

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

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Submitted by

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To:

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Geraldine M. Perri, Ph.D.
Superintendent/President

Signature: _____

A handwritten signature in blue ink, appearing to read "Geraldine M. Perri", written over a horizontal line.

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

Proficiency Rubric Statement 1: *Student learning outcomes and authentic assessment are in place for courses, programs, support services, certificates and degrees.*

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): **769**
 - b. Number of college courses with defined Student Learning Outcomes: **769**
Percentage of total: **100%**
 - c. Number of college courses with ongoing assessment of learning outcomes: **769**
Percentage of total: **100%**

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: **47**
Percentage of total: **100%**

3. Student Learning and Support Activities
 - a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): **24**
 - b. Number of student learning and support activities with defined SLOs: **24**
Percentage of total: **100%**
 - c. Number of student learning and support activities with ongoing assessment of SLOs: **24**
Percentage of total: **100%**

4. Institutional Learning Outcomes
 - a. Total number of institutional Student Learning Outcomes defined: **3**
 - b. Number of institutional learning outcomes with ongoing assessment: **3**

Narrative Response: *Student learning outcomes and authentic assessment are in place for courses, programs, support services, certificates and degrees.*

The College meets this rubric. SLOs are in place for all courses, programs and degrees. Program review is the major avenue for assessment dialogue and documentation. Comprehensive and annual program review processes exist in four major areas: Academic/Instructional Programs, Instructional Support, Student Services and Institutional Support. In the last six years, the program review task force has been meeting regularly to continually refine the process. The major revision in the program review template was the integration of SLO assessment data and the addition of budget recommendations. In 2011-2012, institutional support programs completed annual program reviews and will continue to do so. Program review, including SLO and assessment as an important component, is the unit-level planning tool collegewide and it is directly linked to the planning and resource allocation.

Course-level assessment has been very strong, which drives higher level assessment at the program and institutional levels. Although all certificates and degrees have SLOs in place, our larger cross-discipline degrees are an area of focus for 2012-2013. We will utilize the Curriculum Committee as the assessment team for these degrees. All other degrees, certificates and programs are in assessment cycles. All student learning and support activities are in assessment cycles. We currently have three institutional SLOs that originated from the College's mission statement. Recently, the College completed a mission revision, and the institutional outcomes are being revised accordingly in 2012-2013. Integration of SLO assessment results with program review and resource allocation can be demonstrated clearly at the program and/or institutional level.

Evidence for Rubric Statement 1:

<http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric1>

R1-01 Course outline of record for SLOs on page 2 of 7 (Additionally, CurricUNET may be accessed for all courses, degrees and certificates – on the main page you may choose to search courses, degrees or certificates without logging in)- <http://curricuNet.com/citrus>

R1-02 Program Reviews for Program SLOs (Additionally, all 6-year program reviews may be accessed on the following program review link)
<http://www.citruscollege.edu/pr/academic/Pages/sixyear.aspx>

R1-03 (a) Institutional Learning Outcomes (b) General Education SLOs

R1-04 Annual program review template with SLO worksheet

R1-05 2012 Flex Day SLO and Assessment Event Reflection Templates: (a) SLO Assessment Development Worksheet; (b) SLO Assessment Results Analysis Worksheet; (c) Annual Program Review Assessment Analysis Template; (d) Kinesiology Template; (e) Water Technology Template; (f) Mathematics Template; (g) Sociology Template; (h) Biology Template.

R1-06 GE Assessment Dialogue Report – documents institutional assessment and dialogue

R1-07 English and math basic skills course sequence was compressed as a result of analysis of outcome data. (Fall 2012 Course Schedule information pages 25 &26 reflecting the change)

R1-08 Student Success Committee meeting minutes from March (a), April (b), May 2011 (c) – demonstrates program/institutional assessment and dialogue

R1-09 Examples of assessment include external evaluations of federal grants’ objectives, such as the Bridges to Success grant

R1-10 STEM Grant application relied upon student outcome data to demonstrate competence and need

R1-11 Matriculation Committee recommendation regarding Mandatory Orientation Policy and Academic Senate minutes (April 28, 2010) – these demonstrate institutional assessment and dialogue

R1-12 Admissions and Records SLO assessment in fall 2011, which resulted in a change of practice for online transcript request

