ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report 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
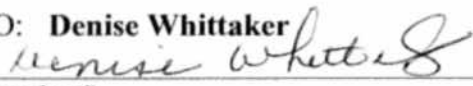
Date of Report: **March 14, 2013**

Institution's Name: **Palo Verde College**

Name and Title of Individual Completing Report: **Brian Thiebaux, ALO**

Telephone Number and E-mail Address: **760-921-5501   bthiebaux@paloverde.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: **Denise Whittaker**
Signature: _Denise Whittaker_
(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): 163 courses offered in Fall 2012 and 67 additional courses offered in Spring 2013 semesters for a total of **230 courses.**
   b. Number of college courses with defined Student Learning Outcomes: **230**
      Percentage of total: **100%**
   c. Number of college courses with ongoing assessment of learning outcomes: **163**
      Percentage of total: **100 %***

*100% of courses offered Fall 2012 were assessed; an <u>additional</u> 67 courses are being offered in Spring 2013, and their assessment will be completed by the end of the Spring 2013 semester.

2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): **47 (certificates, degrees, general education and basic skills)**
   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: **42****;
      Percentage of total: **89%**

**Three general education options and two certificates have been partially assessed; they will be fully assessed Spring 2013.

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): **20**
   b. Number of student learning and support activities with defined Student Learning Outcomes: **20**;
      Percentage of total: **100%**
   c. Number of student learning and support activities with ongoing assessment of learning outcomes: **20** Percentage of total: **100%**

4. Institutional Learning Outcomes
   a. Total number of institutional Student Learning Outcomes defined: **6**
   b. Number of institutional learning outcomes with ongoing assessment: **6**

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

The boldface numbers in brackets, e.g., [1.3], refer to specific supporting documents, listed by name in the Table of Evidence found at the end of this report. Some citations may apply to more than one section.

1. Course SLOs. Formal and published course SLOs began in approximately 2003 with the revision of the course outline-of-record template, requiring the listing of "Objectives and Learning Outcomes" for all new and updated courses [1.1]. SLO presentations and updating occurred in Spring, 2012 and an SLO Coordinator was identified to provide direct leadership for the SLO assessment and action plan process. Course SLO assessments were performed sporadically by faculty (as explained in Proficiency Rubric Statement 2) up until Fall 2012, when a formal, institution-wide process was implemented to assess course SLOs and formulate "action plans" for improvement for each course [1.2]. The initial assessment concentrated on courses offered in Fall 2012 [1.3]; the procedure was that faculty were to select two SLOs from the approved course outline of record, assess them, and write action plans for them. The next step is to assess courses offered Spring 2013 that were not offered or assessed Fall 2012. This step is underway.

2. Program SLOs. In February 2013, with the assistance and leadership of the SLO Coordinator, faculty identified 47 programs consisting of degrees, certificates, basic skills programs and general education options [1.4]. Faculty selected two or three representative courses for each program, and, using the assessment of the representative courses, developed program SLOs, assessed them, and wrote action plans for each [1.5]. The three general education options and two certificates have been partially, and will be completed in Spring 2013.

3. Learning Support SLOs. In February 2013, with the assistance and leadership of the SLO Coordinator, faculty, staff and administrators identified 20 learning support programs [1.4]. Staff and administrators responsible for providing the learning support services wrote learning support SLOs, assessed them, and formulated action plans for each [1.5].

4. Institutional SLOs. In 2011, the SLO Committee (formed in 2009 and consisting of representatives of each of the teaching divisions, the student services division, and the college library) completed work on a list of six institutional SLOs [1.6]. These are broadly stated outcomes that sought to answer the question: What learning does our College expect of our graduates? The institutional SLOs were discussed by the Academic Senate, distributed by the Superintendent/President institution-wide for comment and published on the College's Accreditation web site [1.7]. The review and assessments of the institutional SLOs were conducted at a general faculty and staff meeting February 28, 2013 [1.8]. At that meeting, key outcomes and action plans from relevant programs and support services were aligned with each of the institutional SLOs, and action plans were formulated for each [1.9].

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

Although discussed with initial action taken beginning in Fall, 2006, the cycle of formal, published, consistent and institution-wide SLO assessment took hold in the Fall 2012 semester, and continues to the present time.

