

City College of San Francisco Institutional Assessment Plan

2014-2015 version

Creating habits of reflection to improve teaching and learning

INTRODUCTION & BACKGROUND

For over seventy-five years, City College of San Francisco (CCSF) has provided high quality education through programs and services to its community.

The College is committed to improving student access, learning and success. Continual quality improvement is supported by a systemic reporting structure, developed in May 2012. The reporting structure drives data-informed decision making at all levels of the college.

This systematic approach to outcome assessment engages the College community in reflection of its practices and strengthens curricula and teaching methodologies and the processes used within student services to impact student learning. The college is redefining its culture into one that values SLO assessment and integrates it into the College planning and decision making processes. This plan guides the college in the continuous cycle of assessment, improve our effectiveness and the environment for student learning, and increase overall student success.

ASSESSMENT AND INTEGRATION with ANNUAL PLANNING

Collegial and self-reflective dialogue about continuously improving student learning and institutional processes occurs within and across all departments and at the institutional level in an ongoing cycle. Outcomes assessments are reported and recorded on a semester basis. The annual Program Review process draws upon and is informed by the semester-based assessments. To promote information exchange and dialogue, centralized webpages house each semesters' assessments and annual Program Reviews. Semester assessments and annual Program Review also serve as venues for dialogue about improving administrative services and institutional processes. Administrative units complete Administrative Unit Outcomes (AUOs) and Program Review, alongside instructional departments and student services.

Other broad-based venues for dialogue include the annual review of the Vision and Mission Statements informed by indices such as longitudinal achievement data and ILOs, discussions of the SLO Impacts Report derived from Program Review, and enrollment management discussions which include a focus on pathways for students to complete courses of study. The College analyzes the effectiveness of its assessment and CQI efforts through several annual reports and consciously modifies its approach to ensure useful and sustainable practices, as detailed below in Chart 1.

