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: February 3rd, 2013

Institution's Name: College of Alameda

Name and Title of Individual Completing Report: **Diana Bajrami, IEC Facilitator**

Duncan Graham Vice President of Instruction, Accreditation Liaison Officer

Telephone Number and E-mail Address: dbajrami@peralta.edu; dgraham@peralta.edu, 510 748 2261

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. Jannett Jackson, President**   Signature:_____
                                                                          (e-signature permitted)

[Type text]

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): **435**
    b. Number of college courses with defined Student Learning Outcomes: **435**
    c. Percentage of total: **100 %**
    d. Number of college courses with ongoing assessment of learning outcomes: **435**
    e. Percentage of total: **100 %**

2. Programs
    a. Total number of college programs (all certificates and degrees, and other programs defined by college): **54**
    b. Number of college programs with defined Student Learning Outcomes: **54**;
    Percentage of total: **100 %**
    c. Number of college programs with ongoing assessment of learning outcomes: **54**;
    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): **16**
    b. Number of student learning and support activities with defined Student Learning Outcomes: **16;**
    Percentage of total: 100 %
    c. Number of student learning and support activities with ongoing assessment of learning outcomes: **16**; Percentage of total: **100 %**

4. Institutional Learning Outcomes
    a. Total number of institutional Student Learning Outcomes defined: 5
    b. Number of institutional learning outcomes with ongoing assessment: 5 (100%)

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

College of Alameda has developed Student Learning Outcomes for all active academic courses, programs and student services. .In 2010, the entire COA college community was actively engaged in revamping the Institutional Learning Outcomes to better reflect the mission, vision and goals of the college (I.A.1).

There are authentic assessments in place for all active courses and programs, which assess the knowledge, skills, abilities and/or behaviors of students in courses, programs/degrees. SLOs for courses, programs, student services and Institutional Learning Outcomes are documented in Taskstream.

Assessment findings and data on student success are analyzed continuously to guide curriculum and pedagogical improvement (II.A.1.a).

In addition, these findings have guided the budgetary requests in Annual Program Updates (annually) and Program Reviews (three year period).

Institutional Effectiveness Committee (IEC) replaced the Assessment Committee to ensure that the college maintains a set of ongoing and systematic institutional processes and practices that include planning, the evaluation of programs and services, the identification and measurement of outcomes across all institutional units, and the use of data and assessment results to inform decision-making.

IEC has established clear guidelines and procedures to design, identify and assess students success in courses, programs, institution and has worked closely with Department Chairs and faculty to create a culture of evidence at COA (II.A.2a, b, c)

Departments assess student learning outcomes and engage in a discussion of assessment findings during Professional Development Days in August and January. These discussions guide changes in curriculum, assessment methods, course alignments and course sequences (II.A.e, f, g)

Student Services have robust student learning outcomes and assessment in place to measure and evaluate the sufficiency of student services and their effectiveness in meeting students' needs (II.B.4)

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

Assessment Findings are central to Annual Program Updates and Program Reviews and these documents identify instructional and student service needs, and develop action plans to address these needs. (I.B.3). Assessment is focusing on programs and services and increasing student success and institutional quality.

ESL department revamped the entire curriculum in response to assessment findings. ADAM and Economics department also changed the sequencing of courses based on assessment results and students' feedback.

Assessment of student learning is an ongoing integral part of each discussion focusing on student success and takes place in all shared governance committees and other formal and informal discussions (I.B.1)

Assessment Newsletters distributed each year to college wide community celebrate the assessment results and disseminates best practices and student success (I.B.5)

COA has clear outcomes for course, programs and student services and it has established a clear calendar and process to assess these outcomes, to identify needed services and resources, and to come up with action plans (I.B.3).

Assessment findings paired with additional institutional research data, such as success rate, retention has been used to improve student learning, services and overall program and institutional success.

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

Assessments of Learning and SLO findings have been the center of the dialogue at COA. This dialogue has been present in discipline meetings, college retreats, and college professional development days and takes place each semester. In addition, the dialogue has extended to the entire district since each semester disciplines across the four colleges gather to discuss assessment findings and action plansto address these findings. (II.A.2.f.)

The Annual Program Updates and Program Reviews have been revamped to reflect assessment findings and institutional research data to guide the development of new curricular and pedagogical improvement plans.