The College acknowledges that, while it has engaged in SLO assessments as early as 2006 (as documented below) and that program review has consistently required SLO assessment, due to the absence of a formal structure for the collection and reporting of such information, the College lost momentum in the past few years in conducting and monitoring assessment activity. Faculty, staff, and management have attended SLO workshops and presentations over the past 15 months and the entire college community has clarity regarding the value, procedures, and requirements for SLO assessment, action planning, and dialog. The Interim Vice President of Instructional and Student Services' Office serves as the official clearinghouse for SLO activity and has provided support to gather and record SLO assessment and action planning documentation, providing the missing link required to ensure that SLO assessments were being completed in a timely manner.

While the process has entailed considerable institutional dialogue over the years and has produced assessment results [2.1], it is too early in the cycle to point to broad institutional changes attributable to the current process, except, of course, that the SLO cycle is fully operational and is institutionally recognized as an ongoing process towards continuous quality improvement.

Despite the newness of the present process, however, SLO identification and assessment, and accompanying dialogue, are not new to the College. Here are examples of how SLOs have been a significant part of the College's history:

1. Faculty members have embarked on their own course and program SLO assessments. Two examples are: 1) the Business Division's undertaking, in 2006, a pre- and post-test analysis of learning based on the results of selected courses [2.2]; and, in 2007 and 2008, the Communications division's analysis of writing improvement among student writing samples taken early in the semester compared to writing samples taken later in the semester [2.3]. Other examples of assessments conducted in prior years are: ESL (2006-07), English/Library (2006), mathematics (2007), history, social and behavioral sciences (2006), transfer and career center (2007), institution-wide "problems, interventions and assessments" (2010), and EOPS (2006-07) [2.4]

2. The program review process has long been a key driver of institutional change and improvement for the College. In 2007, the templates for instructional and non-instructional program reviews were revised with questions asking faculty and staff to describe how their work supports student learning outcomes and enhances learning [2.5]. Examples of program review reports and the institutional changes they have created to enhance learning are referenced in the supporting documents [2.6].

3. The program review process and templates are currently under review by the Program Review Committee, with at least three major changes under consideration: 1) the scheduling of comprehensive reviews every three (instead of five) years; 2) the aligning of program reviews with degree and certificate programs, instead of departmental goals; and 3) the implementation of an annual program review snapshot to provide a more timely program assessment and to facilitate more immediate budget considerations [2.7].

4. In 2007, the course outline of record was revised, requiring a listing of "objectives and outcomes" for each new course and course update. The template was revised again, in 2012, further distinguishing "outcomes" from "objectives [1.1].

5. Many Flex Day and Institute Day presentations have been given in the past several years, and continue to take place, on the subject of SLO assessment, evidenced by agendas and other documents [2.8].

6. The 2008 accreditation visiting team acknowledged that the College that the College "has made significant progress at the course level, moderate progress at the program level and had identified degree level outcomes that focus on general education requirements. There are varying levels of progress being made in assessing outcomes at all levels," Evaluation Report, March 16-20, 2008, page 18 [2.9].

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

As stated above in Proficiency Rubric Statement 2, program review has long been a driver of institutional change and improvement for the College, change that has direct bearing on student learning. Examples have already been cited in which program review studies have recommended, and resulted in, improvements that have enhanced opportunities for student learning [2.6] To emphasize the importance of SLOs in the program review process, preparers of program review studies, instructional and non-instructional, are required address how their programs support student learning outcomes [2.5]. Program review is integrated with the budget process by requiring program reviews requesting additional financial support to be reviewed by the Budget Committee. Program review reports are also reviewed by the College Council/Strategic Planning Steering Committee, evidence that program review is fully integrated with college-wide planning and resource allocation.

In February 2013, the College added to the program review process a pilot annual program review snapshot, the purpose of which is to provide timely program assessment and to link the program review process more closely to the prioritization of unmet needs related to the budget allocation process [2.7].

The new process of program SLO assessment, which requires instructional divisions to assess student learning outcomes from the degrees and certificates they offer, was implemented in February 2013, as discussed earlier in Proficiency Rubric Statement 1. The process will improve upon the current emphasis on division goals in program review reports, enabling a greater emphasis on evaluating and improving student learning from specific degree and certificate programs. This change, in tandem with the annual snapshot and the shortening of the program review cycle from five to three years, will produce timely assessment results and quicker improvements and is an example of how PVC uses program review and the SLO assessment process for continuous quality improvement.

