

# **Online Program Review and Student Learning Outcomes Assessment** **Report**

For Academic and Career-Technical Programs

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# **Introduction**

## **Online Program Review and Student Learning Outcome Assessment Report**

Accreditation, Title V, and Contra Costa Community College District administrative policy (AP 2900.10) all require that Contra Costa College have a program review process to evaluate all departments on campus. This includes all academic and Career Technical Education (CTE) programs, the library, and all learning support services, student services and administrative units. This document addresses the program review process for academic and CTE programs only. The review process is conducted once every four years and includes the assessment analysis of student learning outcomes. In addition to the four year review, CTE programs conduct an update in the intervening two year period. SLO analysis does not need to be included in the two-year CTE updates unless desired.

The primary objectives of program review are to assure the quality of educational programs, to promote student success and learning outcomes, and to ensure the effectiveness of institutional support for programs. More specifically, program review and SLO assessments are undertaken for the following reasons:

1. To evaluate how well a program functions in relationship to (a) the department's learning outcomes, course objectives and mission statement; (b) the college mission statement, institutional goals and outcomes; and (c) the priorities and needs of the community.
2. To strengthen and integrate planning, decision making, and scheduling.
3. To encourage program development and improvement.
4. To improve the use of college resources.
5. To comply with Title V, accreditation and matriculation requirements.

The program review and SLO assessment process is an internal review for the purpose of strengthening the programs themselves. It is not the purpose of the process to reduce, eliminate, or otherwise negatively impact the unit being reviewed or its staff. The review process will result in recommendations that once validated, reviewed and confirmed will be incorporated into proposals for program budgets or staffing. Final decisions regarding budget and staff resource allocation will be made through the college governance structure, including appropriate input from the Academic Senate, the College Council Budget Committee and collective bargaining agents.

The Senior Dean of Instruction will be responsible for the oversight and continuity of the program review and SLO assessment process, including overall initiation and coordination of the process and maintaining the program review schedule. Frequently asked questions (FAQs) concerning the process may be found in Appendix A.

## **ONLINE PROGRAM REVIEW**

### **The Program Review and SLO Assessment Report—Eight Steps**

The program review and SLO assessment report includes the following steps. Each step is discussed in more detail on the following pages.

1. Complete the SLO Assessment (SLOA) Report for all courses and programs in the unit.
2. Obtain division confirmation of the SLO assessment results.
3. Collect other data and supporting documents.
4. Form a self-study committee and write the self-study report using the online template
5. Meet with your program review validation team, usually on All College Day.
6. Write a response to the validation team's report (if necessary)

7. Submit the final program review document including the SLOA Report.
8. Meet with the President's Cabinet (if necessary)

### **Step 1. The Student Learning Outcomes Assessment (SLOA) Report**

The SLOA Report must be uploaded along with the course, program, and/or unit SLOAs into a cloud folder that allows for public access to the documents:

Student learning outcomes should be continually assessed throughout the four year period between reviews. For best results, student learning in each course should be assessed at least three semesters out of the eight semesters of the program review cycle. The semester assessment results are collected and recorded for review and analysis at the department level. **The collected results are summarized in the SLOA Report which is due with the program review self study once every four years.** The detailed raw data (student by student section by section assessment results) are not submitted with the SLOA Report. This raw data should be recorded and archived at the department level for department use.

More details about Student Learning Outcomes can be found in the SLO Handbook which is posted on the Academic Senate web site.

### **Step 2. Division Confirmation of the SLO Assessment (SLOA) Report**

Confirmation of the SLO Assessments occurs at the division level prior to submission of the program review document. The following SLO assessment confirmation process is recommended.

- a. Each semester, those units undergoing program review will present a summary of their SLO Assessment (SLOA) Report at a division meeting. A certain amount of time at the meeting will be devoted to an open discussion. This will encourage a cross-disciplinary dialog.
- b. Use the minutes of the meeting as documentation of the dialogue and evidence of the confirmation process, which will be uploaded into the program review public cloud account.

However, each division may adopt their own SLO confirmation process.

