

# Development and Assessment of Student Learning Outcomes

**The Commission recognizes institutions are in varying stages of developing and assessing student learning outcomes at the course, program, and degree level. The college should describe evidence gathered to date, how it is being used, and what plans exist for continued expansion of this effort.**

Faculty, staff, administrators and students all share in the student learning outcomes and assessment process. Since instruction and student services are at the heart of the educational experience, faculty, through the curriculum process, take the lead in developing outcomes and assessment. Learning outcomes and assessment are applied within courses as well as within programs. Ultimately, learning outcomes and assessment are applied at the general education level and address instructional support services, student support services, and institutional support services.

Citrus College has been engaged in this process since the adoption of the 2002 accreditation standards. We have adopted educational core competencies, modified our curriculum process to embrace learning outcomes, and engaged in outcome considerations through the program review process and through college-wide strategic planning.

Citrus College identified SLOs and assessment as one of four strategic planning areas in fall 2007. Citrus College embraces the awareness and implementation of a cycle of student learning outcomes and assessment as a campus-wide concept that is intrinsically linked to assessment strategies and documentation, and analytical evaluation of these results to drive college planning. To achieve that goal, the HotShots, a college-wide committee, is charged 1) to serve as a resource to assure that SLOs are defined college-wide and to monitor and advise faculty, staff, and others in this process; 2) to serve as a clearinghouse and resource for collection of campus-wide assessment data, assessment tools, and their implementation; 3) to serve as a resource of evidence of college-wide analysis of SLO assessment data; 4) to initiate, analyze and document dialogue that assessment evidence is applied in college planning and implementation of institutional effectiveness. HotShots membership includes students, faculty, staff and managers from throughout the college. The Office of Institutional Research provides ongoing support to the SLO and assessment processes. To coordinate

this process, the Academic Senate proposed a 60 percent release position which was approved as of fall 2007. The HotShots meets at least monthly and coordinates training and resources to advance its stated goals.

The process for incorporating SLOs into our campus culture led to the adoption in 2004 of the general education core competencies. The list of core competencies was updated in 2008. These six areas (communication; computation; creative, critical, and analytical thinking and information competency; community/global consciousness and responsibility; technology; and discipline/subject area content) serve as focal points for student learning outcomes throughout the institution. Since 2006, all course adoptions and revisions must include identification of SLOs and assessment.

As of June 2009, 79 percent of courses have SLOs identified written for the course outline of record. This demonstrates commitment to a vibrant curriculum and to the importance of student learning outcomes. Two college-wide events, Curriculum Marathon Extravaganza in spring 2008 and Marathon II, Son of Extravaganza in fall 2008, were successful in increasing course revisions, including development of SLOs and assessment. Also, these events enhanced awareness and generated discussion on the value of SLO process. In one year, Citrus College faculty doubled the number of course revisions that included development of SLOs. Completion of the approximately 200 remaining courses presents some peculiar challenges. Many of the remaining courses are concentrated in instructional areas with few full-time faculty, creating an uneven burden and calling for modified resources. A new strategy developed in spring 2009 takes resources directly to faculty and others working on curriculum matters including SLOs and assessment. This strategy will be carried through summer and fall 2009.

Nearly 100 percent of student services programs develop and assess SLOs on a regular and ongoing basis. Also, SLOs are addressed in the revised student services program review process which links to institutional planning. Instructional support areas conduct program reviews that include SLOs. Ultimately, the *Educational Master Plan* process culls results from program reviews of instructional programs and instructional support programs and links results to institutional planning.

**Overview of Student Learning Outcomes Status**

- Core competencies for general education were adopted in 2004 and revised in 2008.
- Student learning outcomes were identified as one of four strategic goals in 2007.
- General education SLOs were adopted in fall 2008.
- A general education committee, initiated in spring 2009, will design and implement mapping and assessment of general education outcomes linked to results of course level SLOs in fall 2009.
- Of credit courses, 79 percent have SLOs included in the course outline of record.
- Of credit courses, 79 percent have SLO assessment identified in the course outline of record.
- Assessment is on-going in courses with SLOs.
- Of the instructional programs, 67 percent have program level SLOs identified in program review reports.
- Degrees and certificates identify SLOs since 2008.
- The instructional support program review process includes development of SLOs.
- Student services programs develop and assess SLOs on a regular basis and their program review process includes development of SLOs as well.
- Institutional support areas will address learning outcomes as their program review process is fully implemented.
- Citrus College identified institutional outcomes based on its mission statement in spring 2009.
- A process for institutional support program review, which includes attention to learning outcomes and institutional outcomes, was adopted in June 2009.