In addition to the program review process, the College's practices have always emphasized the value of student learning. Two institutional documents that have been in existence for over ten years, have been reviewed, modified slightly over the years, but which essentially remain intact particularly in their consistent support and promotion of student learning, are the College Mission Statement [3.1] and Strategic Plan [3.2], which is currently being updated by the College Council.

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

Many significant institutional changes, with impact on student learning, have occurred as the result of the program review process, as cited **[2.6]**, and several have required budget actions. However, not all institutional changes have resulted from program review, yet they were widely discussed, had significant budget impact and, once adopted, have had beneficial impact on student learning. Two examples of such changes are:

1. Purchase of a new management system, DataTel, in 2007, at a cost of approximately $4 million, resulted in significant improvements benefitting student learning and support services, including but not limited to: increased access to reliable data, the keeping of student records, enrollment information, transcript and counseling management, and online registration. The decision to acquire DataTel was the result of extensive discussions of the College Council/Strategic Planning Steering Committee, and its subcommittee, the Enterprise Resource Planning group **[4.1]**

2. The "Virtual Campus," Title III grant application and funding in the amount of approximately $500,000 resulted in significant improvements to online teaching as well as correspondence and face-to-face. The grant provided for the acquisition of various software and equipment, such as the Bridge (an online course management system, widely used by faculty in correspondence and face to face sections, as well), StarBoard, an interactive television system, and the hiring of staff to manage the program and provide training to faculty and staff in educational technologies **[4.2]**

These examples are testimony to the responsiveness of the College to address student learning needs (through technology, in these cases) without the benefit of the program review process. However, with the implementation of the annual program review snapshot by the Program Review Committee **[2.7]**, these types of projects would still likely have been implemented, but perhaps with more expeditious budgetary and strategic planning and action.

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

As noted in Proficiency Rubric Statement 2, many faculty members, instructional and non-instructional, have assessed, as early as 2006, courses and programs with the goal to improve learning **[2.3, 2.3, and 2.4]**.

Palo Verde College acknowledges that a gap previously occurred in collecting and maintaining documents to verify the completion of the SLO assessment, action planning, and dialog processes. Previously, the "cycle" of SLO assessment was left to the division/area/faculty member to maintain with little success. This has been addressed and is no longer an issue. All SLO documentation, assessment verification forms, action plans, and documentation of dialog are maintained in the Office of the Vice President of Instructional and Student Services. The Interim Vice President of Instructional and Student Services and the SLO Coordinator are in the process of ensuring that all summative assessment reports (with actual learning outcomes), along with action plans are being verified and are on file for publication and reporting.

Moreover, the most comprehensive, institution-wide process for ongoing assessment has been for many years the program review process. Program reviews are required of all academic and vocational programs, as well as learning support programs and operations, previously every five years, with a two-year update required of vocational, or career and technical education, programs, as described in the College's *Program Review Guide* **[2.5]**.

Program review reports are prepared by faculty and staff of the sponsoring division or department, submitted to the Program Review Committee for review and approval, reviewed for by the Budget Committee, then by the College Council/Strategic Planning Steering Committee, and finally by the Board of Trustees.

The program review is a summative assessment of the program and courses offered, is widely discussed by various constituent groups—the Program Review Committee itself consists of representatives from all College constituencies—and the process of program review is integrated with budget (Budget Committee) and strategic planning (College Council/Strategic Planning Steering Committee). Final reports are published on the College website **[5.1]**.

The program review process is now being improved with the addition of an annual snapshot report, the shortening of the cycle from five to three years, and a revision of the instructional and non-instructional templates to focus on degree, certificate, general education, basic skills and learning support program SLOs.

The process will integrate well with the process for systematic program assessment that was started February 2013, as described earlier in Proficiency Rubric Statement 1. The systematic assessment of courses, programs, and learning support SLOs performed on a three-year cycle will provide the data and action plan background needed to produce area program review reports, which also are to be produced every three years [5.2].

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

1. Alignment of course SLOs with program (degree, certificate, basic skills, general education, and learning support) SLOs: The alignment of course and learning support SLOs with program SLOs was reviewed and finalized at the College's February 1, 2013 Flex Day and in the weeks following. Faculty from each division selected one or two representative, previously assessed courses from a particular program sponsored by their division. They reviewed the outcomes, assessments and associated action plans of the selected courses, and extrapolated from these the program SLOs and assessments. For example, business division faculty selected outcomes, assessments and action plans from three assessed courses (in business, accounting and computer information systems) to formulate the SLO and assessment for the AA, Business and Technology: "Acquire fundamental knowledge of the operations and technical support requirements of a business organization." And through dialogue, developed this action plan for improvement for the program: "Encourage more writing exercises and opportunities for verbal expression on topics dealing with business organizations, practices and functions." Similarly, faculty and staff representing learning support programs and operational programs developed SLOs on the basis how students benefitted, or learned from, their services, and assessed and wrote action plans for those services **[1.5]**.