### **Step 3. Collecting Data and Supporting Documents**

For instructional programs, most required program review data will be uploaded by the district and it will include:

- a. course completion, retention and success rates, FTE/FTES
- b. program, degree and certificate completion rates,

Additional data is required for CTE programs

- c. scores on required licensure exams
- d. CTE programs need to include Advisory Committee Minutes in reference to SLOs and Core Indicator Outcomes.

**\*\*Some individual courses or series of courses end with the grant of a Certification or Certificate of Accomplishment. These certifications and certificates are not included in the district data so DEPARTMENTS MUST ADD THE STATISTICAL INFORMATION FOR THESE CERTIFICATES OF ACCOMPLISHMENT TO THEIR WRITTEN EXPLANATION OF DEGREES AND CERTIFICATES AWARDED.**

This definitions of data provided by the Research and Planning Office is explained in more detail in Appendix B.

Optional supporting documents and information may be uploaded into the CCC cloud include the following.

- a. information which is unique to a particular instructional program;
- b. survey results (of current and former students, faculty, classified staff, and/or other appropriate parties (e.g., administrators, advisory committee members); and
- d. any additional information that is relevant to a particular review cycle.

Assistance on the interpretation and use of the data is available from the Research and Planning Office and the SLO Coordinator.

#### **Step 4. The Self Study Report**

- a) **Self-Study Committee** – The self-study will be conducted by a committee of at least three full or part-time faculty members from the program being reviewed. The number may be smaller if the department has fewer faculty. It is strongly recommended that a student representative, selected by the department chair, also be involved. The committee may choose the option of including additional members, as deemed appropriate. The Department Chair will convene the self-study group, in consultation with the program members.
- b) **Self-Study Report** –The written self-study report needs to include the following:
  - i) Section I
    - Program overview to include, goals, courses offered, degrees offered, accomplishments, trends, etc.
  - ii) Section II.
    - A) Provide comments and explanations for the enrollment statistics provided (2A1-2A5)
    - B) Provide comments and explanations for the student success statistics provided (2B1-2B6)
    - C) Provide comments and explanations for the course student learning outcomes, changes to curriculum, pedagogy, etc to work towards improvements, plans, and procedures. Provide comments and explanations for program level student learning outcomes for curriculum, plans and procedures, degrees awarded, and articulation information (2C1-2C5)
    - D) Provide comments and explanations for the instructional unit resource needs statistics provided (2D1-2D10)
    - E) CTE programs only—Provide data, comments, and explanations for core indicators.
  - iii. Section III.
    - Provide a summary
      - A) goals from previous program review
      - B) Major accomplishments./improvements
      - C) Challenges
      - D) New goals
      - E) District wide strategic directives (see appendix G)
      - F) Funding
      - G) Needs
      - H) Desired outcomes budget allocation
      - I) Reflections on program review process

**c) Submission**

After the self-study report is finished in the online template, the department program review lead will send an email to the area Dean, the Senior Dean of Instruction, the Executive Assistant to the President letting them know the department program is completed and ready for online validation team review. According to the agreed upon timeline, the Executive Assistant to the President will provide the validation team access to the online self-study report for validation review.

**Step 5. Meet with your Program Review Validation Team.**

The department and validation team can choose to complete this process utilizing online exchange, or the final department/validation team meeting can occur on the next All College Day or at another agreed upon time. Whether utilizing the online exchange or committee meeting format, the committee will discuss the self-study report with the submitting department and make recommendations at that time. For more information about Program Review Validation Teams, see below. Validation teams will fill out the online Validation Report..

**Step 6. Self-Study Team Responds to the Validation Team Report: (if necessary)**

The members of the self-study team review the validation team's report for accuracy and respond in writing, if necessary. This response could also include any subsequent revisions to the self-study report.

**Step 7. Submit the final Online Program Review Report:**

The Final Report should include:

- i. Program Review/Self-Study Report with all attachments uploaded into CCC cloud account that allows for public access.
- ii. The Validation Team's Report
- iii. The Self-Study Team's Response, if necessary.

The President's Cabinet reviews all Program Review/self-study Reports and confirms recommendations, makes additional recommendations and commendations or may require additional information from the self study team.

**Step 8. Online Program Review Meeting with President's Cabinet (if necessary)**

At the discretion of the President's Cabinet or of the self-study team, a meeting between the two may be called in order to discuss the program review and to finalize the action plan.

