Accreditation Work Group Progress Form

Work Group Leaders: Please complete and submit this form to Gohar Momjian (gmomjian@ccsf.edu) and Grace Esteban (mesteban@ccsf.edu) via email by Friday, September 7.

Recommendation number and topic:
4 – SLO/Instruction

Full recommendation text:
To fully meet Standard II Student Learning Programs and Services, the team recommends that the college identify the intended student learning outcomes at the course, program, general education, certificate and degree levels, develop and implement assessments of student learning, and analyze the results of assessment to improve student learning. The results of ongoing assessment of student learning outcomes should foster robust dialogue and yield continuous improvement of courses, programs and services and the alignment of college practices for continuous improvement.

Related standards:
- I.B; II.A.1.a, c, II.A.2.a- c, f, g-i, II.A.3, II.A.6, II.A.6.a, II.B.1, II.B.3, II.B.4, II.C.2; III.A.1.c; IV.A.2.b, IV.B.2.b

Work group members:
- Joanne Low
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Provide the dates and times of all meetings held to date. For each meeting, please briefly describe the primary focus of the discussion that took place (1-2 sentences per meeting).

July 17: Initial meeting and orientation
July 24: Review of faculty and administrator roles; Initial discussion of roles, processes, and timelines/milestones for course, program, general education, and institutional SLO’s.

July 31: Review of action plan for documenting course, program, and general education SLO’s; delegation of form creation.

August 7: Final approval of forms for course, program, and general education SLO’s. Reviewed data on course outline dates, with first review of timeline to get all course outlines to have approval dates within last six years.


Our next meeting is scheduled for September 18, where we will assess the SLO Flex day and review the draft College Progress Report.

Describe your plans for addressing the recommendation. Include a brief paragraph describing each activity included on your timeline along with key dates for accomplishing those activities.

Overall Plan. The SLO/Instruction Accreditation Response Team Group has created plans based on the elements of the Proficiency Level of ACCJC’s “Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes.” The team reviewed these rubric elements, determining for each: (a) the College’s current status, (b) goals for the College, and (c) means of achieving those goals. The plans that follow in this section are organized by the elements of that rubric. There is some redundancy in this report, as some of the actions being taken cover different elements of the rubric (e.g., the integration of SLO’s into Program Review speaks to both decision-making and resource allocation).

Rubric Element #1: Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.

Action #1.1. SLO’s Clearly Defined for All Courses. We identified a need to develop a policy about the maximum age of a course outline for currently offered courses, and a timeline by which that policy can be put in place, so that we can ensure that SLO’s are clearly defined for all courses. We expect this policy and timeline to be published in Fall 2012.

Action #1.2. SLO’s Defined for Programs. By the end of Fall 2012, the College will identify SLO’s for all programs, including certificates, majors, and those disciplines that do not have a certificate or major. As the learning outcomes are developed and approved by the Curriculum Committee, they will be posted to the online catalog, and will be published in the printed 2013/14 College Catalog.

Action #1.3. Documenting Course SLO Efforts. We have established a new process by which faculty and departments submit information about course SLO assessment efforts. This information is submitted in two phases: a planning phase, which was due August 31, and an execution phase, where departments submit information as their plans are executed throughout
the semester. Results of both planning and execution phases are published online. School Deans will monitor the planning and execution phases, and have standardized reports to submit to the VCAA.

In addition to the standardized reporting, departments are publishing additional information via departmental SLO web pages.

**Action #1.4. Documenting Program SLO Efforts.** We have established a mechanism where departments can centrally submit information about program SLO work, and the results will be published online. We plan to use the lessons learned from documenting course SLO efforts in Fall 2012 to inform a more structured approach to the effort to document Program SLO efforts in Spring 2013.

As with course SLO efforts, in addition to the standardized reporting, departments are publishing additional information via departmental SLO web pages.

**Action #1.5. General Education SLO assessment.** By October 1, departments will submit information to show alignment of course SLO’s to General Education SLO’s. Data gathered about course SLO efforts will be compared against this alignment data to develop plans for assessment to begin in Spring 2013. The mid-October meeting of the Bipartite Committee on Graduation Requirements will focus on the review of this data and the development of assessment plans.

**Rubric Element #2: There is widespread institutional dialogue about the results of assessment and identification of gaps.**

**Action #2.1. Fostering Dialogue through Online Resources.** Publishing information about the assessment of learning outcomes online fosters widespread institutional dialogue. The College has created a centralized web presence for SLO efforts, and information will continue to be published there. Several sections of this report refer to the information being published online.

**Action #2.2. Discussion Embedded in Meetings; Special Meetings.** The College had already been embedding discussion of the assessment of learning outcomes into several venues, including Department Chairperson Council meetings and College Council meetings. This work continues in activities held on the independent flex day on August 13 and on the SLO Flex Day on September 12. We have also established a drop-in SLO Q&A lab where faculty and department chairs can get questions answered about the assessment of learning outcomes and the centralized reporting processes.