2. Alignment of program SLOs with institutional SLOs: Once program level outcomes were developed, the College proceeded with aligning institutional outcomes with program outcomes. (For background on the College's institutional learning outcomes, see Proficiency Rubric Statement 1, earlier.) The alignment was accomplished at a general faculty and staff meeting, February 28, 2013 **[1.8]**. In the weeks leading up to the meeting the SLO Coordinator, in cooperation with faculty, staff, and area managers identified program outcomes and action plans bearing thematic relationships with institutional outcomes. From this, institutional SLOs were mapped with the program SLO. The February 28 meeting was devoted to discussion and dialogue on the results of the alignment, and on institutional SLO action plans **[1.9]**.

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

Students are informed of the goals and purposes of the courses and programs in which they are enrolled, as follows:

1. Course outlines of record distinguish "Objectives" from "Student Learning Outcomes" for each course, latest course outline revision November 8, 2012. Approved course outlines of record are published on the College website **[7.1]**.

2. Faculty members are asked to list SLOs on their course syllabi, per resolution by the Academic Senate **[7.2]**. Course syllabi are required to be published on "the Bridge," (the College's course management system) regardless of the mode of delivery for the course or section, and the syllabi must be publically viewable.

3. The College's Accreditation website lists SLOs for courses, programs (degrees, certificates, basic skills and general education), learning support services, and institutional learning outcomes **[7.3]**.

4. The College Catalog lists general education and some program SLOs, but not all. Course level SLOs are not listed, but reference is made to the College website where SLOs are viewable **[7.4]**.

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

Verification of Levels of SLO Implementation:

Palo Verde College verifies that it meets the *Awareness Level* of SLO implementation as defined by the Accreditation Commission as follows:

There is preliminary, investigative dialogue about student learning outcomes. *Completed in 2007*

• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. *Gathered and reviewed data and samples 2007 – 2012*

• There is exploration of models, definitions, and issues taking place by a few people. *Gathered and reviewed data and samples 2007 – 2012*

• Pilot projects and efforts may be in progress. *– Not applicable*

• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. *Completed in 2007*

Palo Verde College verifies that it meets the *Development Level* of SLO implementation as defined by the Accreditation Commission as follows:

• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. *Completed and reviewed regularly with most recent modification occurring in fall 2012*

• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. *Although the link between Program Review and SLOs has been in place for many years, only recently has there been clarity regarding SLO cycles, assessments, action plans, and dialog. Strategies for assessing SLOs exist at all levels, although recently established, the College requires additional time to evaluate the process to achieve sustainable continuous quality improvement.*

• Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. *Completed.*

• Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. *Completed.*

• Appropriate resources are being allocated to support student learning outcomes and assessment. *On-going through integrated strategic planning efforts and annual program review snapshot.*

• Faculty and staff are fully engaged in student learning outcomes development. *Faculty, staff management are fully informed of the SLO instructional and non-instructional process and are making the transition from compliance to engagement. As faculty move closer to full engagement in SLO assessment, the College continues to pursue, through CTA, the inclusion of SLO assessment in the performance evaluation process.*

The College assigns itself to the early stages of the _Proficiency level_ of SLO Implementation. The College attests that there was has been an SLO assessment process since 2006. The formal institutional structure for gathering, assessing, monitoring and publishing data is now in place to ensure accountability and documentation as required.