**CTE 2 yr update**

**Career Technical Education (CTE) Program Review Two-Year Update--Required between regular Program Reviews.**

CTE programs will participate in the full program review process (as outlined in the preceding sections) every four years.

In addition, CTE programs will conduct a modified program review every two years, preparing a CTE Program Review Update (Appendix D) for online submission. The program review/self-study lead will send an email to the Senior Dean of Instruction, the Executive Assistant to the President, and to the area Deans to let them know the self-study report is available online.

SLO Assessment Reports are required for the full program review, BUT not for the CTE Program Review Update. In other words, SLO Assessment Reports are due every four years not every two years.

1. As in the full program review process, a self-study committee should be convened to prepare the CTE Program Review Update. The self-study committee should be comprised of a total of three full/part-time faculty from the program being reviewed. This number may be smaller if the department has fewer faculty members. It is strongly recommended that a student representative, selected by the Department Chair, also be involved in the process. The self-study committee may chose the option of including additional members, as deemed appropriate by the committee. The Department Chair will convene the self-study committee, in consultation with the program members.
2. The list of program units to be reviewed are updated annually by the Senior Dean of Instruction. By completing the CTE Program Review Update, a program complies with the requirements of Title V.

**Instructions for The CTE Program Review Update**, outlined in Appendix D, contains the following online template elements:

Section I Response 1-3

Section II. 2 C1-C5 2 D1-D10 2 E1-E8

Special attention must be paid

- a. When documenting labor market analysis, it requires demonstrating that there are viable jobs for program completers in the region. To really be effective, this section would need to provide information about the projected percentage of job growth over time (typically provided in 3, 5, or 10 year projections depending on what labor market information source is used) and average wages for common job descriptions in the field. **CTE departments can contact the CCC campus Workforce Coordinator whom will provide the necessary job growth and wage data.** The Workforce Coordinator can provide help interpreting the data if the department requests such help.
- b. Other important items to include: innovations to meet industry changes, Cal Pass data, Perkins grant data, community and industry connections

Section III. 3A- 3I

3. A CTE Program Review Update will be submitted to the Executive Assistant to the President by the program unit for inclusion into the college's program review files. The CTE program review update will be sent to the President's Cabinet for review.
4. A meeting with the President's Cabinet may be called if necessary to discuss the CTE Program Review Update.

### **Validation Team Responsibilities**

**The Validation Team** – The validation will be conducted by a committee composed of the following members:

1. Division Dean or a full-time administrator from another area. If needed, the full-time administrator from another area will be recommended and appointed by the college President.
2. One or more faculty members from outside the program recommended and appointed by the Academic Senate President.
3. A classified staff member within the college recommended and appointed by the Classified Senate President.
4. An optional one or more persons recommended and appointed by the Department Chair with consensus of the Division Dean and Academic Senate President representing at least one of the following:
  - a) Staff member at a four-year institution in the same program.
  - b) Staff member at another community college in the same program.
  - c) High school staff member in the same instructional program.
  - d) Community member (e.g., advisory board committee member, agency employee).
1. CTE Validation teams can include a current member of the program's advisory committee appointed by the department chairperson.

**Validation Team Chair** – The validation team shall be chaired by one of the validation team members from outside the area being reviewed. The validation team chair will be selected by the validation team.

**Duties of the Validation Team** – The duties of the validation team shall include:

1. Review the PR self study report prepared by the self-study team and verify its accuracy and completeness.
2. Have online discussion or meet with those who developed the self-study to discuss the self-study report.
3. Provide a written summary of finding in the online program review/self-study report template.
4. Communicate online or meet again with members of the self-study team to discuss the validation team's findings (if necessary).

## **Appendix A: FAQs Online Program Review and SLO Assessment Report**

### 1. What is Program Review?

Program Review is a self-study completed by all units on campus. It is one of the key components used in measuring Contra Costa College's institutional effectiveness. It is a process of self-study, evaluation, and planning. The primary objective of Program Review is to assure the quality of educational programs (including instructional, student services, and institutional support services), promote student success, improve learning outcomes and the teaching/learning experience and ensure the effectiveness of institutional support for programs.

