STUDENT LEARNING OUTCOMES STATUS REPORT OCTOBER 2012

SUBMITTED TO THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES



SOUTHWESTERN COMMUNITY COLLEGE DISTRICT
900 OTAY LAKES ROAD
CHULA VISTA, CA 91910

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: Southwestern Community College District

Name and Title of Individual Completing Report: Rebecca Wolniewicz, Student Learning Outcomes Coordinator and Mink Stavenga, Accreditation Liaison Officer.

Telephone Number and E-mail Address: (619) 482-6542 mstavenga@swccd.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: Melinda Nish Signature: 

(e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE
QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOS DEFINED AND ASSESSED

1. Courses
   a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 1222
   b. Number of college courses with defined Student Learning Outcomes: 1222
      Percentage of total: 100%
   c. Number of college courses with ongoing assessment of learning outcomes: 1202
      Percentage of total: 98%

2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): 65
   b. Number of college programs with defined Student Learning Outcomes: 65;
      Percentage of total: 100%
   c. Number of college programs with ongoing assessment of learning outcomes: 65;
      Percentage of total: 100%

3. Student Learning and Support Activities
   a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 19
   b. Number of student learning and support activities with defined Student Learning Outcomes: 19; Percentage of total: 100%
   c. Number of student learning and support activities with ongoing assessment of learning outcomes: 18; Percentage of total: 95%

4. Institutional Learning Outcomes
   a. Total number of institutional Student Learning Outcomes defined: 11
   b. Number of institutional learning outcomes with ongoing assessment: 11

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

Faculty have developed Student Learning Outcomes (SLOs) for every course and program offered at Southwestern College (1.1). All academic SLOs are submitted to the Curriculum Committee through CurricUNET (1.2, 1.3). SLOs in 99% of courses have been assessed and 98% of courses have plans for improvement (1.1). 100% of program SLOs

have been measured and 100% have plans of improvement (1.4, 1.5). Faculty have started implementing plans and recollecting assessment data.
All units in Student Affairs have developed Student Affairs Outcomes (SAOs) (1.6). 18 units have measured SAOs and have plans for improvement. Several of these units are in their third cycle of assessment (1.7). All administrative units on campus have identified Administrative Unit Outcomes (AUOs). Of the 49 units, 47 have measured AUOs and have plans for improvement (1.8, 1.9). The two remaining units are currently in the process of measuring AUOs.

All outcomes are mapped to 11 Institutional Student Learning Outcomes (ISLOs) (1.10). Academic and Student Affairs SLO results and plans are mapped in eLumen. AUOs are mapped in Program Review (1.11). For planning, every discipline and unit on campus has completed an Outcomes Assessment Timeline. Each timeline lists dates when each step of the assessment process is to be completed (1.12).

SLO results are used at the discipline, unit and institutional levels for decision-making (1.13, 1.14 and 1.15). Assessment results first enter the college-wide decision-making process through Program Review. In the "Comprehensive" section of the review, an overview of assessment activities, results and plans for improvement are discussed (1.16). In the "Snapshot" section, assessment findings are linked to requests for resources (1.17).

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
In spring 2012 and fall 2012, a two-hour SLO work session was scheduled for all disciplines and units on campus (2.1, 2.2). During the sessions, faculty, staff and administrators were provided with packets containing area-specific documents for conducting discussions on SLO assessment and creating plans for improvement. Packets contained all SLO measures collected by the Office of Institutional Research (2.3, 2.4), timelines listing SLOs (2.5), and worksheets for completing plans of improvement (2.6). To support and continue work completed during Opening Day SLO sessions, the ISLO webpage is available to the college community (http://www.swccd.edu/~islo/) and a variety of workshops from the ISLO Academy (2.7) are provided on a regular basis through Staff Development.

In spring 2012, ISLO results were used during Prioritization, our process for distributing District resources (2.8). In fall 2012, the ISLO results were distributed college-wide for reference as disciplines and units complete Program Review (2.8, 2.9). While SLO results are placed in Program Review and used at the institutional level for decision-making during the Prioritization process, the most immediate use of results is within disciplines and units. Faculty (2.10), Student Affairs units (2.11) and administrators (2.12) are already making changes in their areas.

