubric Statement 7: Narrative Response

Expectations for College Response (To Get a Score of 4):

- Narrative discusses the manner in which students are made aware of goals and purposes of courses and programs in which they are enrolled
- Basis for determining that students demonstrate awareness

Average Score: 2.63

Your college score: 1.0

Self-Assessment on Level of Implementation: What Level of SLO Implementation Would you Assign your College? Why? What Efforts Have you planned to Address Needed Improvements?

8. Proficiency Rubric Statement 8: Narrative Response

Expectations for College Response (To Get a Score of 4):

- College states the level of SLO implementation it believes to have achieved
- Narrative discusses basis for this self-assessed level
- Discussion of planned improvement efforts (more than "keep doing what we are doing;" focus is on improving the value of SLO assessment rather than on instrumentalities of SLO assessment)

Average Score: 3.25

Your college score: 2.0