### 2. Why do Program Review?

Program Review is a recommended way to monitor, maintain, and improve department effectiveness. It helps us evaluate how well an educational program functions in relation to its objectives, the mission of the college, the college's institutional goals and priorities, and the needs of the community. Program Review also strengthens planning, decision making, and scheduling. It helps improve the use of college resources. By doing Program Review you also help in complying with Title V, accreditation and matriculation requirements.

### 3. Is the Program Review required?

Yes. Accreditation, Title V, and Governing Board Administrative Policy all require that Contra Costa College have a Program Review process to evaluate educational programs. The Accreditation Standards require documentation of the SLO Assessments and recommend it be incorporated into the Program Review Process.

### 4. How often must the Program Review and SLOA Reports be done?

Academic programs must complete a Program Review and SLOA Report every four years. CTE programs complete the self-study every two years—a full program review with SLOA Report every four years with a Program Review Update in the intervening 2-year period.

### 5. When is my department scheduled for Program Review?

The program review schedule is published on the college website, faculty and staff resources, program review, then click on program review schedule.

### 6. Where and when do I get the online shell and the Research and Planning data for my department's Program Review?

The college is working toward the automatic creation of program review online shells at the beginning of each school year (August). The department data will already be uploaded into the online program review shell. If for any reason your department shell is not at the **web.dvc.edu/wepr** please contact the Academic Senate President to assist you. In addition, the Research and Planning Office at the district can help departments develop surveys or other data analysis tools, if needed. **Contact the CCC Vice President.** DONNA should this be you or the VP??????



7. Where can I see examples of past Program Reviews?  
Contact the Academic Senate President to provide you access to view other completed program reviews. Once the program reviews are finalized through the President's Cabinet, a copy will be placed on the P drive for public viewing.
8. Who is responsible for completing my department's Program Review and SLOA Report?  
The Program Review is a collaborative process. Essentially, all faculty members in a department have ownership of a department's Program Review and Program Review process. In the case of instructional departments, all faculty are required to assess Course Level Student Learning Outcomes in their classes. For instructional programs and non-instructional units, the process for assessing student learning outcomes should be shared and based on collaborative efforts.
9. What happens if my department misses the Program Review deadline?  
Please contact the Senior Dean of Instruction and Academic Senate to reach agreement on a new deadline. The college has instituted a policy, if a department fails to submit their program review by the deadline, that department is not eligible for budget augmentation funds until the program review is complete and submitted.
10. Is it possible to delay a Program Review?  
Personnel changes and department reorganization are just two possible reasons which would justify rescheduling a department's Program Review. Please contact the Senior Dean of Instruction and Academic Senate for approval of the rescheduling request.
11. How long does my department have to complete a Program Review?  
As a rule you generally have at least six weeks to complete your online program review from the time you receive your online shell with data cells already populated. Once complete, the email notification that the electronic self-study report is complete is sent to the Senior Dean of Instruction, Executive Assistant to the President, and area Dean. The Validation team will receive an email message alerting them that the department's online program review is ready and available to view at the [web.dvc.edu/wepr](http://web.dvc.edu/wepr) website.
12. Are SLO Assessment Reports for both courses and programs required?  
Yes. In 2002 the Accrediting Commission for Community and Junior Colleges revised the *Standards of Accreditation* and added student learning outcomes. The student learning outcomes standards require institutions to provide evidence of a conscious effort to:
- make learning the institution's core activity,
  - support and produce student learning,
  - measure that learning,
  - assess how well learning is occurring,
  - make changes to improve student learning,
  - organize its key processes to effectively support student learning,
  - allocate its resources to effectively support student learning, and
  - improve learning as an important means to institutional improvement.

**Appendix B: Definitions of Data Provide by the Office of Research and Planning.**

The Research and Planning office will provide the following enrollment and staffing data to departments for use in their Program Review. It will automatically be loaded into the program review online shell. Data will be provided for the most recent preceding three years by course, by discipline/department and by division.

