

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation*. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence, which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

- a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**
- b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report: March 15, 2013

Institution's Name: Lassen Community College

Name and Title of Individual Completing Report: Susan G. Mouck- Executive Vice-President of Academic Services

Telephone Number and E-mail Address: 530-251-8836 smouck@lassencollege.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: Dr. Marlon Hall

Signature: _____



(e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE

QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOs DEFINED AND ASSESSED

1. Courses

- a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 444
- b. Number of college courses with defined Student Learning Outcomes: 444
Percentage of total: 100%
- c. Number of college courses with ongoing assessment of learning outcomes: 122
Percentage of total: 27%

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 64
- b. Number of college programs with defined Student Learning Outcomes: 64 ;
Percentage of total: 100%
- c. Number of college programs with ongoing assessment of learning outcomes: 25 ;
Percentage of total: 39%

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): 10
- b. Number of student learning and support activities with defined Student Learning Outcomes: 10 ; Percentage of total: 100%
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 8 ; Percentage of total: 80%

4. Institutional Learning Outcomes

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

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

The initial development of student learning outcomes began at Lassen Community College in 2006. By Spring 2009, the college had adopted institutional student learning outcomes, general education student learning outcomes and student learning outcomes for all degrees and certificates and ninety percent of courses. The first student learning outcomes adopted for a non-instructional area occurred with the adoption of library student learning outcomes in Spring 2007. The pilot semester for course level assessment was Fall 2007. In 2008, the college began linking course to program and through the program to institutional student learning outcome assessments. During fall 2012, one hundred and seventy courses were assessed, 84% of the total number of courses offered during that semester. During the same semester one hundred twenty-one or 60% of the courses offered that semester exhibited on-going assessment as indicated by several completed assessment cycles. The ongoing assessment for all courses offered during the last two years stands at 27%. The initial assessments of non-instructional student learning outcomes began in Spring 2010. Student learning outcomes for non-instructional areas are adopted as one component of each instructional program review. Assessments of the adopted student learning outcomes are scheduled to occur during May of the year following acceptance of the initial program review for a specific area. As of May 2012, ongoing assessment has occurred for 80% of the student services areas. The assessment of institutional student learning outcomes as well as degree and certificate student learning outcomes continues to be linked to the assessment of course student learning in the recently adopted integrated assessment software, Weave Online. Independently, the college integrated questions relating to the four institutional student-learning outcomes into the Noel-Levitz Student Satisfaction Inventory Survey conducted Spring 2012.

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

The campus engaged in considerable dialogue over the last few years focusing on the logistics of the process of recording and reporting assessment results. Tangible results of that dialogue can be seen in the ratification of the faculty contract, summer 2012, identifying participation in student learning outcome assessments as a contractual obligation for all faculty and well as the purchase of the integrated software package, Weave Online to streamline recording and reporting of assessment results. Since all college staff have “read” access to all information (measures, targets, findings, action plan and associations) recorded in Weave Online, the incentive for dialogue has greatly increased. The majority of changes resulting from student learning outcome assessments have occurred at the level of classroom instruction and curriculum modification. Examples include dialogue amongst English faculty resulting from the assessment results in the basic writing classes (Engl 103 and Engl 102), which resulted in the discontinuation of the use of faculty generated instructional materials in favor of a standardized textbook. In the Vocational Nursing, program student learning outcome assessments lead to changes in the curriculum as part of the instructional program review process.

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

The institution has adopted an integrated planning process supported through assessment of student learning. The planning process results in five master plans compiled into one Comprehensive Institutional Master Plan. Each of the individual master plans is derived from recommendations originating through program review. Program review includes both instructional and non-instructional review processes. The program review processes include analysis of the results obtained for assessment of student learning outcomes. Resource allocation occurs through the budget development process culminating in the prioritization of budget requests at Consultation Council each spring. The budget request being prioritized are derived from the recommendations contained within the master plans derived for program review recommendations resulting from the analysis of the results of student learning outcome assessments. Dialogue occurs at various levels throughout the campus. Extensive dialogue on course level assessment occurred during trainings on the implementation of the Weave Online software fall 2012 and during division meetings. Dialogue on development and acceptance of student learning outcomes occurs regularly during Curriculum/Academic Standards meetings for instructional outcomes and President's Cabinet for outcomes for non-instructional areas. Further dialogue occurs during Academic Senate meetings, master planning committee meetings and Consultation Council meeting.

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

Summer 2012, the Title III grant awarded to the college in 2011 provided the opportunity to purchased the hosted integrated software package, Weave Online. Implementation of the utilization of the new software package began with extensive training for instructional faculty, fall 2012. Training for managers and staff involved in student support services and administrative unit assessments is occurring spring 2013. The Title III grant is also funding a faculty Student Learning Outcome Coordinator for the 2012-2014 academic years to serve as a resource during the implementation phase of Weave Online. Two classified staff positions, the Information Technology Specialist II in the Training, Education, and Collaboration Center and an Administrative Assistant III position in the Office of Academic Services provide the technical support, training and tracking of the online implementation of student learning outcome assessment.

The budget allocation process requires budget requests be supported by references to recommendations contained within program review and planning documents and recommendations in program reviews are based on analysis of student learning outcomes which drive planning, therefore planning and budget allocation is based on student learning outcomes assessment results.