**Action #2.3. Completion of Comprehensive SLO Reports.** At the end of Fall 2012, the Office of Instruction will complete a comprehensive report on that semester’s assessment efforts across the College. Reports will be disseminated and shared with the college community. These reports will be completed every semester afterwards.

**Action #2.4. Integration of SLO’s into Program Review.** Questions about SLO’s have been part of Program Review for a number of years. In the Fall 2012 Program Review departments will report on overall steps that they are taking as a result of the assessment of learning outcomes. The information submitted in Program Review is the basis for the College’s annual allocation process.
Rubric Element #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.

Action #3.1. Integration of SLO’s into Program Review. As noted above, questions about SLO’s have been part of Program Review for a number of years. The Fall 2012 Program Review process includes a rubric, provided to all parties, and used by Deans and Vice Chancellors to prioritize requested resources and potential cuts. This rubric gives equal weight to a number of factors, one of which is how a change in resources contributes to and is supported by data on student learning outcomes.

Action #3.2. Development and Assessment of Institutional Learning Outcomes. In Fall 2012, the College will develop and begin assessment of Institutional Learning Outcomes. This will include examination of achievement data (e.g., transfer rate, job placement rate, certificate achievement numbers) and an integration of other assessments of learning. This assessment will be integrated into the College’s planning processes.

Rubric Element #4: Appropriate resources continue to be allocated and fine-tuned.

Action #4.1. Identification of External Assessment Needs. As part of the alignment of courses to program SLO’s, we are also gathering information about external assessment needs (e.g., job placement rates, transfer rates). At the end of Fall 2012, this data will be aggregated to provide direction to the College about needed resources.

Action #4.2. Integration of SLO’s into Program Review. As noted above, the assessment of SLO’s is integrated into the College’s Program Review, Planning, and Budgeting processes.

Action #4.3. Online Resources and Training. Fostering institutional dialogue requires online resources, including centralized reporting and mechanisms by which individual departments can published more detailed information regarding their assessment of learning outcomes. As noted above, we have established a drop-in SLO Q&A lab where faculty and department chairs can get questions answered about the assessment of learning outcomes and the centralized reporting processes. The College will assess the current centralized reporting system at the end of the Fall 2012 semester and implement improvements in time for Spring 2013. The Office of Instruction’s Fall 2012 Program Review document will include requests for additional resources.

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

Action #5.1. Completion of Comprehensive Assessment Report. At the end of the Fall 2012 semester, the Office of Instruction will complete a comprehensive assessment report on course and program SLO efforts based on the data submitted by departments. The College plans to continue these comprehensive reports every semester thereafter, collaborating with Student Services where applicable.
Action #5.2. Completion of ACCJC College Status Report on Student Learning Outcomes Implementation. By March 15, the College is required to submit to ACCJC a report showing how we are at the Proficiency Level of ACCJC’S “Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes.” A draft version of this report will be completed in October 2012, using input from a variety of sources and data from planned course and program SLO activities in Fall 2012. A final version will be completed in February 2013.

Rubric Element #6: Course student learning outcomes are aligned with degree student learning outcomes.

Action #6.1. Documenting Alignment of Course and Program SLO’s. In Fall 2012, departments are completing mapping documents showing the alignment of courses to Program SLO’s. This work will be complete by the end of the Fall 2012 semester.

Action #6.2 Documenting Alignment of Course SLO’s to General Education SLO’s. We have established a process by which departments will submit information to show alignment of course SLO’s to General Education SLO’s. Reports are due by October 1. It is anticipated that this process will generate discussion about the General Education SLO’s themselves, and the data submitted will be used to assess their applicability to courses. In addition, data gathered about course SLO efforts will be compared against this alignment data to inform future assessment plans. We expect to initiate some of this college-wide discussion at the mid-October meeting of the Bipartite Committee on Graduation Requirements.

Action #6.3. Updated Requirements for Curriculum Committee. We have created a new standard for Curriculum Committee submission where departments submitting new or revised certificate or degree programs now need to submit mapping documents showing the alignment of courses to program learning outcomes.

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

Action #7.1. Publishing Program SLO’s. Program SLO’s are published in the printed and online College Catalogs. As noted above, in Fall 2012 the College is completing the process of defining program SLO’s for all programs, and will update the online catalog as they are approved by the Curriculum Committee.

Action #7.2. Piloting Means for Students to Demonstrate Awareness. Much of the work that has taken place on student awareness of goals and purposes of courses and programs has focused on ensuring that students have access to these goals – inclusion in course syllabi, publishing in the Catalog. It is more difficult to determine means by which students can demonstrate awareness of these goals.
Summarize your progress to date on carrying out the activities described above where applicable. If you have completed any of these activities, please note the date on which it was completed and append the evidence or any products relating to the activity.

**Action #1.1. SLO’s Clearly Defined for All Courses.** A draft policy and timeline has been developed and submitted to VCAA for approval and distribution. See attached memo.