Integrating Outcomes Assessment with College Planning

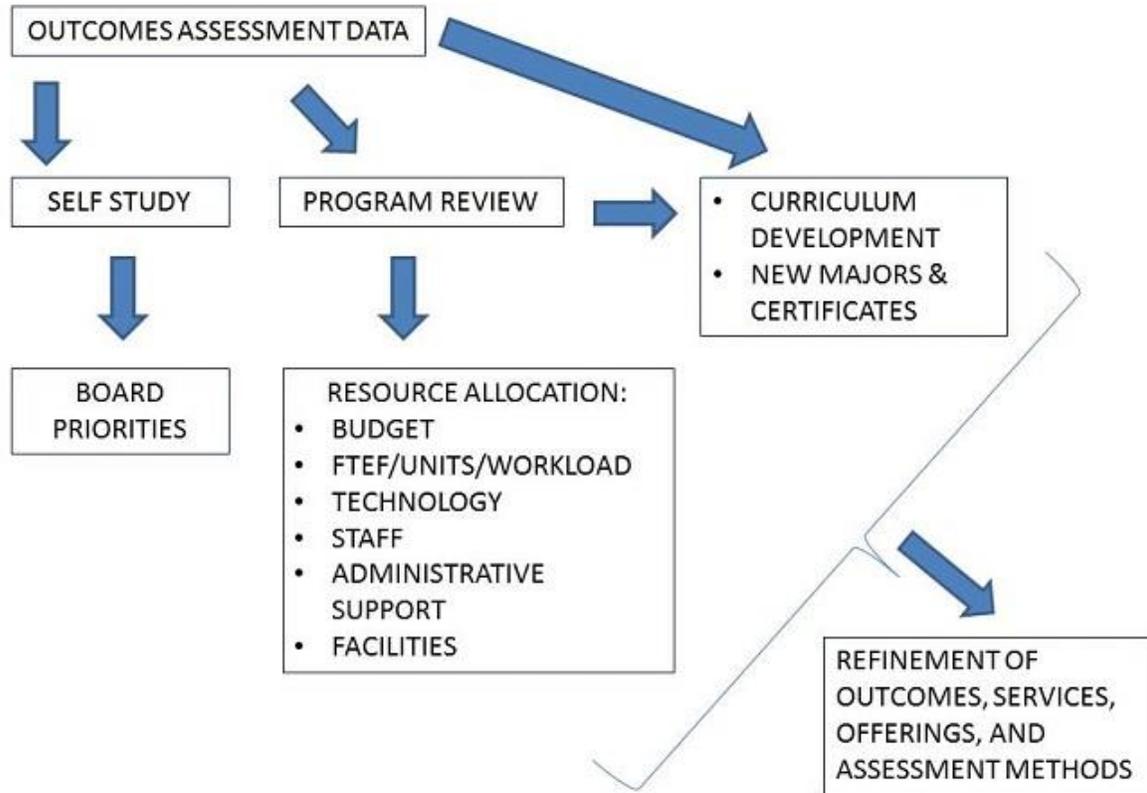


CHART 1

GENERAL PROCESSES FOLLOWED

Across the college, different units work in tandem to contribute to institutional effectiveness. Chart 2 below identifies these units. The administrative support units provide foundational support for the environment in which student learning can flourish. These units (e.g. Building & Grounds, Purchasing, Facilities, etc.) explicitly reflect upon their administrative unit outcomes via program review so that the analysis will inform their objectives for the following year. Similarly, instructional and student services units use SLO assessment to improve programs and services. SLO data when combined with student achievement data show to what degree the College is achieving its Mission.

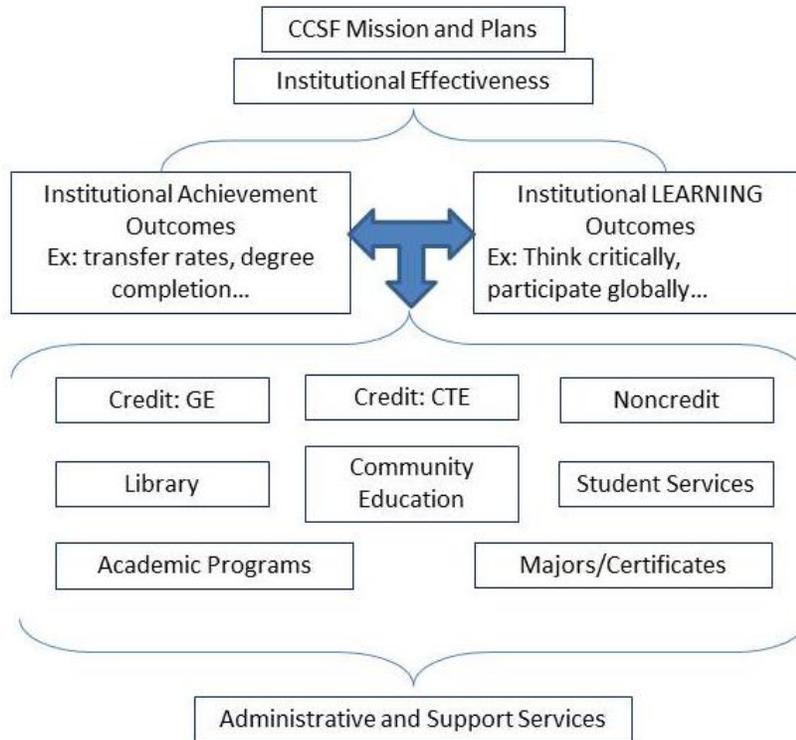


CHART 2

College processes and policies ensure outcomes data is incorporated into the decision-making process.

Online assessment progress reporting forms are completed twice a year at the end of each semester for all courses, programs, services, and administrative units to gather information in a consistent manner. Data from these forms are public and can be found linked to unit assessment web pages. These progress reporting forms update assessment stage for a course, program, service, and unit and provide details and evidence of past activities. They also provide tentative plans for future activities. These reports document assessment activity that can reasonably be completed in one semester. Each unit is encouraged to create an assessment calendar.

Below are some guiding processes for the creation and publication for courses, programs, and institutional level assessment.

Courses Outcomes

- Course SLOS, developed with the aid of the Curriculum Committee and SLO Handbook, are required and reviewed by the Curriculum committee.

- For new and revised courses that satisfy a General Education requirement, course SLO mapping to the corresponding General Education area outcomes is required and reviewed by the Curriculum Committee.
- Course outlines of records, available on the Office of Instruction website, must be no older than 6 years for the course to be offered.
- Course SLOs are viewable on each department's assessment page.

Program Outcomes

- For new and revised instructional programs, SLO mapping to institutional learning outcomes is required and reviewed by the Curriculum Committee.
- Program SLOs are published on department websites and printed in the Catalog.
- Every degree or certificate (credit and noncredit) must submit a mapping matrix using the I (Introduce Concept), D (Develop Concept), and M (Master Concept) classification system. As part of the multilayer validation process for the development of programs, curriculum committee members must see that every student participating in the curriculum achieves mastery of program level learning outcomes, regardless of the electives chosen

Note: programs include instructional programs (majors and certificates) as well as counseling programs and support services (student development and administrative units).

