# 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: March 15, 2013

Institution's Name: Santa Rosa Junior College

Name and Title of Individual Completing Report:

Dr. Mary Kay Rudolph, Vice President, Academic Affairs

Telephone Number and E-mail Address:  707 524-1514  mrudolph@santarosa.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. Frank Chong          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): 1,897
   b. Number of college courses with defined Student Learning Outcomes: 1,897
      Percentage of total: 100%
   c. Number of college courses with ongoing assessment of learning outcomes: 645
      Percentage of total: 34%, with 50% anticipated by the end of spring semester, 2013.

2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): 281
   b. Number of college programs with defined Student Learning Outcomes: 281
      Percentage of total: 100%
   c. Number of college programs with ongoing assessment of learning outcomes: 3 pilot assessments.
      Percentage of total: 1% (Note: SRJC is just now reaching a critical mass of course assessments in order to assess certificates/majors, which are on a 3-year plan for completion.)

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): 18 Student Services plus 2 Support Services
   b. Number of student learning and support activities with defined Student Learning Outcomes: 18 Student Services plus 2 support activities = 20 total. Percentage of total: 100%
   c. Number of student learning and support activities with ongoing assessment of learning outcomes: 2; Percentage of total: 100%
      Link to Student Services SLOs can be found at this webpage:
      http://www.santarosa.edu/for_students/student-services/student-learning-outcomes/index.shtml

4. Institutional Learning Outcomes
   a. Total number of institutional Student Learning Outcomes defined: 7 (16 including subcategories)

b. Number of institutional learning outcomes with ongoing assessment: 100%

See paper and electronic copy of Institutional SLO cycle.

**PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE**

SRJC has identified 100% of course SLOs as evidenced by the course outlines of record viewable at:
http://busapp02.santarosa.edu/SRWeb/SR_CourseOutlines.aspx?mode=1
All academic departments are required to have a six-year plan for course assessment, demonstrating an ongoing, systematic assessment cycle.  Course assessments are posted on the SLO Share Point site, which is password protected. See paper samples and flash drive.

At SRJC, a "program" is defined as a certificate or major.  All program SLOs have been identified and posted on certificate/major web pages: http://busapp02.santarosa.edu/SRWeb/SR_ProgramsOfStudy.aspx?=1   .
Course SLOs are "mapped" to certificate/major SLOs.  Only now does the college have a critical mass of course assessments that allow for meaningful assessment of certificates and majors, and each department is completing a 3-year plan. See paper copy or flash drive for the Religious Studies example. Program maps are on file in the Curriculum Office (see samples) or go to this web site: http://www.santarosa.edu/slo/certificates/

In addition, the college surveys student "leavers" each year to determine CTE outcomes in terms of employment in fields related to course of study.

All Student Services programs have identified SLOs and have established an ongoing, systematic cycle of assessment, with most SLOs having been assessed two or three times.

At SRJC, degree outcomes are called "Institutional SLOs."  Those were assessed in fall 2007 and 2010, with the next assessment in fall 2013.  In addition, targeted assessments have been done for four specific outcomes.  SRJC is currently participating in an ACCJC project to align our general education ("institutional") outcomes with the Degree Qualification Profiles (DQP) created by the Lumina foundation, and we are hopeful that this dialogue will result in meaningful assessment approaches.

**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**

Dialogue about student learning outcomes occurs in a many ways across the District, including:
- The entire College community is kept informed through regular SLO email updates and email messages from SLO Coordinators.
- The faculty is kept informed in the *Academic Affairs Instructional Note*s
  http://www.santarosa.edu/faculty_staff/instructional_notes/
- The Project LEARN Steering Committee meets twice a month for extensive, ongoing dialogue about

how to support SLO assessment, as evidenced by the minutes:
http://www.santarosa.edu/slo/project-learn/agendas.php
- A report on student learning outcomes is provided to the Academic Senate twice a month, which often generates discussion, as evidenced by the Academic Senate minutes:
http://www.santarosa.edu/senate/archive.shtml
- At the departmental level, dialogue usually occurs among discipline colleagues and at department meetings, as documented in the SLO Assessment Reports (see paper samples or flash drive).
- SLO Coordinators meet with academic departments to discuss assessments.
- The Academic Affairs and Student Services Councils agendas both include recurring items to discuss SLOs.
- Program/units report any changes or improvements undertaken as a result of assessment annually in the Program and Resource Planning Process (PRPP). It is here that gaps between desired and actual achievement of SLOs are reported, and, in the same document, program/units may also request the resources that they need to address the gaps.