R1-13 Citrus College *Integrated Planning Manual* – describes the program review process

R1-14 At Citrus College, program review processes exist in four major areas (one example has been provided for each area):

- a. Academic/Instructional Programs
- b. Instructional Support
- c. Student Services
- d. Institutional Support

For a complete list of all program reviews, see <http://www.citruscollege.edu/pr/Pages/default.aspx>

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

The College meets this rubric. The SLOA reflection document in the annual program review provides all campus units the opportunity to document the dialogue that leads to identification of gaps and potential plans for improvement when necessary. All campus units participate in program review and have the opportunity to discuss and reflect on SLO assessment data. The *Integrated Planning Manual* documents the flow of information in planning process.

The primary way that course- and program-level SLO assessment data are integrated with planning is through program review. However, at the institutional level, assessment data focus on broader outcomes, such as the GE assessment and the assessment of the institutional outcomes. Course level SLOs map up to the program- and institutional-level outcomes. Academic Affairs primarily reflects on assessments collected from the previous academic year (over fall and spring terms) by division; faculty groups meet on Convocation to discuss the data from both semesters, which are utilized to develop recommendations linked to resource requests and also to strategic plan objectives. Further dialogue takes place during division meetings throughout the academic year.

Instructional Support, Student Services and Institutional Support areas collect data and reflect on assessments on an annual basis, but not necessarily by academic term. The College's five major planning documents reflect institutional-level identification of gaps. Each planning document is constructed from the cooperative efforts of large committees comprised of all constituent groups. Action plans are developed to address the identified gaps.

Evidence for Rubric Statement 2:

<http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric2>

R2-01 All SLO assessment and reflection is documented in the comprehensive assessment report

R2-02 Flex Day Assessment Dialogue – documents widespread dialogue – (a) approved by the Academic Senate (Dec. 7, 2011 minutes – pg. 7 of 9) (b) Assessment Template example

R2-03 Sharing and discussing CCSSE data at the (a) Academic Senate meeting (October 13, 2010) and (b) the Board of Trustees meeting (October 19, 2010). New data is now available and the College is planning on discussing and reflecting on the new results. CCSSE data will continue to be a prompt during the planning process.

R2-04 GE Assessment Dialogue Report - Gaps identified include: the need of increased communication between instructional departments and student services (counseling and library); enhanced alignment between basic skills and transfer-level classes (establishment of prerequisites)

R2-05 Program Reviews: All program reviews include reflection on assessment data. (One example has been provided for each area):

- a. Academic/Instructional Programs
- b. Instructional Support
- c. Student Services
- d. Institutional Support

For a complete list of all program reviews, see <http://www.citruscollege.edu/pr/Pages/default.aspx>

R2-06 Citrus College *Integrated Planning Manual* – demonstrates the Citrus College process for dialogue and assessment

R2-07 Career and Technical Education advisory board minutes – demonstrates assessment and dialogue with the community (a) Public Works – June 12, 2012; (b) Water Technology – June 27, 2012

R2-08 The development of the *Strategic Plan* is based on a collegewide dialogue and analysis of institutional assessments, such as: CCSSE, ARCC, the Citrus College fact book. The analysis and identification of gaps have led to the formation of the focus areas of the *Strategic Plan*. (Strategic Plan Progress Report)

R2-09 The College analyzed course offerings by transfer category from the institutional capacity perspective, and the Enrollment Management Committee utilized this data to realign course offerings to better support completion of the local GE pattern requirements. (Enrollment Management Committee meeting on May 10, 2012)

R2-10 Faculty Survey results on SLOA – fall 2010 “Hot Shots” Agendas and Minutes: (a) 10/8/10; (b) 10/29/10; (c) 11/19/10

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.

The College meets this rubric. As discussed previously, the *Integrated Planning Manual* documents the flow of information in planning process. Course-level SLOs map up to the program- and institutional-level outcomes. SLO assessment reflections/analyses are linked directly to resource and planning during the annual program review process. Program review data (including SLOA) are utilized to develop recommendations linked to resource requests and to strategic plan objectives. Requests for faculty and staff positions, along with facilities and equipment go through collegewide prioritization processes, but in order to be considered, requests need to be identified through the program review process (documented in the annual reviews). All program reviews are published and shared with the College and the community.

