

# 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](mailto: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 5, 2012

Institution's Name: Evergreen Valley College

Name and Title of Individual Completing Report: Keith Aytch, Vice-President of Instruction and Lynette Apen, SLO Coordinator

Telephone Number and E-mail Address (408) 270-6451; [keith.aytch@evc.edu](mailto:keith.aytch@evc.edu) OR [lynette.apen@evc.edu](mailto:lynette.apen@evc.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: Henry Yong

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):   545
  - b. Number of college courses with defined Student Learning Outcomes:   530    
Percentage of total:   97%
  - c. Number of college courses with ongoing assessment of learning outcomes:   384    
Percentage of total:   70%
2. Programs
  - a. Total number of college programs (all certificates and degrees, and other programs defined by college):   56
  - b. Number of college programs with defined Student Learning Outcomes:   56  ;  
Percentage of total:   100%
  - c. Number of college programs with ongoing assessment of learning outcomes:   42  ;  
Percentage of total:   75%
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):   24
  - b. Number of student learning and support activities with defined Student Learning Outcomes:   23  ; Percentage of total:   96%
  - c. Number of student learning and support activities with ongoing assessment of learning outcomes:   23  ; Percentage of total:   96%
4. Institutional Learning Outcomes
  - a. Total number of institutional Student Learning Outcomes defined:   5
  - b. Number of institutional learning outcomes with ongoing assessment:   2

**PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE**

College engagement in SLO assessment is tracked through color-coded documents for courses, programs and student support areas. Yellow highlight indicates SLO assessment in progress, pink highlight indicates documented data analysis with plan for improvement, and orange highlight indicates need for SLO development. These documents serve as evidence in this report.

Currently, 97% of EVC's active courses have SLOs, with the remaining 3% on schedule for revision or deactivation in 2012/2013. Of the college's 545 courses, 70% are engaged in SLO assessment, with 44% of these having completed data analysis on at least one SLO and indicated a plan for improvement, if needed ([1.1](#); [1.2](#)). For instructional programs (defined as a course of study leading to a degree or certificate), 100% have PLOs and 75% have assessment in progress ([1.3](#); [1.4](#)). The results of SLO assessment have been used to inform modifications in curriculum; instruction and assessment (see examples in evidence).

EVC has five Institutional Learning Outcomes, two with assessments in progress and the remaining three on timeline ([1.5](#)). Ninety-six percent of student support services have outcomes identified, with 96% assessment in progress ([1.6](#); [1.7](#)). Assessment results have been used to modify services and assessment tools.

Results of SLO assessment are utilized and included in program reviews ([1.8](#)). Since the majority of program reviews occur every six years, EVC will pilot the Annual Update form for program review in fall 2012 ([1.9](#)). This form includes SLOs and assessment to inform resource allocation, on an annual basis.

**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.

The SLO Sub-committee facilitates assessment processes and created a consistent method to document and house assessment data. The development of consistent format and language for SLO assessment has created the space for college outcomes dialogue ([2.1](#)).

Sharing of assessment outcomes, initiated during the Professional Development Day (PDD) sessions, continued through the SLO assessment workshops, including one focused on data analysis. The session included review of a formative assessment in ENGR 050, which resulted in identification of a gap in learning and immediate correction prior to the end of the semester ([2.2](#); [2.3](#); [2.4](#); [2.5](#); [2.6](#); [2.7](#)).

Division SLO assessment progress was shared with the SLO Sub-committee and the Academic Deans during the summer deans' academy ([2.8](#); [2.9](#)). Similarly, Student Services managers engaged in SLO assessment dialogue and action planning during the student services retreat. Each area manager shared SLO assessment data, including gaps in program services and discussed the action plan ([2.10](#)).

During the fall PDD, the results of the assessed Institutional Learning Outcomes were shared as well as a panel discussion sharing best practices on SLO Assessment (2.4; 2.5; 2.11). The panel members reviewed action plans as a result of outcomes assessment. For example, both the Office of Student Life and the faculty teaching ESL 345 will be modifying the assessment tools in order to capture greater specificity in measuring the SLO. The faculty teaching in the Paralegal Program and AJ 010 will be adding homework assignments and quiz questions to further enhance student attainment of the outcomes (2.12; 2.13;2.14; 2.15).

**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**

Results of SLO assessment are utilized and included in program reviews (3.1). This past academic year, the EOPS program review utilized SLO assessment data to reveal the need to revise orientation modules in order to enhance student knowledge of benefits and resources of the program (3.2). Similarly, in the Paralegal Program Review, results of assessment led to greater linkage between course level and program level SLOs (3.3). Through the use of the SLO Program Matrix, this linkage has been realized (3.4).