With the overwhelming majority of employees on campus involved in the SLO assessment process, college-wide discussions regarding student learning have become robust and gaps in the SLO assessment process have been identified. After much college-wide dialogue in spring 2012 (2.13, 2.14, 2.15), five additional ISLOs were created (2.16). The new ISLOs were implemented in fall 2012. Also, after a review of the 2011–2012 Prioritization process, discussions have focused on ways to integrate ISLO results into Program Review (2.17, 2.18, and 2.19). Finally,

discussions regarding conducting authentic assessment are common across campus. Discussions focus on the quality of existing learning outcomes and accurate modes of measurement (2.20, 2.21).

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

SLO assessment findings enter the Prioritization process through Program Review. SLO assessment results are entered into Program Review in two separate places, one designed for offering an overview of all assessment activities (1.16) and a new section for linking SLO assessment results to specific requests for resources (3.1).

At the end of the writing cycle, requests made through Program Review are collated by type and distributed to standing committees of the Shared Consultation Council (SCC) (3.2). Only those resources requested through Program Review are forwarded for consideration. During this process, complete Program Reviews are available for review by the standing committees and each of those committees prioritizes requests for resources. When prioritizations are complete, recommendations are sent to the full SCC membership for final prioritization.

In spring of 2012, beyond using discipline and area specific SLO assessment results (e.g., CSLOs, PSLOs, AUOs or SAOs) provided in Program Review, the SCC was provided with ISLO results (2.8, 3.3). The data offered SCC members an additional, more global, view of student achievement on which to make decisions.

In fall 2012, all areas on campus were also provided with ISLO results to consult while completing Program Review (2.8, 2.9). Members of all areas were encouraged to make comparisons between their own results and college-wide results. Once the current cycle of Program Review is complete, a full review of how ISLO results were utilized for Program Review will be conducted. New or additional methods of using ISLO results will also be addressed.

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

In spring 2011, the ISLO Coordinator was granted 100% reassigned time to assist the College in SLO assessment (4.1). Office space and clerical support were provided to the ISLO Coordinator. Additional space arranged for an ISLO Resource Center provides a location for gathering documents, disseminating information and meeting one-on-one with campus members to discuss SLO assessment.

In spring 2012, it was acknowledged that more human resources were needed to support SLO assessment. One person

from each of the nine Schools/Centers was hired to support SLO assessment in their areas (4.2). Titled "ISLO Point People," the "Points" trained faculty in assessment practices and procedures, assisted with entering data into eLumen, and guided faculty in the completion of assessment documents (i.e., timelines, rubrics and plans for improvement). Points meet weekly as a group with the ISLO Coordinator to discuss assessment progress and to review and revise SLO practices and processes. Points were rehired in fall 2012 (4.3) to assist with the preparation of our 2012 Midterm Report and this SLO report.

Another important resource, time, was provided to faculty, staff and administrators for the completion of SLO assessments. All members on campus were given two hours at the beginning of the spring 2012 and fall 2012 semesters to prepare SLO assessments, review results, and complete plans of improvement. ISLO Academy workshops (2.7) are provided during regular working hours for staff. Faculty are provided with professional development credit for participating in these SLO workshops.

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

All areas on campus completed an Outcomes Assessment Timeline (5.1). The timelines list every SLO created by a discipline or unit (5.2). For each SLO, dates are listed to indicate when the following steps in the assessment process will occur:

1. Measure the outcome,
2. Review results with colleagues and create plans for improvement,
3. Implement plans of improvement and re-measure the outcome,
4. Meet with colleagues to review newly collected results and create additional plans for improvement as necessary.

Timelines are reviewed yearly and submitted annually with Program Review documents. Every discipline and unit on campus completed a timeline (5.3, 5.4, and 5.5).

SLO assessment cycles are aligned with Comprehensive Program Review cycles. The Comprehensive Program Review cycle occurs every three years for academic programs and every six years for administrative units. During the cycle, the following standards have been set:

1. All SLOs identified must be fully assessed from one Comprehensive review to the next.
2. All disciplines and units must participate in the assessment process every year, regardless of the number of outcomes identified.
3. Timelines must be reviewed yearly, and submitted with annual Program Review documents.
4. SLO results are included in the Comprehensive (5.6) and Snapshot (5.7) sections of Program Review.