Palo Verde College verifies that it meets the **Proficiency Level** of SLO implementation as defined by the Accreditation Commission as follows:

Proficiency Rubric Statement 1 *Student learning outcomes and authentic assessments are in place for courses, programs support services, certificates and degrees.*
College Self-Assessment of Rubric Statement 1: **Assessments for all instructional and non-instructional areas are in place, and the process for ongoing and systematic course, program, learning support and institutional SLO assessments has begun but needs monitoring and diligent oversight. The authenticity of the assessment is being verified through communication with faculty, division chairs, and other non-instructional staff to ensure integrity in the SLO assessment and action planning process.**

Proficiency Rubric Statement 2: *There is widespread institutional dialogue about the results of assessment and identification of gaps.*
College Self-Assessment of Rubric Statement 2: **Institutional dialogue about the results of assessment occurs principally in the program review process and involves participation of every constituent group at the College. Improvements in the program review process and systematic SLO assessments will continue to enhance existing dialogue. Many faculty have conducted course and program assessments on their own, e.g., Business and Language Arts and Communications divisions.**

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.*
College Self-Assessment of Rubric Statement 3: **The College continues to support and work to improve student learning, evidenced in its mission statement, strategic plan, program review process (existing and revised), course outline templates and course syllabi.**

Proficiency Rubric Statement 4: *Appropriate resources continue to be allocated and fine-tuned.*
College Self-Assessment of Rubric Statement 4: **The College has made major investments in student learning, evidenced by, among other projects, the acquisition of DataTel and the Title III Virtual**

Campus grant. An SLO Coordinator has been funded to provide leadership and sustainability of the cycles and processes implemented to ensure on-going continuous quality improvement.

Proficiency Rubric Statement 5: *Comprehensive assessment reports exist and are completed and updated on a regular basis.*
College Self-Assessment of Rubric Statement 5: **Program reviews are the most comprehensive, systematic summative assessments of courses, programs, and learning the College produces, and the process has been in place and regularly modified for improvement, for many years. With the new emphasis on systematic SLO assessments at all levels, coupled with revisions in the program review process, the comprehensive assessments of program reviews will continuously improve. The College is refining its documentation and reporting processes for inclusion in reports and on the web site.**

Proficiency Rubric Statement 6: *Course student learning outcomes are aligned with degree student learning outcomes.*
College Self-Assessment of Rubric Statement 6: **Alignment of courses with programs, and alignment of programs with institutional SLOs has been accomplished, and will continue as part of an ongoing assessment cycle.**

Proficiency Rubric Statement 7: *Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.*
College Self-Assessment of Rubric Statement 7: **Evidence that the College makes SLO information available to students may be found in: approved course outlines of record (published on the College website), course syllabi (required to be published on the Bridge and be publically viewable), the College's Accreditation website, and the College Catalog.**

Palo Verde College's progress towards *Sustainable Continuous Quality Improvement* of SLO implementation as defined by the Accreditation Commission:

• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. *In-process. A systematic SLO assessment cycle is being implemented for instructional and non-instructional areas.*

• Dialogue about student learning is ongoing, pervasive and robust. *Dialog about SLO assessment outcomes need to be more deliberatively infused into the College's leadership structure (Academic Senate, Curriculum Committee, College Council/Strategic Planning, Governing Board, etc.).*

• Evaluation of student learning outcomes processes. *A conscientious effort for the evaluation of SLO processes needs to be formalized and fully implemented.*

• Evaluation and fine-tuning of organizational structures to support student learning is ongoing. *On-going.*

• Student learning improvement is a visible priority in all practices and structures across the college.

Data needs to be structured to provide student learning improvement.

• Learning outcomes are specifically linked to program reviews. *Completed.*

Although the College places itself at the *Proficiency Level* of SLO Implementation, we recognize there is continued work to achieve Sustainable Continuous Quality Improvement. Listed below are the steps PVC will take in the upcoming years of the SLO cycle to reach sustainability:

1. Continue the SLO assessment process already implemented at all levels as a 3-year cycle and incorporate the SLO assessment process more fully into the program review and integrated strategic planning process, as follows:

    a. 2012-13: Devote Spring 2013 to completing remaining course SLO assessments, resulting in 100% of courses assessed.

    b. 2013-14: Evaluate the SLO process established to date, testing and evaluating course, program, learning support, and institutional outcomes, and refine it as needed. Incorporate SLO assessment, at all levels, more fully into program review.

    c. 2014-15: Evaluate the SLO assessment/program review process to date

    d. 2015-16: Continue ongoing evaluation of the process toward achieving sustainable continuous quality improvement.

2. Integrate SLO assessment at all levels more closely with the budget allocation process, strategic planning and the revised program review process/cycle.

3. Ensure SLOs are published—or in the case of course SLOs, referenced—in the College Catalog and website

4. Provide systematic opportunities for college-wide dialog throughout the governance structures regarding the impact of SLO assessment outcomes demonstrating changes and adjustments impacting continuous quality improvement.