Since the majority of program reviews occur every six years, the Institutional Effectiveness Committee (IEC) will pilot the Annual Update form for program review in fall 2012 (3.5). This form includes SLOs and assessment along with strategic planning—i.e. Commitments to Action (CTAs) goals—to inform resource allocation, on an annual basis. This process will complete integration of SLOs into the integrated planning and resource allocation frameworks, a process that creates cross linkage. As a result, the program review process now includes comprehensive, data driven evaluation of programs that provides a meaningful basis for resource allocations.

**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 2011/2012, the college enlisted the support of an SLO expert, Dr. Janet Fulks, who previously served

as state Academic Senate Point Person for SLOs. Dr. Fulks provided resources and input into the college's SLO processes and worked closely with the SLO coordinator.

With the hiring of the SLO coordinator in spring 2012 and the continued dedication of the faculty and staff serving on the SLO sub-committee, financial and personnel resources continue to be allocated to SLO assessment. The SLO coordinator is a part-time faculty member, with a faculty load of 30% each semester, including summer. The role will be funded at 40% reassigned time through the 2012/2013 academic year, an adjustment representing an increase in allocation. Future funding will be fine-tuned based on the college's needs, utilizing the college's resource allocation framework.

Even during a time of great financial constraints, the college successfully mobilized its available human resources to make SLO assessment and institutional improvement a top priority. In 2011, much of the dedicated college-wide activities have been devoted to SLO assessment (4.1; 4.2). The SLO Sub-committee and the Teaching Learning Center (TLC) hosted SLO Assessment workshops and the SLO coordinator has met individually with campus employees to continue to support the process. The SLO sub-committee and the webmaster created the SLO repository and resource site (4.3). Financial resources were utilized to pay part-time faculty to develop SLO assessments for courses and programs where no full-time faculty is present.

**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**

Each active course, instructional program or student support area is required to complete the corresponding SLO assessment matrix located on the EVC SLO website. In addition to the matrix templates, the website also contains matrices that are "in progress" or "completed" with SLO assessment. The posted matrices are "living documents" and can be revised at any time. Revised matrices are emailed to the SLO coordinator, who reviews and works with the webmaster to place them on the website. The faculty, staff member and area manager/dean are notified of the matrix posting and any feedback or reminders for future assessments. Once at least one SLO's assessment data has been analyzed and a plan for improvement is in place, if indicated, then the course, program or service matrix will be moved to the "completed" section of the SLO website. However, the remaining SLOs are on an assessment timeline and will continue to be assessed (5.1;5.2;5.3).

In order to facilitate continuous cycles of assessment, color-coded campus tracking documents, at the course, program and student support areas are maintained by the SLO coordinator and shared with division deans and area managers. These documents are updated periodically (5.4; 5.5; 5.6).

**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 student learning outcomes that are connected to a degree or certificate are mapped to the degree or program learning outcomes (PLOs). The program assessment matrix for instructional programs includes an area to indicate which courses in the degree address components of the PLO. Further analysis is included by asking the faculty to indicate whether a course introduces “I”, demonstrates “D” or masters “M” the component of the PLO. An excellent illustration of course to program mapping is noted in the Administration of Justice Program ([6.1](#)).

Mapping courses and instructional programs to ILOs is underway. For the 2012/2013 academic year, a supplemental document has been added to the course outline of record that includes SLO assessment and mapping to the existing ILOs. Any new course or revision occurring after the start of fall semester, will utilize the supplemental form ([6.2](#)). Similar changes were made to the instructional program form and will also be implemented during 2012/2013 ([6.3](#)). These changes will facilitate future plans regarding ILO mapping and assessment.

**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**

Although there has been no direct measure of student awareness, the students have access to information regarding the course and or program they are enrolled in. More specifically, the ILOs, course descriptions, program purpose and program outcomes are posted in the 2012-2013 catalog, and can be accessed through the EVC website ([7.1](#); [7.2](#); [7.3](#)). Additionally, course student learning outcomes are included in the course outline of record and the course syllabi ([7.4](#); [7.5](#); [7.6](#); [7.7](#)). For easy access, Student Services have also posted program purposes on the EVC website ([7.8](#)). In addition, EVC’s Associated Students (AS) have received regular updates on the college’s progress on accreditation and SLO assessment, and several AS members have attended portions of the PDD events where SLO assessments have been discussed.

The EVC SLO website, which can be accessed from the EVC website, contains a link to the Institutional Learning Outcomes (7.9). Printed copies of the ILOs are posted in each of the division offices, as well as the President's Office. Students have discussed ILOs and assessment through Associated Students and have already been involved in ILO assessment, as all spring 2012 students received an email invitation, on May 11, 2012, to complete the survey on ILO #4: *Social Responsibility* (7.10). In addition to the email blast to students, all faculty were given a handout with ILO assessments points to announce in classes during the week of May 14, 2012 (7.11).

