

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 11th, 2013

Institution's Name: Cerritos Community College

Name and Title of Individual Completing Report: Frank Mixson, SLO Coordinator, Chair, SLO Committee

Telephone Number and E-mail Address: (562) 467-5000 ext. 2820; fmixson@cerritos.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. Linda Lacy

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): 1265
 - b. Number of college courses with defined Student Learning Outcomes: 1265
Percentage of total: 100%
 - c. Number of college courses with ongoing assessment of learning outcomes: 1021
Percentage of total: 80%
2. Programs
 - a. Total number of college programs (all certificates and degrees, and other programs defined by college): 3
 - b. Number of college programs with defined Student Learning Outcomes: 3;
Percentage of total: 100%
 - c. Number of college programs with ongoing assessment of learning outcomes: 3;
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): 12
 - b. Number of student learning and support activities with defined Student Learning Outcomes: 12;
Percentage of total: 100%
 - c. Number of student learning and support activities with ongoing assessment of learning outcomes: 12; Percentage of total: 100%
4. Institutional Learning Outcomes
 - a. Total number of institutional Student Learning Outcomes defined: 4 Competencies, 20 SLOs
 - b. Number of institutional learning outcomes with ongoing assessment: 3 Competencies, 15 SLOs

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

Cerritos College has implemented the full SLO assessment cycle for its courses, programs, support services, degrees, and certificates. At the course level, Cerritos College has SLOs for all courses and has assessed 87 percent of those courses. In addition, the assessment cycle is in place for all 12 Support Services units. These 12 units have participated in the assessment of area-wide SLOs(1.1), and 6 of those 12 units have developed and assessed SLOs and AUOs for their individual units(1.2).

Similarly, the College has implemented the assessment cycle for programs, degrees, and certificates. In doing so, Cerritos College has defined three broad programs, General Education (GE), Career and Technical Education (CTE), and Developmental Education (Dev Ed), and these programs align to our degree, certificate, and Basic Skills Initiative, respectively(1.3).

The College defined programs broadly because the majority of CTE and GE departments confer only a few certificates and degrees each year and because the single largest number of degrees conferred each year is “Liberal Arts and Sciences(1.4).” By defining programs in this way, the departments focus their assessments on the knowledge and skills acquired in their courses, and the SLO Committee assesses the broad-based knowledge and skills that the student should acquire above and beyond the specific content of their courses.

Finally, the College assesses four Institutional Competencies, and for each of these four, there are multiple SLOs(1.5). The institutional competencies represent the skills and values that the college wishes all students to acquire, whether they receive a degree or certificate(1.6).

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

There is widespread dialogue concerning SLOs, the assessment of results, and ongoing improvement at Cerritos College. In 2008, the College formed a shared governance committee—the Senate Committee on Student Learning Outcomes—that oversees the SLO strategy for the College(2.1).

Besides discussions at department and division meetings(2.2), SLO assessment has been an integral part of conversations at campus-wide unit planning meetings(2.3), Faculty Senate meetings(2.4), Coordinating Committee meetings(2.5), Planning and Budget Committee meetings(2.6), Board of Trustees meetings(2.7), and the college strategic planning retreat(2.8). The SLO assessment process and institutional results are shared with new faculty as part of their orientation and training, and there have been SLO-specific sessions to facilitate dialogue about SLOs(2.9).

Dialogue around SLOs occur intra- and inter-departmentally, in that the SLO assessment process is embedded in program review(2.10) and unit planning(2.11). As part of program review, departments discuss ways to assess SLOs and ensure consistency across multiple sections. They also discuss changes made based on assessment results and link findings from program review to develop unit plans. As part of the unit planning process, units identify and assess their performance with respect to overarching outcomes.

Assessment results and gaps pertaining to institutional and program level SLOs are frequent topics of discussion in the College’s SLO Committee. Such dialogue has often prompted efforts to make institutional changes. For example, the assessment of institutional SLOs pertaining to the independent learner competency led to collaborating with the Success Center to develop workshops to address gaps in institutional and program level SLOs(2.12).

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 College's cyclical assessment processes have been devised to provide opportunities for participation, dialogue, and decision-making throughout each phase of SLO assessment on campus. Key performance indicators (enrollment, success, retention, etc.) and SLO assessment data are integrated into Program Review(3.1) and Annual Unit Planning(3.2) processes. The Program Review process asks departments to create short and long term goals. At least some of each department's goals are the result of SLO assessment(3.3).

The Annual Unit Plan asks each department to consider the results of the previous year's SLO assessment results and necessary improvements. These improvements range from reconsidering the course SLOs to creating workshops through the Success Center, or partnering with other departments to consult on interdisciplinary materials. Additionally, faculty members have created directed-learning activities (DLAs) on specific outcomes where unsatisfactory student performances were found at each level of assessment (course, program, and/or institutional).