<b>Term</b>	<b>Definition</b>
FTES	Full time equivalent students
Load (WSCH/FTE).	Weekly student contact hours per full-time equivalent faculty.
Number Enrolled	
Number of Sections	
FT, PT.	Full-time faculty, part-time faculty.
FTEF	Full-time equivalent faculty
Percent Fill	Actual enrollment/allowable enrollment
Percent Retention	Number of students at last day earning grades of A, B, C, D, F, I, CR, NC/number of students at census
Apportionment Income	Revenue earned based on the number of FTES generated at the rate of \$207 per FTES
Expense	Program costs in faculty, classified staff, supplies, equipment, and other. Only direct costs attributable to a program are listed here, not indirect costs chargeable to multiple programs such as staff assistants, administration, mailing, telephones, etc.
Classified Staff FTE	Full-time equivalent classified staff
Student Assistant FTE	Full-time equivalent student assistants
Annual Cost/FTES	Total cost/total FTES
Growth Trends	Enrollment trends with multiple measures including FTES

## **Appendix C**

### **Guidelines for the Online Program Review and SLOA Self Study**

#### Section I

- Program overview to include, goals, courses offered, degrees offered, accomplishments, trends, etc.

#### Section II.

- Program statistics and explanations
  - \*\*Provide comments and explanations for the enrollment statistics provided (2A1-2A5)
  - \*\*Provide comments and explanations for the student success statistics provided (2B1-2B6)
  - \*\*Provide comments and explanations for the course student learning outcomes, changes to curriculum, pedagogy, etc to work towards improvements, plans, and procedures. Provide comments and explanations for program level student learning outcomes for curriculum, plans and procedures, degrees awarded, and articulation information (2C1-2C5)
  - \*\*Provide comments and explanations for the instructional unit resource needs statistics provided (2D1-2D10)
  - \*\*CTE programs only--

#### Section III.

- Provide a summary
  - \*\*goals from previous program review
  - \*\*Major accomplishments./improvements
  - \*\*Challenges
  - \*\*New goals
  - \*\*District wide strategic directives (see appendix G)
  - \*\*Funding
  - \*\*Needs
  - \*\*Desired outcomes budget allocation
  - \*\*Reflections on program review process

## **Appendix D: Suggested Outline for the CTE Program Review Update**

### **1. Executive Summary:**

Present a single page overview and summary of the CTE Program Review Update.

### **2. Description and Mission:**

Present an overall description of present program characteristics including an abbreviated program history, foci, faculty, number of students, etc. Articulate a clearly defined mission and how it aligns with the college mission.

### **3. Strengths and Weaknesses:**

Present strengths and weaknesses of the program as it relates to the environment, the department, and the institution.

### **4. Progress on Accomplishments of Program Goals:**

Discuss progress on goals established in full program review self-study.

### **5. Resources and Support Services:**

Discuss availability of resources and support services.

### **6. Opportunities and Barriers:**

Discuss those opportunities that will enable the unit to achieve its future goals and objectives. Discuss those barriers that will hinder the unit's ability to achieve its future goals and objectives.

### **7. Core Indicator Outcomes:**

Report the annual Core Indicator outcomes for your program unit. These reflect the state measures for successful placement of students in a related career field.

### **7. Recommendations:**

Propose recommendations based on the relationship between the program, the environment, and the strengths and weaknesses of the program. Include recommendations that will help create additional opportunities for removing barriers to accomplish the program's goals and objectives.

### **8. Include a copy of the previous approved 4-year Program Review for the Validation Team to use as a reference.**

## Appendix E

### Contra Costa College Mission Statement

Approved Fall 2014

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.

Additionally, the College adheres to the following goals, vision, beliefs, and values statements:

#### Strategic Goals

To fulfill its mission and to be consistent with its beliefs and values, Contra Costa College is committed to the following goals

#### Strategic Goals

##### 1. Equitably Improve Student Access, Learning and Success

Create opportunities for thoughtful reflection that uses quantitative and qualitative data to improve student outcomes.

##### 2. Strengthen Community Relationships and Partnerships

Build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment.

##### 3. Promote Innovation, Create a Culture of Continuous Improvement and Enhance Institutional Effectiveness

Provide opportunities to enhance institutional effectiveness and opportunities for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success.

##### 4. Effectively Optimize Resources to Support Student Learning and Success

Demonstrate sound judgement to effectively optimize the college's human, physical, financial and organizational resources to better serve its students and community.