**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**

Academic disciplines and departments utilize SLO assessment results in grass-roots decision-making, such as decisions about how best to utilize instructional materials, approaches, software, equipment, and staffing to support student learning. Any resource needs for student learning are listed in the Program and Resource Planning Process (PRPP). College-wide planning and resource allocation occurs at three levels: The program/unit generates and justifies requests. Priorities are then established at the cluster (division) level, the vice-president component level, and finally the President's Cabinet, where final decisions are made regarding resource allocation to support student learning. The Institutional Planning Council reviews all priorities to assure alignment with the College mission and planning process.

Academic Affairs uses SLO assessment as part of a broader dialogue to align institution-wide practices to support and improve student learning. For example, the Basic Skills Initiative (BSI) funds are allocated based on best practices, achievement data, and SLO assessment results, particularly the assessment of the ESL, College Skills, Math, and English pathways. Similarly, the acceleration of the English basic skills pathway was based in part on SLO assessments.

Student Services continues to participate in a regular cycle of meaningful assessment. These assessments have been use as a tool resulting in the following kinds of improvements: students demonstrating increased personal responsibility for their health through behavioral changes, enhanced communication and collaboration among participants in student leadership, greater understanding of concussion symptoms for student-athletes, and increased ability for student-veterans to identify an academic goal.

**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**

As explained in #3 above, SLO assessment results are integrated into the Program and Resource Planning Process (PRPP), which leads to resource requests that are prioritized at the cluster (division), vice-presidential, and presidential levels, and then reviewed by the Institutional Planning Council.  The college continues to support the SLO initiative with appropriate resources and staff time, including:
- The Dean of Liberal Arts and Sciences supports the SLO initiative.
- The College has a dedicated budget for the SLO initiative.
- The College funds 50% reassigned time for two SLO Coordinators, one for Liberal Arts/Sciences and one for CTE, who provide leadership, trainings, presentations, and one-on-one coaching for faculty on identification and assessment of SLOs.
- The College funds faculty and administrator attendance at major conferences to acquire skills and develop new leadership, and last year helped to fund an SLO Coordinator to attend a year-long WASC seminar.
- The College recently redesigned the entire SLO Web site to make it more visually appealing, more clearly related to student learning, and more useful to faculty.  The website can be viewed at this link: http://www.santarosa.edu/slo/
- After evaluating several commercial products, the College developed its own SLO tracking system, using a Share Point archive all SLO Assessment Reports.

**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 created and fine-tuned a comprehensive web-based SLO Assessment Report that includes the following:
- Identification of SLO(s) to be assessed,
- Assessment method and criteria for success,
- Summary of assessment results,
- Description of how assessment findings are discussed and communicated,
- Projected changes and improvements based on results or a conclusion that existing practice is effective,
- Description of plans for follow-up assessment as needed.

These reports are posted electronically in Share Point, a password-protected archive, for review by departmental colleagues and supervisors.  Sample SLO Assessment Reports are password protected, but samples are provided

on paper and on the flash drive.

A similar web-based report format has been developed for reporting certificate, major, and pathways assessments. A sample is included on paper and on the flash drive.

In the Program and Resource Planning Process (PRPP), programs/units report on any SLO assessments completed over the past several years and any improvements or changes implemented as a result. The PRPP also includes an historical tracking of every course and certificate/major that has been assessed since the initiative began. The PRPP also contains an inventory of which key courses support the institutional outcomes.

Institutional SLOs are assessed every third year in the Student Survey, in fall 2007, fall 2010, and next in fall 2013. In addition, four targeted assessments (technology, math, writing, and health) have been completed, with another health assessment planned for spring 2013. Some of the past reports are posted on the SLO website: http://www.santarosa.edu/slo/institutional/

**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**

Each certificate or major has a "map" showing the alignment between the required courses and the certificate/major SLOs. The maps are kept in the Curriculum Office. Sample maps are posted at this link: http://www.santarosa.edu/slo/certificates/.

