

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: 10/15/12

Institution's Name: **Yuba College**

Name and Title of Individual Completing Report:

Marc Flacks, SLO Coordinator, 530-740-4831, mflacks@yccd.edu

Erik Cooper, Director of Planning, Research, and Student Success, 530-741-6605, ecooper@yccd.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: **Rod Beilby**

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): 807
- b. Number of college courses with defined Student Learning Outcomes: 661
Percentage of total: 81.9%
- c. Number of college courses with ongoing assessment of learning outcomes: 316
Percentage of total: 39.2%

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 47
- b. Number of college programs with defined Student Learning Outcomes: 47;
Percentage of total: 100%
- c. Number of college programs with ongoing assessment of learning outcomes: 40;
Percentage of total: 85.2%

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): 11
- b. Number of student learning and support activities with defined Student Learning Outcomes: 7;
Percentage of total: 63.6%
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 3; Percentage of total: 27.3%

4. Institutional Learning Outcomes

- a. Total number of institutional Student Learning Outcomes defined: 8
- b. Number of institutional learning outcomes with ongoing assessment: 8

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

Yuba College faculty and staff have a longstanding commitment to student learning and success, and the institution has long been regarded throughout the community as a place where students are treated with dignity and respect, and effectively guided toward achieving their educational and career goals. Therefore, in instituting its SLO processes for courses, programs, and services, Yuba College has focused on creating real and meaningful dialogue about student learning, rather than putting bureaucratic needs and expedience as the top priorities. So while the College is not able to report 100% completion of the goals enumerated in the quantitative response above, this should be interpreted in light of the deliberate, thoughtful, and collaborative approach the College has taken toward building its SLO processes and procedures. The Geology 10 SLO assessment (1) and the Sociology, Social Science, and Women's Studies Program Review (2) show this process at work. There is clear evidence of thoughtful, deliberate use of SLO data not only to improve the programs themselves, but to improve the future collection of SLO data.

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

Yuba College purchased an online system—TracDat—for recording all program and course SLOs and SLO assessments. An electronic system allows college users to share data within and between programs and to initiate dialogue about how to utilize the results. The college has also published an SLO (3) webpage that provides further opportunities (e.g., forums) where faculty, staff, and administrators can share SLO data, improvements, and best practices. Yuba College's SLO policy (4 & 5) deliberately allows instructors a great deal of flexibility in designing and executing SLO assessment methods, so that a variety of approaches to SLO assessment can be attempted by different instructors, which permits a robust dialogue about how best to measure SLOs, and the best class assignments and activities for doing so. Our approach respects academic freedom, while making it necessary for faculty to share, discuss, and critique their assessment approaches with colleagues. The fruitfulness of this policy can be seen in the improvements made to the English curriculum (6 & 7), where assessment results were used to identify problems in course sequencing, which led to a major overhaul in course content—creating additional reading content within developmental courses—and reducing the number of levels of developmental courses.

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

Yuba College has worked to include SLOs in the program review process and thereby linking student learning assessment with planning and shared decision making processes. This formally began in 2010 when SLO results were asked for as part of the program review (8). The Yuba College SLO committee, under the guidance of the Director of Planning and Research, in building the TracDat system for our campus, integrated SLO assessment data into Program Reviews, which are also now conducted through TracDat (9). Programs are thus now able to seamlessly and continuously examine their SLO assessment data, and make improvements where necessary. Yuba College's previous Program Review protocol did not include data on SLOs, so this improvement now allows for college-wide examination and discussion of SLO data. Also, the Yuba College Curriculum Committee is developing a Program Review Rubric (10), which will promote further dialogue about, and alignment of student learning practices throughout the campus.

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

Based on review of assessment data as well as other information, like feedback from faculty, Yuba College continues to fine-tune its SLO processes and to allocate resources where appropriate and when possible. TracDat, for example, is a valuable resource that has been put in place to further integrate SLO results into Program and institutional planning. Yuba College also has an SLO Coordinator (11 & 12) and a standing SLO Committee to coordinate the utilization of TracDat and to facilitate all aspects of SLO development, assessment, and utilization of results. The Committee has also established an SLO website as part of its facilitation efforts (3). The following example will help illustrate how all these resources are being used to improve student learning outcomes at Yuba College: Based on examination of data uploaded by instructors and Programs to TracDat, the SLO Committee determined that classes and programs staffed by adjuncts were having particular difficulties meeting SLO goals. From this process, it became clear that many adjunct instructors were assessing SLOs and collecting the data, but

they were not yet sure how to upload this data to Tracdat. So, one Program created a video to help full time instructors communicate more effectively with adjuncts in regard effective use of TracDat. The video was created using screen capture software, and is now a resource available to all faculty via the SLO website.