Institutional Level Outcomes

- General Education and Institutional Learning Outcomes are printed in the CCSF Catalog
- GE and Institutional level outcomes are found on the Outcomes Assessment website (www.ccsf.edu/slo)
- Refinement of GE and Institutional level outcomes is faculty-driven and follows procedure in Appendix.

ROLES AND RESPONSIBILITIES IN ANNUAL ASSESSMENT

ROLE OF SLO COORDINATORS

Primary Coordinator

1. The Primary SLO Coordinator is responsible for coordinating institutional level assessments and serving as liaison between various Outcomes Committees and the Planning Committee.
2. Providing and coordinating professional development opportunities related to assessment of outcomes

3. Communicating to the campus community (via SLO Updates, SLO Highlights, and Academic Senate reports) about assessment related improvements.
4. The Primary SLO Coordinator chairs the SLO Committee and co-Chairs the Student Service Outcomes Committee, Administrative Service Outcomes Committee as well as Co-Chairs the Assessment Planning Team (with the Dean of Institutional Effectiveness).
5. The primary coordinator oversees the evaluation and updating of the Annual Assessment Plan, the SLO Impact Report, Assessment Reporting Summary Reports, and guides the process for periodic validation of assessment progress reports. The Primary SLO Coordinator is responsible for shepherding changes to GE or Institutional Level Outcomes through the appropriate governance committees for review and discussion.

Technical Support SLO Coordinator supports the primary SLO coordinator by:

1. Managing the reporting forms for course, program, student service, and administrative unit assessment
2. Managing the existing reporting systems; overseeing the implementation of any new reporting systems until institutional support for the system is located.
3. Maintaining web resources. The College's Outcomes & Assessment website provides a central location for the college community to learn about, interact, share, and report all learning outcomes assessment activities. The Technical Support SLO Coordinator ensures the site is maintained.
4. The SLO Support Coordinator serves as a voting member of the Curriculum Committee and ensures the effective and quality development of instructional learning outcomes.

ROLE OF FACULTY

1. Faculty members are responsible for assessing student learning outcomes and documenting assessment activities in bi-annual progress reports. Faculty evaluations include a section on effective assessment of Student Learning Outcomes as stated in approved departmental documents (e.g. course outlines) and demonstration of the use of data to improve instruction and/or program.
2. Faculty members are responsible for ensuring that students are aware of student learning outcome. SLOs, as they appear of the Course Outline of Record, are required on the course syllabus.

3. Faculty teaching the same class should designate a course coordinator that gathers information across sections and facilitates dialogue on assessment results and planned improvements.
4. Faculty-elected Department Chairs are responsible for facilitating assessment activities in the department and overseeing the quality of progress reports. Chair evaluations review whether chairs "facilitate faculty and staff involvement in the assessment of Student Learning Outcomes as stated in approved departmental documents (e.g. course outlines) and demonstrate the use of data to improve instruction and/or programs and student services." Faculty Department heads/chairs/managers use data from assessment reporting to:
 - Discuss outcomes assessment results and next steps in departmental meetings on a regular basis.
 - Update assessment webpages at least once a semester.
 - Complete a program review once a year. Program reviews require units to reflect upon and summarize "department impacts and improvements taken, in progress, or planned" as a result of outcomes assessments. Program review documents are available on unit assessment webpages, which also link to the main program review website: www.ccsf.edu/program_review.
5. Faculty-elected Department Chairs have agreed to maintain, or designate a webmaster to maintain, the department's webpage. The web pages display course and program SLOs, assessment plans and processes, and links to program reviews and biannual reporting form data. The web pages provide an online presence in which departments can define their assessment process and share assessment tools, strategies, and reports.

ROLE OF STUDENT SUPPORT PROFESSIONALS/FACULTY

1. Student Service faculty and staff are responsible for assessing student services outcomes and documenting assessment activities in bi-annual assessment progress reports. Student service faculty members (counselors) are evaluated as described above.
2. Student Service Professionals are encouraged to designate coordinators that maintain the student service assessment page, coordinate assessment activities, facilitate dialogue, and work with colleagues to implement improvements.