**Use of evidence:**

Instructors use results of SLO assessment to reflect on assignments, methods of instruction, materials, course content, and other pedagogical matters. Consideration of SLOs and assessment is part of the program review process, both in the annual review process and the comprehensive six-year program review process. Program review is the vehicle through which evidence related to SLOs and assessment is used. One example of how this links to institutional planning is when requests for faculty hiring must be supported by program review.

**Plans for continued expansion of this effort:**

As part of the accreditation self study process, Citrus College has identified an institutional planning agenda related to student learning outcomes and assessment and has created a comprehensive plan for meeting the proficiency level on the ACCJC Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes. The plan matches institutional behaviors to the expectations stated on the rubric. This plan and timeline adopted in spring 2009 assures that Citrus College will meet this benchmark. While the process of building understanding and acceptance of students learning outcomes and assessment is ongoing, Citrus College, values student success and upholds the principles of accreditation. Therefore, the ongoing process of student learning outcomes and assessment pervades the fabric of our college – from its mission to its classrooms to its services in support of student success.

Level of Implementation: Proficiency	Citrus College		
	Calendar of Institutional Plan to Meet Proficiency Levels by 2012 adopted by Steering Committee June 8, 2009  per Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges  Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes		
	Targeted Goal	Responsible Parties	Completed <input checked="" type="checkbox"/>
Spring 2009	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> Courses –  1. Monitor cycles of assessment and analysis.	SLO HotShots	<input type="checkbox"/>
	<b>Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</b> Institutional support services –  2. Develop institutional support services program review process, including linkage to student learning (human resources; Office of Institutional Research, facilities and construction (done fall 2008); financial services; purchasing and warehouse; TeCS, external relations).	SLO coordinator w/ president's cabinet	<input type="checkbox"/>
	Targeted Goal	Responsible Parties	Completed <input checked="" type="checkbox"/>
Fall 2009	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> Courses –  1. Complete revisions of course outlines of record for all credit courses (currently 79 percent CORs w/SLOs).	Faculty (Senate, Curriculum Committee)	<input type="checkbox"/>
	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> 2. Craft system for faculty to report schedules of assessment for courses.	SLO HotShots	<input type="checkbox"/>
	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> Student services –  3. Completed.	Student services deans	<input type="checkbox"/>
	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> GE –  4. Finalize design of GE assessment; conduct first cycle.	GE committee and director of institutional research	<input type="checkbox"/>

Fall 2009	<p><b>Results of assessment are being used for improvement and further alignment of institution-wide practices.</b></p> <p>Develop and adopt Institutional Outcomes (drafted spring 2009).</p>	HotShots	<input type="checkbox"/>
	<p><b>There is widespread institutional dialogue about the results.</b></p> <p>5. Conduct survey of faculty about development and assessment of SLOs and about their sense of the value of the process (see dialogue in Spring 2009 section).</p>	HotShots and director of institutional research	<input type="checkbox"/>
	<p><b>Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</b></p> <p>6. Complete program review for above (through Fall 2012).</p>	President's cabinet	<input type="checkbox"/>
	<p><b>Appropriate resources continue to be allocated and fine-tuned.</b></p> <p>7. Continue SLO coordinator and evaluate changing needs.</p> <p>8. Create position for curriculum assistant/SLO technical support.</p> <p>9. Evaluate impact on faculty and others to develop, assess, analyze SLOs and implement appropriate changes.</p> <p>10. Create method to identify and track within budget that appropriate resources continued to be allocated.</p> <p>11. Evaluate effectiveness of automated system (CurricUNET expansion) to collect and report.</p>	SLO Oversight	<input type="checkbox"/>
		Faculty (senate)	<input type="checkbox"/>
		HotShots	<input type="checkbox"/>
		Financial Services	<input type="checkbox"/>
	<p><b>Comprehensive assessment reports exist and are completed on a regular basis.</b></p> <p>12. Evaluate effectiveness of automated system (CurricUNET expansion) to collect and report comprehensive assessment reports.</p>	HotShots	<input type="checkbox"/>
<p><b>Course student learning outcomes are aligned with degree student learning outcomes.</b></p> <p>Status: Core competencies used at course, program, student services, and GE levels. Course SLOs mapped to program SLOs.</p> <p>Instructional program level –</p> <p>13. Link instructional program SLOs to GE SLOs (program review).</p> <p>Instructional support program review –</p> <p>14. Integrate core competencies into instructional support program review.</p>	GE committee	<input type="checkbox"/>	
	Office of Instruction and Student Services	<input type="checkbox"/>	
<p><b>Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</b></p> <p>15. ASCC senators work within assigned areas to develop ways to increase student awareness of goals and purposes of courses and programs.</p>	ASCC and HotShots	<input type="checkbox"/>	