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 SLO Committee produces comprehensive assessment reports using TracDat, and these reports are interpreted and condensed for presentations to the Academic Senate and the Board of Trustees, and are made available to other campus bodies, such as the Yuba College Council and appropriate Deans and Directors. These reports are generated and presented each semester. ([13](#), [14](#), [15](#) & [16](#))

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

Yuba College began the process of meeting its SLO requirements by first defining eight Institutional Student Learning Outcomes (ISLOs) ([19](#)). Next, each program identified the ISLOs that pertained to their Programs (PSLOs) ([18](#)). Next, SLOs were developed for each course offered (CSLOs), and the Course Outlines of Records (CORs) and syllabi for these courses were required to link or "map" each CSLO to the relevant PSLO ([17](#)). Thus, when completing Program Reviews in Tracdat, assessment data from CSLOs are aggregated by PSLO, so that programs are able to evaluate their overall success, across a variety of courses, in meeting their PSLO goals. Further, PSLO data from across the campus are aggregated to provide a campus-wide measure of ISLOs. Yuba College's PSLO policy (5) also permits individual Programs to develop unique PSLO assessment tools, like exit exams.

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

Yuba College requires all course outlines (COR) (20) and all course syllabi to list CSLOs. CSLOs on CORs are linked with ISLOs. Course syllabi list both the Course Objectives and the Student Learning Outcomes in separate categories. PSLOs are generally listed on page 61 of the Catalog (21), and in program descriptions posted on the college website. The SLO webpage also includes comprehensive information on CSLOs, PSLOs, ISLOs, and assessment of same. The College has also posted "Shaping the Future Today" posters around campus that list all 8 ISLOs for Yuba College, and each poster presents a profile of a member of the Yuba College community whose story encapsulates one of the ISLOs (22). There are 8 different posters that are placed strategically around campus to help inform students about the learning goals of Yuba College.

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

Yuba College has been working on measuring student learning and refining its processes based on those findings for many years and has worked for nearly a decade to match its processes to those outlined by ACCJC in its Rubric for Evaluating Institutional Effectiveness. Based on that rubric, Yuba College is transitioning from the developmental level to the proficiency level. For example, most programs and services have SLO assessment in place, but, for example, some programs do not have SLOs in place for all courses. Further, program reviews have contained SLO data for several years, but decision making does not always take into account student learning. However some aspects of student learning assessment are already at the continuous quality improvement level. As noted previously, we have been using SLO results as part of our program review since 2010 and we have spent several years revising the tools by which we report and conduct the business of SLO assessment; from a paper process to using TracDat. Further, governance committees, such as the Curriculum Committee and the Academic Senate are using student learning outcomes to evaluate and provide feedback to programs and faculty. The Yuba College SLO Coordinator and SLO Committee are working with programs to strengthen program level SLOs, help increase adjunct faculty involvement in SLO assessment, and create better resources to help faculty and staff create, evaluate, and learn from student learning outcomes.

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

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

1. [Physical Science, Geology and Geography Program Review](#)
2. [Sociology, Social Science, and Women's Studies Program Review](#)
3. [Yuba College SLO Webpage \(http://yc-slo.yccd.edu\)](http://yc-slo.yccd.edu)
4. [Yuba College Course SLO Policy Statement](#)
5. [Yuba College Program SLO Policy](#)
6. [2012 English Program Review](#)
7. [2012 English SLO Summary](#)
8. [Program Review Form](#)
9. [IE Model Review Handbook 2012-2013](#)
10. [Curriculum Committee Program Review Rubric Draft](#)
11. [YC SLO Job Description](#)
12. [SLO Coordinator MOU](#)
13. [SLOs Assessed 5.18.11](#)
14. [Assessed Courses 6.13.12](#)
15. [Missing SLOs 8.27.12](#)
16. [Not Assessed 8.27.12](#)
17. [Accounting Curriculum Map](#)
18. [Program SLOs Yuba College](#)
19. [District SLOs and Outcomes](#)
20. [BIOL 1 Course Outline](#)
21. [2012-13 Yuba College Catalog](#)
22. [SLO Poster](#)

Accrediting Commission for Community and Junior Colleges (ACCJC)

10 Commercial Blvd., Suite 204, Novato, CA 94949

Telephone: 415-506-0234 ♦ FAX: 415-506-0238 ♦ E-mail: accjc@accjc.org