At the institutional level, the College's shared governance committees have dialogue about broader outcome assessment data. For example, the Student Success Committee worked with the math and English departments to analyze assessment data from sequential courses and decided to collapse the basic skills course sequences. Another example is the College's budget cut decision-making process. In reaction to the current budget crisis, budget reduction decision-making was based upon multiple factors including a critical examination of the College's mission and data from enrollment management. All college constituency groups were consulted in the process. A third example is the data generated from the GE Assessment Dialogue. The identified gaps have been linked to two strategic objectives, and Academic Affairs, Student Services and Instructional Support will work together to improve in these areas.

Evidence for Rubric Statement 3:

<http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric3>

R3-01 GE Assessment Dialogue Report: Planned action items as a result of the GE forum discussion include: SLO coordinator will set up a meeting with the VP of SS to talk about the need of increased communication between instructional departments and student services (counseling – SLOA coordinator and dean of counseling met in June, 2012 to begin preliminary discussion and library to follow in fall, 2012); SLOA coordinator will meet with Curriculum Chair, VP AA to discuss the need of enhanced alignment between basic skills and transfer-level classes (establishment of prerequisites)

R3-02 Resource request examples: (a) Chemistry requested fume hoods; (b) History requested faculty; (c) Biology requested support staff for labs. (Taken from Annual Program reviews – Section X – Budget Recommendations)

R3-03 Composite Priorities Charts for (a) Staff, (b) Equipment, and (c) Facilities: Faculty members are involved in departmental planning processes, such as the prioritization of the resource request in the division.

R3-04 Faculty Needs Identification Committee (FNIC) – releases a campus wide memo delivering the ranking decisions made by the committee based on requests for full-time faculty positions– These results are also distributed at (a) the Board of Trustees (11/15/11; Item I.4, pg. 168), and (b) Academic Senate Meeting Minutes, December 7, 2011, page 3.

R3-05 Priority Registration Task Force Minutes: data discussed at meetings.

R3-06 Supplemental Instruction (SI): based on student outcome data in math and science classes, SI was provided to students as an option to improve academic success. Program evaluations were conducted and the results (a) and (b) show that SI had made a positive and significant impact on student success.

R3-07 (a) The Matriculation Committee mandatory orientation recommendation and (b) Academic Senate minutes (April 28, 2010) regarding adoption of Mandatory Orientation Policy demonstrate the link between assessment and institution-wide practices.

R3-08 (a, b and c) Student Success Committee agenda/minutes from March, April and May 2011 and (d) Enrollment Management Committee meeting on May 10, 2012): Student Success Committee agendas and minutes for the curriculum reform of the basic skills classes (The College analyzed course offerings by transfer category from the institutional capacity perspective, and the Enrollment Management Committee utilized this data to realign course offerings to better support completion of the local GE pattern requirements.)

R3-09 TeCS Program Review: The TeCS department has utilized the student survey data from CCSSE in terms of technology needs and computer usage on campus. The survey data helped the College better understand how students use technology to support learning. It also helped the TeCS department make decisions to allocate resources for open labs and classrooms. (TeCS Program Review)

Proficiency Rubric Statement 4: *Appropriate resources continue to be allocated and fine-tuned.*

The College meets this rubric. The College's original interpretation of this bullet in the rubric was focused on appropriate resource allocation related to support of SLOA efforts. As a result, the *Institutional Plan to Meet Proficiency Levels by 2012* reflects this interpretation. However, there are several examples that demonstrate proficiency based on an understanding of the rubric statement.

The College relies on the mission, vision and values, strategic plan and other major planning documents to inform resource allocation. This pathway is highlighted in the *Integrated Planning Manual*. All programs on campus participated in planning via program review. Our governance committees also include multiple constituencies and provide the opportunity for input.

The College has a prioritization process that is embedded in program review. In Academic Affairs, all requests generated through program review are prioritized at the division level, and then forwarded to the appropriate committee/office. In the other areas of the College, prioritization happens at the unit level. The Financial Resources Committee receives and evaluates all prioritized requests collegewide. The Office of Human Resources provides a process for analyzing and making recommendations for staff requests, and the Faculty Needs Identification Committee (FNIC) analyzes and makes recommendations for faculty position requests. Recommendations are forwarded to the President's Cabinet for final decision-making. The College is committed to assessing the effectiveness of the process and has charged the Institutional Effectiveness Committee with this task.