ROLE OF ADMINISTRATION

Although SLO-assessment at CCSF is faculty-driven, support from the College administration is essential. Part of that success comes from the commitment to develop effective college-wide administrative-unit outcomes (AUO) assessment at all levels. To sustain a college-wide culture of assessment, administrative responsibilities include:

1. Ensure sufficient resources are available to fund SLO/AUO coordinator(s) and support of the people involved in and the processes of assessment.
2. Ensure sufficient resources are given to and provided by the Office of Research & Planning.
3. Ensure engagement in outcomes assessment at all levels of the College.
4. Facilitate conversations about assessment data and analysis between departments and programs, and within and across schools and divisions.
5. Fund professional development and other incentives to support faculty involved in assessment.
6. Integrate assessment into the planning and budgeting processes of the institution.

COMMITTEE STRUCTURES SUPPORTING ASSESSMENT

The CCSF assessment program is led by the SLO Coordinator(s) with support from the SLO Committee (Academic Senate) and Assessment Planning Team (APT), a committee co-chaired by the primary SLO Coordinator and the Dean of Institutional Effectiveness and comprised of classified, faculty, student and administrators from a variety of College units – usually members of the unit SLO/ALO committees. APT is a working group currently under the Planning Committee (Participatory Governance).

The APT and SLO, SSO, and AUO Committees help to develop and manage a sustainable college-wide outcomes and assessment process that applies to all units (admin, service, instructional) with the aim to integrate assessment into the overall college culture. Under the guidance of the SLO Coordinator(s), these teams, committees, and work groups develop timetables and assessment reporting mechanisms used by the college and provides ideas for fostering dialog across the college and future professional development and trainings.

APT Charge:

- Establish a common language and shared understanding of outcomes assessment.
- Communicate the goals and shared efforts of outcomes assessment to students, faculty, and the College community.
- Establish a vision for institutional-level assessment processes.
- Help evaluate outcomes-assessment processes and procedures on a regular basis and make decisions to improve the overall assessment plan.

- Create an overall institutional assessment plan in support of the College's Mission.
- Work with other committees to ensure a clear connection between this plan and other assessment and planning processes at the College.
- Identify institutional level assessment measures to apply to assessment activities.
- Develop SLO Coordinator(s) job description.
- Identify and communicate additional resource needs to support assessment as necessary via program review, the accreditation officer, or the Chancellor's Office.
- Ensure that assessment is a process established, supported, and evaluated by all members of the college community.
- Ensure that the goal of improved student learning directs the assessment process.
- Establish a process for incorporating both quantitative and qualitative research in recommendations to the college to facilitate meaningful change.
- Celebrate learning improvements that result from assessment.
- Examine assessment results to assure alignment with intended use of data for improvements at the course or program level
- Review and help disseminate annual and semester reports of accomplishments and gaps.

Given CCSF's size and complexity, coordination from many levels is crucial for assessment cycles to be effective. A committee and workgroup structure is currently evolving as participatory governance and academic senate committees are further developed. The image below provides a general guideline on the intended relationships among the current SLO workgroups and committees.

BENCHMARKS:

1. Departments have assessment plans for every course with timelines that ensure assessment of every SLO in every course at least once every three years.
2. Departments have assessment plans for every program with timelines that ensure assessment of every SLO in every program at least once every three years.
3. 100% reporting for all courses, programs, services, and administrative units using the assessment progress report.
4. Assessment of General Education and Institutional Learning Outcomes alternates on a semester basis. All GEOs will have been assessed by Spring 2017; all ILOs by Fall 2016. Repetition will result in each GEO and ILO being assessed at least every 4 years.

INSTITUTIONAL SET STANDARDS FOR ACHIEVEMENT

The Student Achievement Mandate requires community colleges to establish standards for student achievement. A "standard" is the level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This number may differ from a performance improvement "goal" which an institution may aspire to meet. Should an institution not meet an adopted standard it must engage in high level institutional introspection.

On an annual basis, City College evaluates the institutional standards set in spring 2014 and adjust standards as warranted. Standards are set for the following metrics: course completion rate, degree completion, transfer completion and certificate completion.

1. **Completion Rate:** Percent of successful student course completion rate. Rate equals the number of students who receive a successful grade over the number of students who enrolled in the course.
2. **Degree Completion:** Number of students who receive a degree in a given academic year.
3. **Transfer Completion:** Number of students who transfer to 4-year colleges/universities in a given academic year.
4. **Certificate Completion:** Number of students who complete certificate requirements and received a certificate in a given academic year. The college defines the requirements for each of its certificate programs.

In Spring 2014, the College established the following Institutional Set Standards:

Institution-Set Standards*

Credit Course Completion	Degree Completion	Gainful Employment Certificate Completion	Transfer to 4 Year
69.50	1,218	737	4,000

* All institution-set standards measured as Number of Students by Academic Year except Credit Course Completion which is the Rate in a given Fall Term.