Key courses (general education and courses required in majors/certificates) are also mapped to institutional outcomes as relevant, and each program/unit shows that mapping in their Program and Resource Planning Process (PRPP) document.

SRJC is currently participating in an ACCJC project to align our general education ("institutional") outcomes with the Degree Qualification Profiles (DQP) created by the Lumina foundation, and we are hopeful that this dialogue will result in meaningful assessment approaches.

**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**

Since the 2009 accreditation visit, an effort has been made to make students more aware of the student learning outcomes for courses, certificates/majors (programs), and for the institution (institutional SLOs).

Board Policy Procedure 3.9.1P requires SLOs to be included in the course outline of record.
http://www.santarosa.edu/polman/3acadpro/3.9.1P.pdf
See sample syllabi.

Student learning outcomes for certificates and majors are posted on the certificate/major Web pages for students to review. http://busapp02.santarosa.edu/SRWeb/SR_ProgramsOfStudy.aspx?=1

Student Services learning outcomes are also posted on the web:
http://www.santarosa.edu/for_students/student-services/

Institutional learning outcomes are posted on the Web and listed in the *College Catalog*.
http://www.santarosa.edu/slo/institutional/ http://www.santarosa.edu/schedules/college_catalog/

| **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**

We believe that Santa Rosa Junior College is at the "proficient" level of Student Learning Outcomes Assessment. As noted in items 1-7 above, we meet the expectations of the Rubric for Institutional Effectiveness for SLOs. Faculty and staff in each department determine their ongoing, systematic cycle of assessment that must be posted in their Program and Resource Planning Process (PRPP) document. SRJC is in the third year of a six-year plan for course assessment, and we are beginning our three-year plan to assess all certificates and majors.

Student Services and Student Support Services have been particularly successful in establishing and fulfilling an ongoing, systematic cycle of assessment with each SLO assessed multiple times.

SRJC will complete its third assessment of institutional outcomes in fall, 2013. Although our institutional assessments have been conducted rigorously and with the support of our Office of Institutional Research, we are finding that faculty members are not taking "ownership" of the results. Thus, we are currently exploring the possibility of shifting our approach to a more grass roots, department-based assessment, in which faculty assess institutional outcomes using course assessments as the building blocks and engage in District-wide dialogue about those results. The college is currently participating in an ACCJC project to align our general education ("institutional") outcomes with the Degree Qualification Profiles (DQP) created by the Lumina foundation, and

we are hopeful that this dialogue will result in meaningful assessment approaches.

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

**TABLE OF EVIDENCE (NO WORD COUNT LIMIT)**

## Section 1

Course Outlines of Record showing Course SLOs:
http://busapp02.santarosa.edu/SRWeb/SR_CourseOutlines.aspx?mode=1

Certificate and major web pages showing program SLOs:
http://busapp02.santarosa.edu/SRWeb/SR_ProgramsOfStudy.aspx?=1

Student Services SLO Assessments:
http://www.santarosa.edu/for_students/student-services/

Institutional SLOs:
http://www.santarosa.edu/slo/institutional/

## Section 2

*Academic Affairs Instructional Notes* showing SLO articles:
http://www.santarosa.edu/faculty_staff/instructional_notes/

Academic Senate minutes showing SLO reports:
http://www.santarosa.edu/senate/archive.shtml

Project LEARN (SLO Assessment Committee) Minutes:
http://www.santarosa.edu/slo/project-learn/agendas.php

**Section 3**
SLO Assessments – see paper copies and flash drive.

**Section 4**
SLO Assessments – see paper copies and flash drive.

**Section 5**

SLO Assessment Reports (samples) – course level (samples):
http://www.santarosa.edu/slo/index.php

SLO Assessment Reports for Certificates/Majors (samples – see paper copies)

Institutional SLOs posted on the SLO website:
http://www.santarosa.edu/slo/institutional/

Institutional SLOs in the College Catalog

April 2012

http://www.santarosa.edu/schedules/college_catalog/

**Section 6**

Mapping of course SLOs to certificate/major SLOs examples:
http://www.santarosa.edu/slo/certificates/

**Section 7**

Board Procedure 3.9.1P showing SLOs are required in syllabi:
http://www.santarosa.edu/polman/3acadpro/3.9.1P.pdf

Accrediting Commission for Community and Junior Colleges (ACCJC)

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