A new SLO form in the Program Review Snapshot (3.2) has been implemented for fall 2012. This form was piloted and evaluated by the SCC in spring 2012 (5.8). It will be re-evaluated following this cycle.

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

Discipline faculty have identified program-level SLOs (PSLOs) for every degree and certificate offered in their area (6.1). Each PSLO is linked to a specific ISLO (6.2). PSLOs are stored in both CurricUNET and eLumen.

Program-level results are generated through eLumen by linking specific course-level SLOs (CSLOs) to PSLOs. Only those courses within a discipline that link to a specific degree or certificate are used to generate results. CSLO scores are aggregated up to PSLOs through eLumen.

Using eLumen, CSLO and PSLO reports are generated and distributed to faculty (2.3, 6.3). Discipline specific reports can be generated at any time by the Office of Institutional Effectiveness and discipline faculty. After reviewing CSLO and PSLO results as a group, discipline faculty create course-level and program-level plans of improvement (6.4, 6.5) and enter the plans into eLumen.

At the end of the fall 2011 and spring 2012 semesters, comprehensive ISLO reports were generated through eLumen and the results shared with the college community (3.3, 6.6).

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

It is required that all faculty include CSLOs in syllabi (7.1). Faculty are encouraged to review SLOs with students at the beginning of the course, explain when topics related to specific outcomes are discussed, and announce when the level of achievement for each outcome will be tested.

Students can view CSLOs and PSLOs through CurricUNET. CSLOs are part of course outlines of record (7.2). PSLOs are part of program descriptions (7.3). To make PSLOs more accessible to students, a link to the specific CurricUNET page listing a program's PSLOs is placed next to each degree and certificate listed on the SWC website (7.4).

In fall 2012, an ISLO media campaign was launched. Large banners listing ISLOs are positioned on the main walkway on all campus sites (7.5). Further, posters listing ISLOs have been placed in classrooms and in key offices

and buildings (7.6). This semester, the Community and Media Relations Office is helping disciplines and units create posters listing program-level outcomes for their individual areas.

Students are invited to participate on a variety of campus committees. In these committees students engage in SLO discussions and in the revision of ISLOs (7.7).

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

Southwestern College is in full compliance with the ACCJC's recommendations regarding SLOs and has surpassed the Proficiency Level as stated in the *Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes*. The College is on track to fully attain *Sustainable Continuous Quality Improvement* by the spring 2013 semester. Specifically, the College's student learning outcome assessment component is fully integrated into the Planning-Implementation-Evaluation (PIE) process (8.1).

While near *Sustainable Continuous Quality Improvement*, the College realizes that there are still some gaps in our SLO assessment processes. First, we realized more clarification regarding the integration of SLO results into Program Review is needed. The original SLO section in Program Review (1.11) did not clearly connect SLO results to requests for resources. To rectify this issue, in spring 2012 the SLO section was revised (2.18). A comprehensive review of our new approach will be conducted after the section's first year of use.

Second, a process for including ISLO results into institutional decision-making and Program Review was needed. At the institutional-level, the SCC used ISLO data during Prioritization (3.3, 5.8). However, in a review of the Prioritization process, it was determined that ISLO results needed to enter the process earlier, at the beginning of Program Review. This year, ISLO data has been distributed college-wide to be used as disciplines and units complete Program Review (6.6).

In the past, our primary goal was involving the entire campus community in SLO assessment. As evidenced in this report, that goal has been reached. This year, we have set additional goals:

1. Better integration of ISLO data into Program Review,
2. Better use of SLO results in institutional decision-making, and
3. More fully involve adjunct faculty.