Institutional Standards Assessment Process

1. Data is calculated by the Office of Research and Planning each fall semester by October 1st. Data trends are provided to the Accreditation Planning Group
 - a. Review 3 years of trend data
 - b. Examine variables that affect the data (e.g., student fees; enrollment)
2. Should the results of the data need further analysis, the APT will request additional data from the Office of Research and Planning by Nov 1st.
3. The ORP will provide the additional data by the end of the fall semester.
4. The APT will confirm Institutional Set Standards are make recommendations for adjustment by February 1st.
5. Academic Senate is provided with the yearly recommended benchmarks for discussion and review during Feb sessions.
6. PGC reviews the benchmark recommendations and sends to Chancellor and Board of Trustees for adoption before the ACCJC Annual Report deadline.
7. Institutional set standards are shared and evaluated through the Annual Report.
8. Repeat process.

Process for High Level Introspection:

Should the College significantly fail to reach an Institutional set standards, the APT recommends that the Chancellor convene a taskforce that will, at a minimum:

- a. Further disaggregate data to look for revealing data points.
- b. Hold listening sessions or forums that inform and evaluate our institutional practices.
- c. Ask that the data be agenized at various Participatory Governance Committees and Administrative meetings.
- d. Design and implement assessments that will inform decision makers and facilitate dialogue among college community.

CONCLUSION

The 2014-2015 Institutional Assessment Plan provides linkages to the College Mission, institutional planning, decision-making, and budgeting. It provides guidance to the college as it continues to develop and strengthen its college-wide assessment activities. It is an evolving document that will be critically evaluated for its effectiveness.

APPENDIX:

INSTITUTIONAL LEARNING OUTCOMES (GEOs and ILOs)

Institutional learning outcomes define and identify the knowledge, behaviors, and skills the College would like students to acquire and develop throughout their CCSF education experiences. The ILOs implement the CCSF Mission and Vision Statement. General Education Outcomes were identified and approved in 2009. The goals of the Academic Senate Executive Council for the Institutional Learning Outcomes (ILOs) are:

- I. ILOs are achieved by students who meet their own educational goals at City College. The student's goals do not have to be satisfying degree requirements, transferring, or earning a certificate. A student whose educational goal is acquisition of basic English for the work environment or updated job skills should achieve most or an appropriate set of the ILOs in the process of reaching their own goals.
- II. The ILOs represent very broad modes of learning than can be experienced through many paths. For instance, the ability to communicate is achieved through writing, speaking, music, dancing, and / or visual art. The communication ILO can be satisfied through any one of these modes or any combination.
- III. The ILOs should be few in number and general in application.
- IV. ILOs are expected to be continually reviewed and refined to improve their usefulness and assessment.

On February 6, 2013, the Academic Senate Executive Council agreed upon the language for ILOs; they were reviewed by Participatory Governance and the Board of Trustees and finalized on March 1, 2013. Through the ILO assessment process the outcomes are continually reviewed and refined.

ASSESSMENT OF INSTITUTIONAL LEARNING OUTCOMES (GEOs & ILOs)

The goal of institutional-level assessment is to determine whether or not the institution is imparting the knowledge, behaviors, and skills valued as outlined in the CCSF Mission and Vision Statement. The regular cycle of assessment involves measuring one or more GEO and ILO across the curriculum followed by the use of the results to improve programs. The assessment process helps to ensure the quality of programs and the success of students at CCSF.

The Institutional Learning Outcomes (ILOs) + GEOs will be assessed in three ways:

1. Student Survey, conducted by CCSF's Office of Research & Planning every three years. (Delivered via email for credit students and in classrooms for noncredit students.)
2. Cumulatively through the curriculum mapping process, where departments and programs indicate how specific certificates, majors, and programs relate to the ILOs and different courses relate to GEOs. (Managed by the Curriculum Committee.)
3. Direct, authentic assessment of individual ILOs and GEOs through coordinated program- or course-level assessment

The Academic Senate SLO Committee (SLOC) works with ILO and GEO workgroups to develop direct assessment measurements in the form of rubrics for each of the outcome areas. During Spring 2013, the first GEO assessment began following a new format (see below). In Fall 2013, the first ILO assessment took place on Critical Thinking and Information Competency. The ILO on Communication and GE area assessment occurs during the 2014-15 academic year.

The assessment of student performance in general education courses helps the College determine students' current knowledge and any improvements needed to ensure success at institutions of transfer and in future careers.