Evidence for Rubric Statement 4:

<http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric4>

R4-01 *Institutional Plan to Meet Proficiency Levels by 2012*

R4-02 Allocation of VTEA funds – (a) 12-13 Perkins application and (b) 12-13 Equipment cooperative request form

R4-03 Ranked recommendations from Instructional Program Review: Composite Priorities Charts for (a) staff, (b) equipment and (c) facilities

R4-04 FNIC – (a) Faculty needs ranking criteria and (b) ranked list from the Faculty Needs Identification Committee

R4-05 Institutional Effectiveness Committee survey results

R4-06 Policy change on priority registration

- (a) Academic Senate minutes show formation of the ad hoc committee (May 26, 2010)
- (b) Priority Registration Task Force minutes and associated new
- (c) Board Policy- BP 5055
- (d) Administrative Procedure – AP505

R4-07 (a) Matriculation Committee recommendation and (b) Academic Senate minutes (April 28, 2010) regarding adoption of Mandatory Orientation Policy and the Mandatory Orientation Policy

Proficiency Rubric Statement 5: Comprehensive assessment reports exist and are complete and updated on a regular basis.

The College meets this rubric. The College has finished two comprehensive annual assessment reports. These reports include examples of SLOs, assessments and cycles for all programs of the College. In April 2010, the College developed a detailed action plan to help the College meet SLOA proficiency. The collegewide SLOA committee (“Hot Shots”) constructed the plan based upon the *ACCJC Evaluating Institutional Effectiveness Rubric*, and more than 50 action items were developed with responsible parties and projected completion dates. The plan has gone through five updates. As a result of completing all action items, the College is beyond proficiency. An annual report to ACCJC has been completed and submitted every year. All reports are shared with the campus.

Evidence for Rubric Statement 5:

<http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric5>

R5-01 Comprehensive assessment report

R5-02 SLO levels and where they reside map (see Figure 1, below)

R5-03 *Integrated Planning Manual*, pages 12 through 15, documents use of assessment data as part of annual and comprehensive program reviews for all programs.

R5-04 Previous ACCJC Annual Reports document historical efforts: (a) 2011 Follow up Report and (b) 2009 Self Study. To view all 2012 report materials:

<http://www.citruscollege.edu/accreditation/Pages/default.aspx>

R5-05 CCSSE results (Institutional Research)

R5-06 Strategic Plan Progress Report Institutional Research 2011-12 included as an example. To view additional years and plans:

<http://www.citruscollege.edu/admin/planning/Pages/default.aspx>

Proficiency Rubric Statement 6: Course student learning outcomes are aligned with degree student learning outcomes.

The College meets this rubric. All degrees and certificates have outcomes in place. “Hot Shots” approved a mapping mechanism to link course-level outcomes to program/degree/certificate outcomes. This map is called the curriculum map. Course-level SLOs are mapped to higher-level SLOs in the following ways:

1. Via curriculum maps to program SLOs;
2. Via curriculum maps to discipline-specific degrees and certificates;
3. Via core competency to GE pattern and broader degrees;
4. Via assignment to GE, and/or degree, and/or certificate (institutional-level outcomes) to college mission.

Evidence for Rubric Statement 6:

<http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric6>

R6-01 Curriculum maps (in program reviews – one example is provided – pg. 8 of 24) Please see the following for additional examples: <http://www.citruscollege.edu/pr/academic/Pages/sixyear.aspx>