	Targeted Goal	Responsible Parties	Completed <input checked="" type="checkbox"/>
Spring 2010	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> Courses - 1. Collect and assemble assessments and store in campus repository on the intranet.	SLO HotShots	<input type="checkbox"/>
	<b>Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b> Instructional programs - 2. Design program level assessments with linkage to course SLOs, GE SLOs and resource allocation.	SLO HotShots	<input type="checkbox"/>
	<b>Results of assessment are being used for improvement and further alignment of institution-wide practices.</b> Report assessment outcomes via annual program review. Use data and analysis to influence priorities for planning and resource allocation. (See program review annual summary sheets, budget priority processes, and planning cycle flow chart).	Instructional program faculty; deans; Fiscal Resources Committee	<input type="checkbox"/>
	<b>There is widespread institutional dialogue about the results.</b> 3. Include SLO related questions in All-Employee Survey.	Director of institutional research	<input type="checkbox"/>
	<b>Comprehensive assessment reports exist and are completed on a regular basis.</b> 4. Implement system to generate comprehensive assessment reports.	HotShots	<input type="checkbox"/>
	<b>Course student learning outcomes are aligned with degree student learning outcomes.</b> Status: Core competencies used at course, program, student services, and GE levels. Course SLOs mapped to program SLOs. 5. Link instructional support SLOs to GE SLOs when appropriate.	Office of Instruction and Student Services	<input type="checkbox"/>
	Targeted Goal	Responsible Parties	Completed <input checked="" type="checkbox"/>
Fall 2010	<b>Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</b> 1. Develop methods to assess student awareness of goals and purposes of courses and programs.	ASCC and HotShots	<input type="checkbox"/>
	Targeted Goal	Responsible Parties	Completed <input checked="" type="checkbox"/>
Spring 2011	<b>Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</b> 1. Assess student awareness of goals and purposes of courses and programs.	ASCC and HotShots	<input type="checkbox"/>
	Targeted Goal	Responsible Parties	Completed <input checked="" type="checkbox"/>
From Fall 2011	<b>Comprehensive assessment reports exist and are completed on a regular basis.</b> 1. Monitor effectiveness of comprehensive assessment reports.	HotShots and Steering Committee	<input type="checkbox"/>

**Self study institutional planning agenda #1:** In order to fully achieve the proficiency level of the ACCJC rubric relative to SLOs by 2012, the college will complete tasks identified on a comprehensive timeline for SLOs in the areas of courses, programs, degrees and certificates, as well as instructional support programs, student services programs, and institutional support services. Each area will develop meaningful assessments that will enhance planning and evaluation and will lead to program improvement and feed seamlessly into the program review process to support college decision-making.

**Citrus College**  
**Institutional Plan to Meet Proficiency Levels by 2012**  
**Adopted by the Steering Committee June 8, 2009**

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

**Rubric for Evaluating Institutional Effectiveness –**  
**Part III: Student Learning Outcomes**

Levels of implementation	Characteristics of institutional effectiveness in student learning outcomes (from ACCJC Rubric)	Institutional behaviors and measures for Citrus College	Responsible parties	Time-frame
<b>Proficiency</b>	<b>A. Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</b>	Courses – <ol style="list-style-type: none"> <li>1. Complete revisions of course outlines of record for all credit courses.(currently 79 percent CORs w/ SLOs).</li> <li>2. Collect and assemble assessments and store in campus repository on the intranet.</li> <li>3. Craft system for faculty to report schedules of assessment for courses..</li> <li>4. Monitor cycles of assessment and analysis.</li> </ol> Instructional programs - <ol style="list-style-type: none"> <li>5. Design program level assessments with linkage to course SLOs, GE SLOs and resource allocation.</li> </ol>	Faculty (senate, curriculum committee)  SLO HotShots  SLO HotShots  SLO HotShots  SLO HotShots	Fall 2009  Spring 2010  Fall 2009  Spring 2009  Spring 2010