One example of the College's use of assessment results affecting institution-wide practices to support and improve student learning is the assessment of the Independent Learner Institutional Competency, which is a comprehensive measure of campus student engagement(3.4). The iFALCON Project oversees efforts to broaden student engagement on campus, and provide faculty resources to implement learning around the specific dimensions of the Independent Learner Competency(3.5). Assessments of performance are communicated in published reports, in shared-governance meetings, and in the Unit Planning process(3.6). The outcomes from the Independent Learner competency have been institutionalized and provide a common framework for students and staff around the expectations of an engaged student body.

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

Cerritos College integrates SLO assessment results with institutional planning and resource allocation. The College's Educational Master Planning and Resource Allocation process begins with each department submitting a unit plan(4.1). The unit's SLO data and improvement plans are included in the unit plan. The units are also asked to review the institutional and program SLOs that have been assessed and to identify which of their courses address any student needs identified through the SLO assessment.

In our planning process, the unit plans are incorporated into the division plans developed by the deans and ultimately into the area plans developed by the vice presidents. A list of resource and personnel requests are a part of the area plans. Though not all SLO improvement plans call for increased resources or personnel, the specific resource requests that come to the Planning and Budget Committee are supported by the SLO assessment data as well as other data and analysis included in the unit plans.

One specific example of a redistribution of resources based on an SLO assessment is that when students scored relatively low on the Independent Learner Competency, special workshops were developed and offered through the Student Success Center to help students develop the skills needed to be an independent learner.

The College has allocated resources to support our SLO assessment efforts by supplying reassigned time for faculty coordinators, purchasing ClassClimate software to streamline indirect SLO assessment, eLumen software to store and analyze SLO results, and ParScore to streamline SLO assessment in the classroom.

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

The institution maintains an Assessment Calendar and is working through its first complete cycle(5.1). These calendars are publically available on the campus SLO webpage. Each year, campus assessment activities target a significant portion of the entire complement of Institutional, Program and Course SLOs. One Institutional Competency and its SLOs are assessed each year, and one competency and its SLOs are assessed each year for each of the programs.

To date, comprehensive SLO assessment reports have been completed and are available to the campus community on the SLO webpage. These assessment reports consist of four sections: campus participants, assessment methodology, assessment results, and analysis of the results. The reports have been produced for Institutional, Program SLOs, and Student Services. Each report is available online at the SLO website, and each department receives the “Institutional Assessment Report” and the relevant program assessment report(5.2).

Course level SLO assessments are aggregated across sections and reported as part of each department’s unit plan, available only to college faculty and staff in Planning Plus. The assessment results for 1021 courses assessed this year will part of the improvement plan for 55 instructional programs.

Among the Institutional SLOs, a comprehensive report exists and is posted for Independent Learner and Personal Responsibility. The General Education Program has assessment reports Critical Thinking and Quantitative Reasoning. The Career and Technical Education Program has assessment reports for Work Ethic and Personal Integrity and Knowledge of Industry and Professional Standards, and the Developmental Education Program has an assessment report for Personal Responsibility(5.3,5.4,5.5,5.6,5.7,5.8,5.9).

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

Alignment of course SLOs with program SLOs is an ongoing process, where earlier efforts have informed current efforts. The process began when all course outlines and syllabi included course SLOs. Then, in the fall of 2012, the College's SLO Committee distributed a questionnaire asking faculty to indicate whether they were addressing the program SLOs "directly, indirectly, or not at all" in each of their courses(6.1).

"Directly" meant faculty addressed material related to program or institutional SLOs using an assessment tool measuring how well students learned the knowledge or skill. However, when completing the form, most faculty members indicated that they addressed the program and institutional SLOs "directly," but, when asked to produce their assessment tool, they realized they had either not read the form carefully or had not understood the instructions.

Though the results of this initial effort were inconclusive, they informed the next step in the process: it is necessary to clearly establish that assessment of course SLOs is evidence based. Currently, for faculty who choose direct assessment, the SLO committee is creating a process which guides them to identify which assessment tool has been used along with the assessment results.

With this information recorded, the College can confidently take the next step: using the alignment tool available on eLumen. Department heads will indicate which course SLOs align with program and institutional SLOs. This will be charted on the Course SLO Matrix, which lists the program SLOs across the top and course SLOs, by department, in the left column(6.2).

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. In every class, students receive a syllabus that includes course Student Learning Outcomes(7.1,7.2,7.3). Students are made aware of the SLOs by the professor who reads them at the first day of class. In the 648 classes that utilize indirect assessment, students must read and determine how well they have learned the course material(7.4).

A model syllabus found at the Center of Teaching Excellence website advises faculty to prominently list course SLOs(7.5). Instructors are encouraged to publish their syllabi on the TalonNet website, where their students can easily access them. As required, every course outline of record approved by the Curriculum Committee must include SLOs(7.6,7.7,7.8). The outlines are available at the Academic Affairs Office and in CurricuNet. Program and institutional SLOs are posted for public view at the College SLO website(7.9,7.10). Information specifically for students will be added to the SLO website. There, they will learn about the SLO process and its benefits to the institution and student success at learning.

Using available resources, students are made aware of the goals and purposes of course and programs offered at the College. Course descriptions, UC/CSU transferability, and degree applicability are clearly noted in the catalog and schedule of classes which are both available to students online(7.11,7.12). The printed schedule of classes is also provided on campus at no charge. General Education and major course requirements are found in the catalog, Counseling Department, and Transfer Center websites(7.13,7.14).