Under the guidance of the SLO Coordinators and SLOC, GE Area and ILO workgroups will focus on the following goals:

Goals for ILO or GEO Area-X assessment:

- Review existing mapping data for Area X and consider refinements/gaps/next steps.
- Review outcomes and refine as necessary to ensure continued value and appropriateness.

- Develop/refine rubric to simplify collation of data among multiple instructors and provide examples of assessment methods, criteria, and rubric translations for a variety of programs.
- Develop instructions and examples to go to all instructors of Area X-assessed courses explaining how to use a rubric at end of semester and reminding them that they will enter their information into end-of-semester reporting forms.
- Review end-of-semester reports after assessment is completed and summarize, analyze, and report on results
- Facilitate college-wide discussion of the results and suggested next steps
- Complete a final evaluation report on the results and the process

The following general process and timeline for updating GEOs (and ILOs) was developed during Spring and Fall 2013 by the GE-Area C workgroup to ensure the participation of the entire community and the effective completion of the target goals. In 2013-14 the process was effectively utilized for ILO and GE area A & E assessment.

1. Area X Workgroup forms in the semester PRIOR to the actual assessment semester. Workgroup members are volunteers from Area X faculty (volunteers solicited through emails sent by the SLO Coordinator to all Area X Course/Program Coordinators and Department Chairs with Area X courses/programs). Reasonable effort is made to include representatives from all departments.
2. A workgroup/assessment website is maintained and regularly updated with postings of all agendas and notes throughout the semester.
3. Results of workgroup efforts and meetings are shared with and discussed at the SLO Committee Meetings which are open to everyone.
4. When the workgroup has completed its best effort at refining the GEOs or ILOs, the proposed new outcomes are shared with the entire CCSF community through an online survey sent via email by the SLO Coordinator to the entire College. That survey is also linked from the front page of the SLO website.
5. After the survey closes, the Area X workgroup meets to review the comments and make any final refinements to proposed new GEOs or ILOs.
6. In preparation for the Academic Senate Executive Council meeting, the proposed new GEOs or ILOs are submitted for review to the president of the Academic Senate Executive Council for incorporation into the next meeting. A

plan is described at that point for the final round of review and approval, which includes:

- a. At the first EC meeting, the chair of the workgroup attends the meeting to answer any questions and solicit feedback both in the time allotted on the agenda as well as through email afterward (up to Sunday night immediately following the meeting).
- b. The following week, the workgroup reconvenes to discuss the feedback received, make any final revisions based on that feedback, and produces its final version of proposed new GEOs or ILOs.
- c. The final proposal is sent to the President of the EC, again for distribution ahead of time to all members of the EC and for inclusion on the agenda for the next meeting.
- d. At the next meeting, the chair of the workgroup again returns to submit the final proposal for a vote. Prior to a vote, the chair answers any questions (but will not entertain changes to the proposal from the floor). After discussion ends, the proposal is put to a final and binding vote.
 - i. YEA = yes we prefer the current version to the existing one
 - ii. NAY = no, we reject the revised version and prefer the existing one
- e. If yea, wins, the proposal next goes on to the Bipartite meeting for a similar review and discussion and approval
- f. If nay wins, the existing GEOs or ILOs remain in place, and will be brought forward for review 4 years later.

ILO and GEO ASSESSMENT TIMETABLE

GEO and ILO assessments alternate each semester annually.

GEO Area	2013 SP	2013 FA	2014 SP	2014 FA	2015 SP	2015 FA	2016 SP	2016 FA	2017 SP
A: Communication & Analytical Thinking		P	M	A					
B: Written Composition				P	M	A		P	M
C: Natural Sciences	P,M	A						P	M
D: Social and Behavioral Sciences				P	M	A			
E: Humanities		P	M	A					
F: United States History & Government						P	M	A	
G: Health, Knowledge & Physical Fitness						P	M	A	
H: Ethnic Studies, Women's Studies & LGBT				P	M	A			
DRAFT ILO	2013 SP	2013 FA	2014 SP	2014 FA	2015 SP	2015 FA	2016 SP	2016 FA	2017 SP
I. Critical Thinking & Information Competency	P	M	A						
II. Communication			P	M	A				
III. Cultural, Social & Environmental Awareness					P	M	A		
IV. Personal & Career Development							P	M	A

Key:

P = Prepare rubrics for assessment

M = Measure (Establish GEO area workgroup; refine assessments and conduct assessment)

A = Analysis (Analyze results; report findings; communicate and share results; modify as needed)