Proficiency		Student services –  6. Completed.  GE –  7. Finalize design of GE assessment; conduct first cycle.	Student services deans  GE committee and dir. of institutional research	Fall 2009  Fall 2009
	<b>B. Results of assessment are being used for improvement and further alignment of institution-wide practices.</b>	Report assessment outcomes via annual program review. Use data and analysis to influence priorities for planning and resource allocation. (See program review annual summary sheets, budget priority processes, and planning cycle flow chart).  Develop and adopt Institutional Outcomes (drafted spring 2009).	Instructional program faculty; deans; fiscal resources committee  HotShots	Spring 2010  Fall 2009
	<b>C. There is widespread institutional dialogue about the results.</b>	1. Conduct survey of faculty about development and assessment of SLOs and about their sense of the value of the process.  2. Include SLO related questions in All-Employee Survey.	HotShots and director of institutional research  Director of institutional research	Fall 2009  Spring 2010
	<b>D. Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</b>	Institutional support services –  1. Develop institutional support services program review process, including linkage to student learning (human resources; office of institutional research, facilities and construction (done fall 2008); financial services; purchasing and warehouse; TeCS, external relations).  2. Complete program review for above.	SLO coordinator w/ president's cabinet  President's Cabinet	Spring 2009  Fall 2009 – Fall 2012



<b>Proficiency</b>	<b>E. Appropriate resources continue to be allocated and fine-tuned.</b>	<ol style="list-style-type: none"> <li>1. Continue SLO coordinator and evaluate changing needs.</li> <li>2. Create position for curriculum assistant/SLO technical support.</li> <li>3. Evaluate impact on faculty and others to develop, assess, analyze SLOs and implement appropriate changes</li> <li>4. Create method to identify and track within budget that appropriate resources continued to be allocated</li> <li>5. Evaluate effectiveness of automated system (CurricUNET expansion) to collect and report</li> </ol>	<p>SLO Oversight</p> <p>Faculty (senate)</p> <p>HotShots</p> <p>Financial services</p> <p>HotShots</p>	<p>Fall 2009</p> <p>Fall 2009</p> <p>Fall 2009</p> <p>Fall 2009</p> <p>Fall 2009</p>
	<b>F. Comprehensive assessment reports exist and are completed on a regular basis.</b>	<ol style="list-style-type: none"> <li>1. Evaluate effectiveness of automated system (CurricUNET expansion) to collect and report comprehensive assessment reports</li> <li>2. Implement system to generate comprehensive assessment reports</li> <li>3. Monitor effectiveness of comprehensive assessment reports</li> </ol>	<p>HotShots</p> <p>HotShots</p> <p>HotShots and Steering Committee</p>	<p>Fall 2009</p> <p>Spring 2010</p> <p>From Fall 2011</p>



	<p><b>G. Course student learning outcomes are aligned with degree student learning outcomes.</b></p>	<p>Status: Core competencies used at course, program, student services, and GE levels. Course SLOs mapped to program SLOs.</p> <p>Instructional program level -</p> <ol style="list-style-type: none"> <li>1. Link instructional program slos to GE SLO (program review).</li> </ol> <p>Instructional support program review –</p> <ol style="list-style-type: none"> <li>2. Integrate core competencies into instructional support program review</li> <li>3. Link instructional support SLOs to GE SLOs when appropriate</li> </ol>	<p>GE committee</p> <p>Offices of Instruction and Student services</p> <p>Offices of Instruction and Student services</p>	<p>Fall 2009</p> <p>Fall 2009</p> <p>Spring 2010</p>
	<p><b>H. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</b></p>	<ol style="list-style-type: none"> <li>1. ASCC senators work within assigned areas to develop ways to increase student awareness of goals and purposes of courses and programs</li> <li>2. Develop methods to assess student awareness of goals and purposes of courses and programs</li> <li>3. Assess student awareness of goals and purposes of courses and programs</li> </ol>	<p>ASCC and HotShots</p> <p>ASCC and HotShots</p> <p>ASCC and HotShots</p>	<p>Fall 2009</p> <p>Fall 2010</p> <p>Spring 2011</p>