#### Values

Contra Costa College's commitment to its mission derives strength and guidance from institutional values. As a community of educators, we value:

COMMITMENT to helping students learn and to improving the economic and social vitality of communities through education;

RESPONSIVENESS to the varied and changing learning needs of those we serve;

DIVERSITY of opinions, ideas and peoples;

FREEDOM to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike; and

INTEGRITY in all facets of our college interactions and operations.

#### Institutional Student Learning Outcomes

1. Students will demonstrate ability to communicate effectively in writing using standard English.
  2. Students will demonstrate competency in oral communication.
  3. Students will demonstrate ability to critically evaluate ideas and information.
  4. Students will demonstrate familiarity with major concepts in the natural sciences.
  5. Students will demonstrate awareness of ethical issues in society.
  6. Students will demonstrate awareness of the nature and value of the arts and literature.
  7. Students will demonstrate ability to analyze and evaluate past events with reference to their historical context.
  8. Students will demonstrate understanding of major concepts in the social sciences.
  9. Students will demonstrate ability to analyze and manipulate quantitative information.
  10. Students will demonstrate understanding of the elements of health and ability to articulate a health maintenance plan for the lifespan.
  11. Students will articulate the importance of safe, regular physical activity for a healthy lifestyle.
  12. Students will be able to locate, evaluate, synthesize, and communicate information.
  13. Students will demonstrate the understanding of American institutions necessary to be engaged citizens.
  14. Students will show awareness of cultural diversity.
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## **Appendix F: District Strategic Plan 2014-2019**

### **GOAL 1 ENHANCE STUDENT LEARNING AND SUCCESS:**

Create opportunities for thoughtful reflection and organizational learning that use meaningful quantitative and qualitative data, dialogue with diverse member of the community, student feedback, and other information in order to improve student outcomes.

1.1 Conduct activities that improve student performance in areas included in the Student Success Scorecard over time.

1.2 Provide student support that focuses on student engagement and excellence in service.

1.3 Support high-quality distance education as an option for increasing access and promoting student success.

**GOAL 2 STRENGTHEN CURRENT AND CREATE NEW PARTNERSHIPS:** Build pipelines that guide and prepare both K-12 students and the adult population for success in higher education and employment.

2.1 Expand and deepen partnerships with educational institutions from preschool through four-year colleges, increasing both collaboration and alignment in order to expand access to the District for students of all backgrounds, ensure that enrolling students are prepared for success at the college level, and facilitate the achievement of bachelor's degrees and beyond.

2.2 Increase partnerships with businesses, community organizations and public agencies to meet community, economic and workforce needs and serve as a force for positive change.

**GOAL 3 CREATE A CULTURE OF CONTINUOUS IMPROVEMENT AND TANGIBLE SUCCESS:** Provide opportunities for employees at all levels to continually gain new skills and knowledge, seek out effective practices, and share ideas with one another in order to continually enhance learning and improve student success.

3.1 Bring together administrators, faculty, and staff within and across departments, divisions, and colleges to review relevant research and data, reflect on progress toward goals, and make course corrections as needed to ensure learning of the highest quality at all times.

3.2 Conduct focused recruitment efforts that result in the hiring of employees who are sensitive to and knowledgeable of the needs of our continually changing student body.

3.3 Create mechanisms to ensure employees have skills and knowledge to serve the needs of diverse students and implement practices that create equitable outcomes.

3.4 Expose employees at all levels to opportunities that enhance their knowledge, skills, and abilities to identify and develop emerging and promising practices.

**GOAL 4 BE GOOD STEWARDS OF THE DISTRICT'S RESOURCES:** By word and deed, demonstrate sound judgment in the use of the District's current and potential physical and fiscal resources. Deepen alignment and coordination among the district and its three colleges, leveraging the distinct assets of each institution as well as the unique power of their combined efforts to strategically tackle challenges, increase resource efficiency, and better serve our students.

4.1 Develop processes within the District to enable the colleges to work both autonomously and collaboratively to increase operational and administrative efficiency and provide students programs and services of the highest quality.

4.2 Develop practices and procedures that promote sustainability in all areas of the

District, including but not limited to, instruction, operations, construction, facilities, land use, energy, water conservation, and environmental integrity.