R6-02 GE outcomes

R6-03 Institutional outcomes

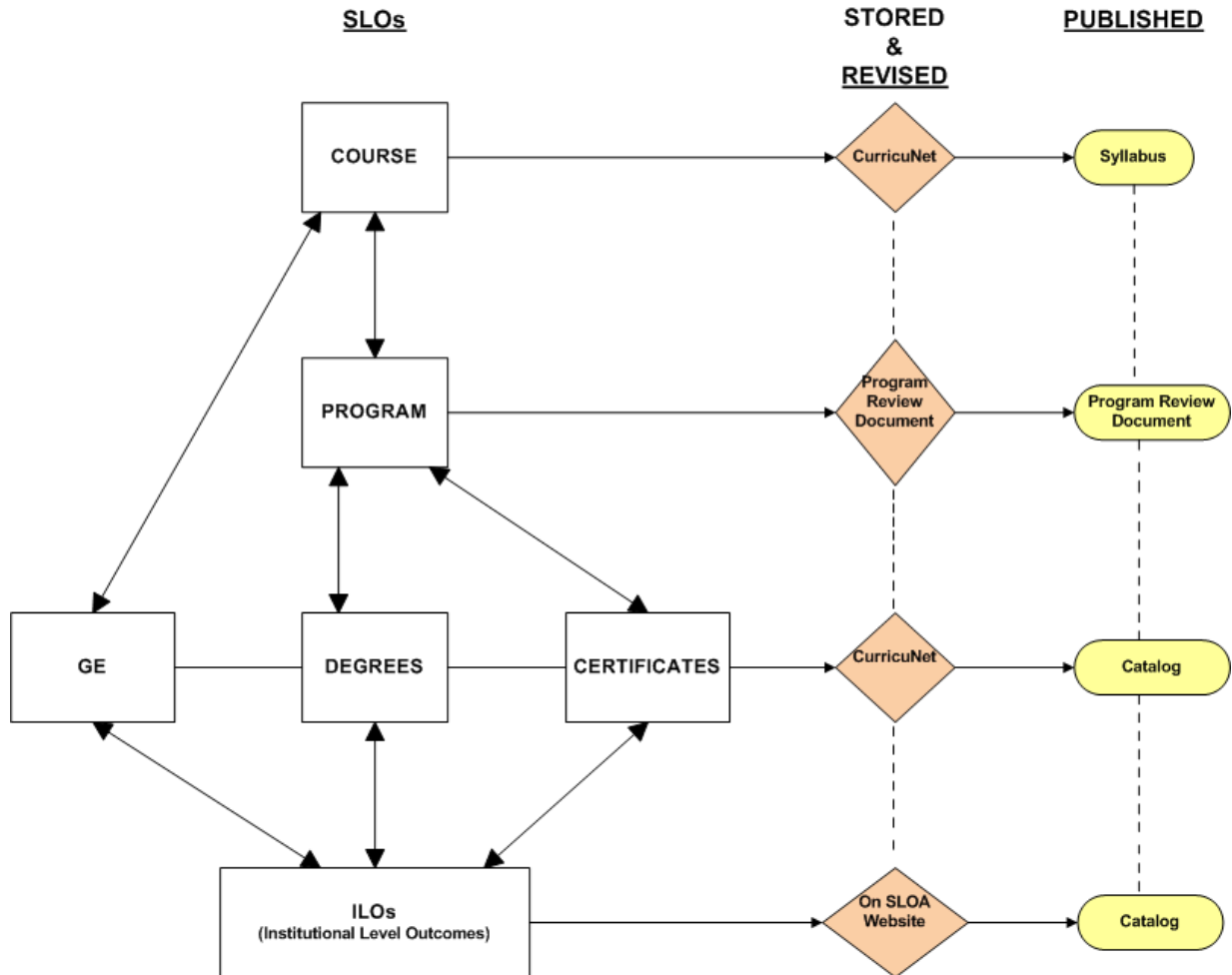
R6-04 GE area course lists (a-e)

R6-05 Degree course lists are identified in the Catalog (beginning on pg. 54) Certificate course lists are identified in the Catalog (beginning on pg. 101); Course lists can also be searched by degree or certificate on CurricUNET: <http://curricuNet.com/Citrus>

R6-06 The core competencies – SLOA website
<http://citruscollege.edu/sloa/Pages/default.aspx>

R6-07 *Levels of SLOs and Where They Reside*: a flowchart (Figure 1) listed on the next page

Figure 1: Levels of SLOs and Where They Reside



Proficiency Rubric Statement 7: Students demonstrate awareness of goals and purposes of courses and program in which they are enrolled.