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

One of the reasons for adopting the integrated software package, Weave Online, was to provide the ability to generate summative assessment reports. Prior to fall 2012, all assessment results were submitted as individual hard copies and electronically stored. Sufficient staff had never been made available to compile and analyze the information contained within the hard copy reports. Analysis occurred at the program level during program review when all of the assessment results for the years since the previous program review were revisited and analyzed in the context of related courses. With the implementation of the Weave Online software packet comprehensive reports can now be generated and made available to a variety of institutional bodies. The first formal presentation of a Weave Online generated report will occur to both President's Cabinet and Consultation Council, spring 2013.

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

Beginning in fall 2008, the college initiated a six-column assessment instrument aligning institutional (column one), program (column two) and course (column three) student learning outcomes. The measures and targets for the assessment of the student learning outcomes were recorded in column four with findings in column five and action plan for improvement in column six. This paper assessment was utilized each session from fall 2008 through summer 2012. In fall 2012, the college began implementation of an interactive program called WEAVE Online as a mechanism to better integrate the assessment of student learning outcomes, strategic goals, institutional planning and ultimate accreditation standards. The acronym WEAVE stands for:

- W - Write expected outcomes/objectives
- E - Establish criteria for success
- A - Assess performance against criteria

V – View assessment results

E - Effect improvement through actions

At this writing the college has fully implemented the assessment of student learning outcomes at the course level and is in the process of linking each course student-learning outcome to appropriate degree and or certificate student learning outcomes as well as one or more of the institutional student learning outcomes. Additionally, course student learning outcomes, as appropriate, are being linked to one or more of the adopted general education student learning outcomes. The software also provides the ability to link student learning outcomes to the various components of the strategic plan as well as the accreditation standards. Those associations will be identified following completion of the course, program, and institutional alignments.

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

The college has made significant efforts to inform students of expected learning outcomes. The institutional student learning outcomes are one component of the Strategic Plan. Strategic Plan posters are posted in various locations on campus. The Strategic Plan is found in the college catalog and as one component of the agenda for important campus meetings, i.e. governing board and curriculum/academic standards committee agendas. The institutional student learning outcomes are found in the college catalog as part of the college guiding principles. Each program page in the catalog includes student-learning outcomes for appropriate degree(s) and certificate(s). Course student learning outcomes are found on each course outline of record and included in the class syllabi distributed to students by faculty at the beginning of each semester. Institutional, degree, certificate, course and student services student learning outcomes are posted on the college website.

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

Lassen Community College is currently at the earliest stages of proficiency. Student learning outcomes have been developed, adopted and in many instances already undergone significant revisions. Assessments of student learning outcomes at various levels throughout the campus are occurring. In many instructional and student services areas several assessment cycles with resulting improvements have occurred. Dialogue on development of student learning outcomes, the processes and need for measureable assessment results has occurred in a variety of venues throughout the campus. The majority of dialogue on assessment results has been localized occurring primarily amongst faculty in the same or similar disciplines or within a single student services area, such as counseling. The widespread

publication of assessment results and resulting dialogue has only just begun to occur. The integration of student learning outcomes assessment, program review, institutional planning and budget allocation is in place and has been occurring for the last few years, but there is considerable room for improvement in the ongoing implementation of the adopted planning model. Up until summer 2012, a number of faculty resisted participation in student learning outcome assessment due to viewing the time needed for this activity as uncompensated additional workload. With ratification of a new faculty contract summer 2012, the participation of all faculty in student learning outcome assessments (Article 7.2.16) is now a contractual obligation. This change has resulted in a significant increase in the completion of assessment results by both full and adjunct faculty, fall 2012. The purchase and implementation of Weave Online was the direct result of the institutional recognition of the limitations of the hard copy system previously in place. The easier reporting process and improved reporting capability has already made a difference on campus.

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

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

STATEMENT 1:

- 1.1. Weave Online (Institutional, General Education, Program, Degree, Certificate, Course, Non-instructional Area adopted Student Learning Outcomes and instructional assessment results fall 2012)
- 1.2. Tracking Spreadsheet for Course level student learning outcomes Spring 2010 through Fall 2012
- 1.3. Tracking Spreadsheet for Non-instructional student learning outcome assessments Spring 2010-Spring 2012
- 1.4. Hard copies of Non-instructional Student Learning Outcome Assessments for Spring 2012
- 1.5. Noel-Levitz Student Satisfaction Inventory – Spring 2012

STATEMENT 2:

- 2.1. Lassen College Faculty Association Contract 2011-2014
- 2.2. Weave Online

STATEMENT 3:

- 3.1. Integrated Planning Process Flowchart
- 3.2. Fall 2012 Professional Development Calendar
- 3.3. 2012 Instructional Program Review Policy and Procedure Handbook
- 3.4. 2012 Non-instructional Program Review Policy and Procedure Handbook
- 3.5. 2013-2014 Institutional Planning and Budget Development Process Handbook

STATEMENT 4:

- 4.1. Integrated Planning Process Flowchart
- 4.2. 2012 Instructional Program Review Policy and Procedure Handbook
- 4.3. 2012 Non-instructional Program Review Policy and Procedure Handbook
- 4.4. 2013-2014 Institutional Planning and Budget Development Process Handbook
- 4.5. 2013-2014 Budget Prioritization Spreadsheets

STATEMENT 5:

- 5.1. Weave Online Reports

STATEMENT 6:

- 6.1. Examples of six column Student Learning Outcome Assessments
- 6.2. Weave Online (Associations between course, program, degree, certificate, institutional and general education student learning outcomes)

STATEMENT 7:

- 7.1. Strategic Plan
- 7.2. 2012-2013 Lassen Community College Catalog
- 7.3. Sample Course Outlines of Record
- 7.4. Sample Syllabi

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