4.3 Practice fiscal prudence in order to ensure financial integrity and stability.

4.4 Diversify sources of revenue. 4.5 Provide a safe physical environment that is conducive to learning



## **Appendix G:** **Instructions--Student Learning Outcomes Assessment Report (SLOA Report)**

The SLOA Report itself is an attachment to the program review self study. As an attachment, as with the other attachments, it functions as supporting documentation to the analysis, recommendations and action plan contained in the body of the self study. The guidelines in Appendix D suggest how to include references to the SLOA Report in the self study.

### **A link to the following documents to include with your report:**

1. Student Learning Outcome Assessment Forms—One form for each course and each program.

See Appendix H for instructions and a copy of the Form.

2. Division Confirmation

### **Division Confirmation Process:**

Divisions will be responsible for confirming the SLOA Reports. It will be up to each division to determine how they will organize the confirmation process. The following process is recommended.

Each semester, those departments undergoing Program Review will present a summary of their SLOA Report at a division meeting. Since there are probably only 2 or 3 departments per semester in each division required to submit an SLOA report, it should be possible to have these departments present their summary at regularly scheduled division meetings. A certain amount of time at the meeting would be devoted to an open discussion. This would encourage a cross-disciplinary dialog. The minutes of the meeting can be used as documentation of the confirmation process.

## Appendix H—SLO and SLOA Form for Course and Instructional Programs

**PART 1: Report of assessment results** Add additional pages/outcomes if needed.

**1<sup>st</sup> SLO:** Are the Outcome, Assessment Method and Criteria the same as those submitted to CIC with your course outline?  Yes or  No (If No, explain in Part 3, #4.)  
 How many students were assessed for this outcome? \_\_\_\_\_ How many were successful? \_\_\_\_\_<sup>1</sup>

Outcome Statement	Assessment Method	Criterion/Expected Result	Assessment Result	Evaluation/Recommendations

**2<sup>nd</sup> SLO:** Are the Outcome, Assessment Method and Criteria the same as those submitted to CIC with your course outline?  Yes or  No (If No, explain in Part 3, #4.)  
 How many students were assessed for this outcome? \_\_\_\_\_ How many were successful? \_\_\_\_\_

Outcome Statement	Assessment Method	Criterion/Expected Result	Assessment Result	Evaluation/Recommendations

**3<sup>rd</sup> SLO:** Are the Outcome, Assessment Method and Criteria the same as those submitted to CIC with your course outline?  Yes or  No (If No, explain in Part 3, #4.)  
 How many students were assessed for this outcome? \_\_\_\_\_ How many were successful? \_\_\_\_\_

Outcome Statement	Assessment Method	Criterion/Expected Results	Assessment Result	Evaluation/Recommendations

If you are reporting results for more than three outcomes, copy and paste additional sections as needed.

**PART 2: Summary of Assessment Results (overall) and Recommendations** (Add additional comments/pages if needed.)

1. If your assessment results fell short of your expectations, what might be the reasons?
2. Identify strategies or changes that you can employ inside or outside of the classroom that might improve student learning.
3. Identify strategies or changes that (1) your department; (2) your division; (3) the library or learning support services; (4) student support services; and/or (5) other campus resources (human, physical, technological, financial) could employ that might improve outcome results for this course or department.
4. If you changed your SLO Plans from those you submitted to CIC with your course outline, briefly explain why.

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<sup>1</sup> We need this information to be able to aggregate the data from courses that assess the same core competency.

**Appendix I: Course Content Review and SLO Update New FORM???**

Complete and attach to the program review self study document.

**Department** \_\_\_\_\_

Course (List all)	Last semester offered	Semester of last content review	Semester of next content review	Are SLOs attached to outline on file w/ CIC	Have assessments been completed	Have changes, improvements been implemented	Comments

(To add rows, place cursor in the last cell—bottom row furthest to the right—and hit the tab key.)

## **Appendix J: Standard IIA, Instructional Departments and Programs**

The following are the standards used by the Accrediting Commission for the Community and Junior Colleges, Western Association of Schools and Colleges that relate specifically to SLOs for Instructional Programs. They are included here to aid in the development of your Program Level SLOs. (For a complete list of the standards see:

[www.accjc.org/ACCJC\\_Publications.htm](http://www.accjc.org/ACCJC_Publications.htm).)*The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.*

*(Standard IIA)The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes. (Standard IIA2i)The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. (Standard IIA3)*