The College meets this rubric. Citrus College makes students aware of program goals and purposes in several ways. The College publishes course-level outcomes in syllabi, program-level outcomes in program review documents; degree/certificate and GE outcomes in the catalogue; and the institutional-level outcomes in the catalogue and the college website. Some of the student services areas have utilized program review to analyze data on students' level of awareness, such as the satisfaction survey conducted by Admissions & Records, Extended Opportunity Programs & Services and the annual graduates' counseling survey.

A student awareness campaign was launched in spring 2011. Posters and electronic flyers with information about institutional outcomes were displayed collegewide. In addition, a *Success Tips!* link was created on the college website that directed students to support services for academic excellence (college success resources and study tips), job and vocational skills and the fulfillment of their lifelong dreams of completing their education. The College plans a future analysis of student usage of this page. Future plans also include highlighting institutional outcomes in the mandatory orientation for all new students coming in the fall.

In order to better understand students' level of awareness, the College will analyze quantitative data and narrative pending the receipt of CCSSE results in August, 2012. Several supplemental questions were added to the 2012 CCSSE that addressed students' perception of SLOs and assessment. This will enable the College to better identify gaps in student awareness of our SLOA process.

Evidence for Rubric Statement 7:

<http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Rubric7>

R7-01 CCSSE data included SLO related questions in 2012.

R7-02 Catalog – general education and degree SLOs listed beginning on page 56

R7-03 SLOA in program reviews: 3 specific examples have been provided: (a) Admissions and Records; (b) Extended Opportunity Programs & Services; and (c) Counseling.

R7-04 *Institutional Plan to Meet Proficiency Levels by 2012 (pg. 12)*

R7-05 (a-e) Selected syllabi including courses taught via distance education.

Self-Assessment on Level of Implementation

The College has met proficiency and is currently working at the highest level for Student Learning Outcomes. The College has a process for outcome assessment at all levels, and program review is the vehicle for linking assessment results to changes in practice and resource requests. Dialogue about student learning occurs at all levels of planning and resource allocation. The College evaluates SLOA processes via the Institutional Effectiveness Committee and through oversight provided by “Hot Shots” and the Program Review Task Force. The College continually evaluates and fine-tunes organizational structures to support student learning. This is demonstrated by the College’s recent mission revision, basic skills course compression, comprehensive program review revision, recent organizational structure realignment and GE Assessment Dialogue results. Citrus College demonstrates that student learning improvement is a visible priority in all practices and structures across the College. Our recent mission revision states our commitment to improvement of student learning, and this commitment is also apparent in the strategic goals as well as all grant goals and objectives. Additionally, “College of Completion” was the fall 2012 Convocation theme, and student learning and achievement was at the center of the dialogue that day. At the end of the program, faculty, staff and managers signed a pledge to contribute to student success. Course-level assessment and dialogue serve as the foundation to the higher-level outcomes. As a result, institutional-level assessment and dialogue are relatively new compared to course-level efforts. The College is committed to maintain focus in this area.

Evidence for Self-Assessment on Level of Implementation:

<http://www.citruscollege.edu/accreditation/midterm2012/slo/Documents/Self-Assessment>

R8-01 Annual Program Review Template

R8-02 GE Assessment Dialogue Report

R8-03 Resource request prioritization – Ranked recommendations from Instructional Program Review: Composite Priorities Charts for (a) staff, (b) equipment and (c) facilities and (d) Financial Resources Committee minutes (April 6, 2011)

R8-04 Grant application – 2011 STEM

R8-05 (a) Mission Revision – IEC Committee minutes: (3/12/12); (b) and Steering Committee Minutes to approve the mission revision: (b) 4/9/12; (c) 4/23/12; (d) 5/7/12; (e) 5/21/12

R8-06 English and math basic skills course sequence was compressed as a result of analysis of outcome data. (a) Fall 2012 Course Schedule information pages 25 and 26 reflecting the change and Student Success Committee meeting minutes from (b) March, (c) April, (d) May, 2011.

R8-07 IEC survey.

R8-08 Citrus College *Integrated Planning Manual* – describes the planning and resource allocation process and program review.

R8-09 Hot Shots agendas and minutes (a and b). For a complete list of agendas/minutes, please see:

<http://citruscollege.edu/sloa/Pages/default.aspx>

R8-10 SLOA oversight agendas (a-d). For a complete list of agendas please see:
<http://citruscollege.edu/sloa/Pages/default.aspx>