**Action #1.2. SLO’s Defined for Programs.** By August 31, all departments were required to plan when they would submit program SLO’s to the Curriculum Committee for review and approval. These plans can be viewed online:


Evidence of execution of the plans will be on the Curriculum Committee web site, where meeting agendas and minutes are posted:

http://www.ccsf.edu/cc

Once defined and approved, program SLO’s will be listed in the online catalog:

http://www.ccsf.edu/catalog

**Action #1.3. Documenting Course SLO Efforts.** The planning phase is complete, and we are now in the execution phase. Plans and results are available online:


School dean reports are submitted to VCAA Low. She has this documentation in a binder.

Those departments publishing additional information about course SLO assessment are linked from the College’s SLO web site:


**Action #1.4. Documenting Program SLO Efforts.** As noted in the plan, in Fall 2012 we are focused on ensuring that program SLO’s are defined for all programs, and we will be establishing a more structured approach to documenting Program SLO efforts in Spring 2013. Results of any program SLO assessment occurring in Fall 2012 are published online:


Those departments publishing additional information about course SLO assessment are linked from the College’s SLO web site:


**Action #1.5. General Education SLO assessment.** Submission of alignment data is ongoing. Evidence of alignment data is available online:

Action #2.1. Fostering Dialogue through Online Resources. Information is being published online, and the efforts are ongoing. This item doesn’t really have a completion date per se; it’s the new normal.

The centralized SLO web site is here:

http://www.ccsf.edu/slo

Action #2.2. Discussion Embedded in Meetings; Special Meetings. This work will be ongoing. Copies of slides for the August 13 meeting are attached. We’ve also attached the SLO Faculty Handbook distributed on September 12th. Information about the help that’s available is shown on the right-hand column of:


Action #2.3. Completion of Comprehensive SLO Reports. As noted in the action plan, this report will be completed at the end of the Fall 2012 semester.

Action #2.4. Integration of SLO’s into Program Review. The questions about SLO’s are in the current Program Review Template, and that’s good evidence of this integration. Evidence of the integration will truly come through when we are able to show some resource allocation later in the school year.

Action #3.1. Integration of SLO’s into Program Review. See above. COPY OF RUBRIC?

Action #3.2. Development and Assessment of Institutional Learning Outcomes. The Academic Senate has looked at several different models for Institutional Learning Outcomes, and the College has discussed various frameworks for looking at achievement data (e.g., VFA, ARCC reports). We expect to complete the development of ILO’s by October 2012, and complete an initial assessment in early Spring 2013.

Action #4.1. Identification of External Assessment Needs. This work will be completed by the end of Fall 2012. The templates used to map courses to program SLO’s shows evidence that we’re gathering this data:

http://instruction.ccsf.edu/ProgramSLO/

As they are submitted, the actual mapping documents are housed in the Office of Instruction.

Action #4.2. Integration of SLO’s into Program Review. See above.

Action #4.3. Online Resources and Training. The centralized reporting forms contain questions that will be used to assess the system and make improvements, so the data is currently being gathered. Information about the help that’s available is shown on the right-hand column of:


Action #5.1. Completion of Comprehensive Assessment Report. As noted in the action plan, this report will be completed at the end of the Fall 2012 semester.
Action #5.2. Completion of ACCJC College Status Report on Student Learning Outcomes Implementation. This Progress Report you are reading is the framework for an initial report that will be completed in October 2012. A final report will be completed by February 2013.

Action #6.1. Documenting Alignment of Course and Program SLO’s. By August 31, all departments were required to plan when they would submit documents showing the alignment of courses to program SLO’s to the Curriculum Committee for review and approval. These plans can be viewed online:

Evidence of execution of the plans will be on the Curriculum Committee web site, where meeting agendas and minutes are posted:
http://www.ccsf.edu/cc

The alignment documents themselves will be in the Office of Instruction.

Action #6.2 Documenting Alignment of Course SLO’s to General Education SLO’s. Submission of this data is ongoing. Information submitted to date is available online:

Action #6.3. Updated Requirements for Curriculum Committee. Updated requirements are in the Curriculum Handbook, available online:
http://www.ccsf.edu/Offices/Curriculum_Committee/handbook.html

Action #7.1. Publishing Program SLO’s. Once defined and approved, program SLO’s will be listed in the online catalog:
http://www.ccsf.edu/catalog

Action #7.2. Piloting Means for Students to Demonstrate Awareness. Our group is still discussing this topic, and plans to have recommendations for implementation in Spring 2013.

List any challenges you have encountered or anticipate facing with respect to addressing the recommendation.

The SLO/Instruction Accreditation Response Team Group has identified several resource needs:

- While we have established an online centralized reporting system, the College will likely want to invest in something more robust, or devote existing resources to improving the current system.

- We continue to need professional development on a variety of topics, from SLO implementation to working with online resources. A college-wide SLO coordinator would greatly assist in maintaining momentum.
Attachments:

1. Memo regarding timeline for course outline updates
2. August 13 slides
3. SLO Handbook for September 12