5. Improve the collection and publication of documentation of SLO assessments.

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

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Proficiency Rubric Statement 1

1.1 Course outline of record, revised October 29, 2003, with subsequent revisions retaining the terms "Objectives and Learning Outcomes." The current template, revised November 8, 2012, further distinguishes the two with separate categories: "Course Objectives" and Student Learning Outcomes."

1.2 Flex Day Agenda, October 5, 2012; Course SLO Division Approval Form; Pilot SLOs—Fall 2012; Assessment Data—Fall 2012; Analysis & Action Plan—Spring 2013

1.3 Spreadsheet listing courses and SLO and assessment status

1.4 Degrees and Certs, by Sponsoring Division, Feb. 1, updated March 6

1.5 Program SLOs Report after Flex Day Feb. 1, updated March 6

1.6 Institutional Learning Outcomes, SLO Committee, April 2011

1.7 Email from S/P Denise Whittaker, February 20, 2013; link to PVC Accreditation website: from main page, click Accreditation at top left

1.8 Plan for Faculty and Staff Meeting, February 28, 2013

1.9 Alignment of Institutional SLOs with Program SLOs, February 28, 2013

Proficiency Rubric Statement 2

2.1 Meetings, emails, correspondences

2.2 Data collected from pre- and post-test assessments, Business Division, 2006

2.3 Referenced in the Language Arts and Communications Program Review, 2009, p. 16, faculty conducted in 2007 and 2008 group reading assessments of sample student essays: early semester vs. late semester; produced division grading rubric

2.4 Additional examples of assessments: ESL (2006-07), English-Library (2006), mathematics (2007), institution-wide "problems, interventions and assessments" (2010), and EOPS (2006-07)

2.5 *Program Review Guide*, pages 11-13

2.6 Examples of program review initiatives resulting in institutional action:

- Program Review in Automotive Technology, 2008-09, recommendation to hire a vocational counselor to improve counseling services and enhance student success, accomplished, p.12

- Student Services Program Review, 2010, called for better training in DataTel and for implementation of Image Now and Degree Audit, programs that are now used in counseling, p 10

- Language Arts and Communications Program Review, 2010, resulted in improved, coordinated scheduling of basic skills sections in English, math and reading, p. 15

- Alcohol and Drug Studies Program Review, 2009, called for full-time faculty member to manage the program, accomplished, p. 8

2.7 Program review scheduling matrix; draft proposals for template revisions; annual snapshot, implemented as a pilot March 2013

2.8 Sampling of agendas, Flex Days and Institute Days, with SLO presentations

2.9 Evaluation Report, Palo Verde College, March 16-20, 2008, see pages 17, 18, and 20

Proficiency Rubric Statement 3

3.1 College Mission Statement, originally written in 2002, most recent revision, March 2013: "Palo Verde College is a California community college that supports an exemplary *learning environment* with high quality educational programs and services. The College promotes student success and *lifelong learning* for a diverse *community of learners* [emphasis added]."

3.2 College Strategic Plan, originally written in 2002, most recent update 2011, states, in part: "Deliver and continuously improve upon quality educational programs, *emphasizing student learning* and leading to certification, conferral of associate degrees, transfer to four-year institutions, and personal growth and career enhancement...Continuously evaluate the quality and availability of courses and programs, through program review and other processes, to maintain their academic rigor and currency and to *ensure they provide the means to achieve student learning outcomes*, [emphasis added]" Palo Verde College Strategic Plan, Initiative I: Instructional Programs and Support Services, Goal and Objective 3.

Proficiency Rubric Statement 4

4.1 Information Technology, Program Review, 2011, references to ERP , pp. 4, 6, 7, 13

4.2 Title III, Virtual Campus grant documents

Proficiency Rubric Statement 5

5.1 Palo Verde College website, www.paloverde.edu, click Accreditation on top bar, then click Program Review on left menu

5.2 Guidelines for Completing Assessments

Proficiency Rubric Statement 6

References in this section are to documents **[1.5]** and **[1.8]** and **[1.9]**.

Proficiency Rubric Statement 7

7.1 College website, www.paloverde.edu, click on Faculty and Staff at top bar, then click Curriculum Committee

7.2 Academic Senate Resolution, "Critical Information in Course Syllabi," February 14, 2006

7.3 College website, www.paloverde.edu, click on Accreditation at top bar, then SLOs

7.4 College website, www.paloverde.edu, click on Faculty and Staff at top bar, then College Catalog

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