**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

The College strives to improve its assessment process each year and this year the College must complete its alignment process. Elumen, the College's assessment database, provides the SLO Matrix tool to all departments to quickly and easily align course SLOs to both program and institutional SLOs. The SLO Committee will utilize its membership to assist department heads and their faculty in completing the matrix.

In addition to alignment, the College would like to improve its reporting of SLO data. Currently, the College produces assessment reports for Institutional and Program SLOs, and the College provides departments with aggregated SLO data, relying on departments to maintain department data. Beginning in the Fall Semester, the College will provide each department with a "Course SLO Report" that will identify which courses were assessed and their results.

The College would also like to improve the quality of SLO assessments. The purchase of ParScore software has made it possible to use ParScore Scantron forms so that the data from an exam can be used to provide results for the course SLOs. The instructors value this data because it is drawn from their exams.

Finally, the College would like to develop similar tools for courses in which Scantron forms are not appropriate, for instance, a composition, literature, or art course. We are working with online grade books and spreadsheets to make it possible for faculty to submit scores related to individual SLOs. We are piloting this process with our Program and Institutional SLOs, and it appears promising.

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

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Narrative Response 1:

1. Report Support Services Area-wide SLO Report
2. Support Services Checklist of SLO/AUO Assessment
3. SLO Webpage of Program Competencies and SLOs
4. Research and Planning Website with Degrees and Certificates Awarded by Department
5. SLO Webpage of Institutional Competencies and SLOs
6. SLO Committee Meeting Agenda

Narrative Response 2:

1. Shared Governance Booklet
2. Department/Division Meeting Agendas
3. Campus-Wide Unit Planning Meeting: 10/12/12
4. Faculty Senate Meetings: 12/10/10, 9/6/11
5. Coordinating Committee Meetings
6. Budget and Planning Minutes
7. Board of Trustees Meetings: 2/13/13
8. College Strategic Planning Retreat: 5/18/12
9. Student Services Area-Wide Planning Summit: 9/21/12
10. *Instructional Program Review Workbook*
11. *Unit Planning Handbook*
12. SLO Committee Minutes: 11/14/11, 11/28/11, 1/23/12, 2/13/12

Narrative Section 3:

1. *Instructional Program Review Workbook*
2. “Guidelines in Planning Plus for Unit Planning”
Rubric <http://planningplus.cerritos.edu/Pdf/InstructionalRubric.pdf>
3. Health Education 2013-14 Unit Plan
4. iFALCON White Paper <http://cms.cerritos.edu/ifalcon/about.htm>
5. About iFALCON <http://cms.cerritos.edu/ifalcon/about-ifalcon.htm>
6. Institutional Report—Independent Learner

Narrative Section 4:

1. Chart of Cerritos College Planning Process

Narrative Section 5:

1. SLO Assessment Calendars on SLO Website
2. Example of Department Unit Plans posted in Planning Plus
3. Institutional Assessment for Independent Learner SLO Report, posted on SLO website
4. Institutional Assessment for Personal Responsibility SLO Report, posted on SLO website
5. General Education Assessment for Critical Thinking SLO Report, posted on SLO website
6. General Education Assessment for Quantitative Reasoning SLO Report, posted on SLO website

7. CTE Program Assessment Report for Work Ethic and Personal Integrity SLO Report, posted on SLO website
8. CTE Program Assessment Report for Knowledge of Industry and Professional Standards SLO Report, posted on SLO website
9. Developmental Education Assessment for Personal Responsibility SLO Report, posted on SLO website

Narrative Section 6:

1. A copy of the initial questionnaire
2. A copy of the Course SLO Matrix

Narrative Section 7:

1. Course-level SLO Example – Course Syllabus for Accounting 101
2. Course-level SLO Example – Course Syllabus for Counseling 200
3. Course-level SLO Example – Course Syllabus for English 102
4. SLO Indirect Assessment Data
5. iFalcon Model Syllabus Model <http://cms.cerritos.edu/ic/classroom-resources/ifalcon.htm>
6. Course-level SLO Example – Course Outline of Record for Accounting 101
7. Course-level SLO Example – Course Outline of Record for Counseling 200
8. Course-level SLO Example – Course Outline of Record for English 102
9. Program Competencies and SLOs
10. Institutional Competencies and SLO's
11. Course Descriptions from the Cerritos College General Catalog – 2012-13 - http://cms.cerritos.edu/uploads/AdmissionsandRecords/pdf/2012/2012-13_Catalog.pdf
12. Transferability from the Cerritos College General Catalog – 2012-13 – Addendum – http://cms.cerritos.edu/uploads/AdmissionsandRecords/pdf/2012/2012-13_Catalog_Addendum.pdf
13. Information in the Cerritos College Schedule of Classes – Fall 2012 - http://cms.cerritos.edu/uploads/AdmissionsandRecords/pdf/2012/2012_Fall_Schedule.pdf
14. Counseling Department Webpage

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