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

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

SLO STATUS REPORT
MASTER EVIDENCE LIST

STATEMENT ONE:

Statement 1	
1	**Evidence Cited**
1.1	eLumen Accreditation Report for Courses

1.2	Sample of CSLO Report from CurricUNET-MATH
1.3	Sample of PSLO Report from CurricUNET-MATH AA
1.4	Sample of Program Plan of Improvement-Biology
1.5	PSLO Checklist
1.6	eLumen Accreditation Report for Student Services
1.7	Sample of SAO with Second Cycle of Assessment Completed-Health Services
1.8	AUO Checklist
1.9	Sample of AUO Plan of Improvement-Online Learning Center
1.10	Original list of ISLOs
1.11	Sample of AUO used in Program Review Snapshot-Instructional Support Services
1.12	Sample Timeline -Anthropology
1.13	Sample Plan of Improvement from Discipline-History
1.14	Sample Plan of Improvement from Student Services-Student Activities
1.15	Section in SCC Handbook explaining Prioritization Process
1.16	SLO Section of Program Review-Biology
1.17	Blank Copy of Program Review Snapshot

STATEMENT TWO:

Statement 2	
2	**Evidence Cited**
2.1	Opening Day Program, Spring 2012
2.2	Opening Day Program, Fall 2012
2.3	eLumen Report for Discipline-Health
2.4	AUO Results from Language and Literature AUO Assessment
2.5	Sample Discipline Timeline-Nursing
2.6	Sample Plan of Improvement Worksheet
2.7	ISLO Academy Workshops
2.8	Fall 2011 ISLO Results
2.9	Spring 2012 ISLO Results
2.10	Sample Course Plan of Improvement-ACCT
2.11	Sample Student Affairs Plan of Improvement
2.12	Sample Administrative Unit Plan of Improvement-VP Student Affairs
2.13	Shared Consultation Council Meeting Agenda and Minutes-June 2012
2.14	ISLO Committee Meeting Minutes-April 2012
2.15	Academic Senate Meeting Minutes-March 2012
2.16	Revised ISLOs
2.17	ISLO Committee Meeting Minutes-September 2012
2.18	Institutional Program Review Committee Minutes-April 2012
2.19	Shared Consultation Council Committee Minutes-September 2012
2.20	Plan of Improvement Discussing Revision of CSLOs
2.21	Plan of Improvement Discussing Appropriateness of SLO Assessment Tools-History

STATEMENT THREE:

Statement 3	
3	**Evidence Cited**
3.1	Outcome Data and Evidence Sheet
3.2	SCC Standing Committee Responsibilities
3.3	Shared Consultation Council Minutes re: Prioritization Process-April 2012

STATEMENT FOUR:

Statement 4	
4	**Evidence Cited**
4.1	Evidence of SLO Coordinator granted 100% Reassigned Time
4.2	ISLO Point Person Job Announcement
4.3	Human Resources Transaction (HRT) for Points

STATEMENT FIVE:

Statement 5	
5	**Evidence Cited**
5.1	Sample Copy of Timeline
5.2	Sample of Discipline Timeline-CD
5.3	Academic Timeline Completion Checklist
5.4	Student Services Timeline Completion Checklist
5.5	Administrative Unit Timeline Completion Checklist
5.6	Sample of SLO Results Reported in Program Review-World Languages
5.7	Sample of SLO Results Reported in Program Review Snapshot-ISS
5.8	Pilot Version of Outcomes Data and Evidence Sheet with Fall 2011 ISLO Results

STATEMENT SIX:

Statement 6	
6	**Evidence Cited**
6.1	PSLO Comprehensive Report
6.2	Sample of PSLO Linked to ISLO in CurricUNET-Photography
6.3	Sample of eLumen Discipline PSLO Data Report
6.4	Sample of Discipline Course-Level Plan of Improvement-American Sign Language
6.5	Sample of Discipline PSLO Plan of Improvement-Humanities
6.6	Research Website-ISLO Results

STATEMENT SEVEN:

Statement 7	
7	**Evidence Cited**
7.1	Southwestern College Educators Association and District Joint Communiqué
7.2	Sample of CurricUNET CSLO Report-Biology
7.3	Sample of CurricUNET PSLO Report-History
7.4	SWC CurricUNET database listing PSLOs
7.5	ISLO Pole Banner

7.6	ISLO Poster
7.7	Shared Consultation Council Meeting Agenda and Minutes-June 2012

STATEMENT EIGHT:

Statement 8	
8	**Evidence Cited**
8.1	SLO Component of the Planning-Implementation-Evaluation (PIE) Process