**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**

EVC meets the SLO proficiency standards as outlined by the ACCJC; however, attention remains on strengthening integration of SLO assessment results into institutional planning processes. Work has been initiated with structures in place that will continue to thrive as the college completes additional cycles of assessment data to implement institutional changes. Greater assessment data will be collected over time; however, to further support college integration, EVC will implement an annual program review document, affording programs the opportunity to utilize assessment data in annual program planning, including resource allocation.

Initial work has been done on ILO mapping, including the addition of SLO assessment and ILO mapping on the course outline of record and program approval form. Future plans to enhance ILO mapping, include college training sessions in future PDDs. The SLO sub-committee is also exploring the addition of ILO mapping to the existing assessment matrices. Furthermore, the SLO sub-committee will explore use of curriculum management software programs that may be utilized with existing matrices to enhance institutionalizing processes.

As indicated in this report, Evergreen Valley College meets the proficiency standards as outlined by the ACCJC Characteristics of Institutional Effectiveness in SLOs. The college has made significant progress since the 2011 accreditation visit, creating common SLO assessment language, robust documentation of SLO assessment, sharing of best practices and institutional dialogue around student learning. While there are areas to foster, the college has the tools and institutional buy-in in place to facilitate continuous quality improvement, with the key goal of reinforcing student success.

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

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

- 1.1 [EVC Active Course SLO Assessment Tracking Document](#)
- 1.2 [NURS 002A SLO Assessment](#)
- 1.3 [PLO Assessment Tracking Document](#)
- 1.4 [English AA Program Assessment](#)
- 1.5 [ILO Matrix](#)
- 1.6 [Student Support Services SLO Assessment Tracking Document](#)
- 1.7 [Admissions and Records SLO Assessment](#)
- 1.8 [Academic and Student Services Program Review Criteria](#)
- 1.9 [EVC Program Review Annual Update Form](#)
  
- 2.1 [EVC SLO Webpage](#)
- 2.2 [Spring 2012 PDD Agenda – March 23, 2012](#)
- 2.3 [Spring 2012 PDD SLO Assessment Presentation](#)
- 2.4 [Fall 2012 PDD Agenda](#)
- 2.5 [Fall 2012 PDD SLO Assessment Update](#)
- 2.6 [ENGR 050 SLO Assessment](#)
- 2.7 [Post PDD SLO Assessment Workshop #3: Data Analysis Video](#)
- 2.8 [SLO Sub-Committee Meeting Minutes-July 19, 2012](#)
- 2.9 [Dean’s Academy Agenda](#)
- 2.10 [Student Service Retreat](#)
- 2.11 [ILO Matrix](#)
- 2.12 [Office of Student Life SLO Assessment](#)
- 2.13 [ESL 345 SLO Assessment](#)
- 2.14 [Paralegal Program Assessment](#)
- 2.15 [AJ 010 SLO Assessment](#)
  
- 3.1 [Academic and Student Services Program Review Criteria](#)
- 3.2 [EOPS 2011/2012 Program Review](#)
- 3.3 [Paralegal 2011/2012 Program Review](#)
- 3.4 [Paralegal Program Assessment](#) (note: same as 2.14)
- 3.5 [EVC Program Review Annual Update Form](#)
  
- 4.1 [PDD Agenda Spring 2012](#)
- 4.2 [Fall 2012 PDD Agenda](#)
- 4.3 [EVC SLO Webpage](#)
  
- 5.1 [EVC SLO Assessment Matrices](#)
- 5.2 [SLO Assessment In Progress](#)
- 5.3 [SLO Assessment Completed](#)
- 5.4 [EVC Active Course SLO Assessment Tracking Document](#)
- 5.5 [PLO Assessment Tracking Document](#)
- 5.6 [Student Support Services SLO Assessment Tracking Document](#)



- 6.1 [Completed Program SLO Assessment Administration of Justice](#)
- 6.2 [ACCC Course Outline SLO Assessment Supplement](#)
- 6.3 [ACCC Instructional Program Approval Form](#)
  
- 7.1 [EVC Catalog 2012-2013- Chapter 1- ILO](#)
- 7.2 [EVC Catalog 2012-2013- Chapter 3- ILO](#)
- 7.3 [EVC Catalog 2012-2013 – Program Learning Outcomes](#)
- 7.4 [BIO 072 Course Outline of Record](#)
- 7.5 [BIO 072 Course Syllabus](#)
- 7.6 [ENGL 001C Course Outline of Record](#)
- 7.7 [ENGL 001C Course Syllabus](#)
- 7.8 [Student Services Program Purposes](#)
- 7.9 [EVC Institutional Learning Outcomes \(ILOs\)](#)
- 7.10 [ILO #4: Social Responsibility Student Survey Data](#)
- 7.11 [Faculty ILO Handout](#)

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