Reflective discussions about assessment findings take place in Institutional Effectiveness Committee, Senate, Budget Committee, College Council and Curriculum Committee. These committees have been engaged in joint meetings to better focus on the integration of assessment results, curricular changes that will foster academic excellence, budgetary competency and community collaboration (II.A.2.f)

The Institutional Effectiveness Committee has been planning professional Development Activities each semester, focusing on assessment findings and action plans geared at improving student learning and institutional effectiveness. This dialogue has resulted in more effective student services, re organization of services and curriculum improvements.

Assessment results were used to create a college wide dialogue and the revamping of Institutional Learning Outcomes.

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

All faculty, staff and administrators at COA are engaged effectively to create a culture of evidence. The college created the Institutional Effectiveness Committee and the IEC facilitator role, to replace the previous Assessment Committee, with the intention of operating as a learning college, where all services, academic, student support services and administrative services work together towards a common goal of improving programs and services and increasing student success and institutional quality (I.B).

IEC in cooperation with other committees at COA has organized numerous college and district wide trainings since 2009. COA has been utilizing Taskstream to document SLOs, PLOs and ILOs assessment findings, course and program alignment and budgetary requests (I.B.6).

Assessment data as documented in Taskstream has been integrated in APUs and Program Reviews and the assessment findings (through Program Reviews and APU's) guide the Integrated Budget Planning Model and resource allocation, including faculty hiring, classified hiring, equipment's, procedures and facilities requests (III.D.3).

During Professional Development Days, COA has dedicated prime time to Assessment Workshops and also entire Assessment Weeks. IEC advocated for part time faculty to be compensated for their time in assessment efforts and the district has allocated the needed funds.

Assessment findings inform resource allocation recommendations made by Budget Committee and

College Council (I.B)

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

Courses, programs and student services are assessed continuously and results are reported and documented in Taskstream. Taskstream allows faculty to document SLOs, rubrics, assessment plans, assessment findings and action plans and budgetary requests (I.A.1). All courses are assessed annually and assessment findings are documented in Taskstream. Assessment Findings data is embedded (and attached) to Annual Program Updates and Program Reviews.

All courses and student services are mapped to five Institutional Learning Outcomes and courses are aligned with programs and InstitutionalOutcomes.

Academic Senate, Curriculum Committee, IEC and College Council work closely to guide pedagogy and curricular changes supported by assessment findings ((II.B).

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\

COA was engaged in a purposeful review of programs, by utilizing Programs Maps to re-define and revamp programs to align with the Institutional Learning Outcomes and degrees and certificates. Each Program generates a visual program map that serves as a focus for continuous reflection on curricular and pedagogy improvements. (II.A.2.e)
These maps guide curriculum changes such as re-sequencing of courses, new course developments, course deactivations and new program and degree creations.

All programs, degrees and certificates are mapped to Institutional Learning Outcomes and also assessed by enrollment, course retention and course success to determine gaps and opportunities to improve student outcomes and educational goal achievement for all students.

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 student demonstrated awareness means the college uses course syllabi, and the catalog 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

COA provides information about courses, programs and transfer policies in the college catalog – in print and online. There is an ongoing effort to publish Institutional Learning Outcomes and Program Learning Outcomes in the catalog.

Course Outlines of Record (COR) and Student Learning Outcomes for each course, are the foundations of each course syllabi (II.A.6). Each course clearly aligns with the Program Learning Outcomes and Institutional Learning Outcomes. Students receive a copy of the course syllabus at the first class meeting. Copies of the syllabus are submitted to the Office of the Dean at the start of each semester. All syllabi are checked to make sure that it includes the SLOs.

The syllabi clearly state the Student Learning Outcomes and include rubrics used to assess learning. There is a process already in place to make sure that each course syllabi includes the Student Learning Outcomes. New faculty are introduced to these requirements during the New faculty orientation. The chair of each cluster sends out the Student Learning Outcomes of each course at the beginning of each semester.

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:	YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?WHATLEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVEYOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

COA is committed to ongoing and systematic institutional processes and practices that include planning, the evaluation of programs and services, the identification and measurement of outcomes across all institutional

units, and the use of data and assessment results to inform decision-making.

IEC and Chairs have been leading the efforts to engage all faculty and staff in an ongoing and reflective assessment process and to transform the COA's culture to a culture of evidence. The Integrated Budget Planning Model integrates institutional research data, assessment findings, program review, improvements and planning and resources allocation. The college community has been engaged in evidence based decision making to improve student success and institutional effectiveness.

Assessment efforts have brought faculty together to focus on improving the quality of education and programs by paying closer attention to students' success. Assessment findings highlight best practices and produce better results. These results are celebrated college and district wide in several conferences and workshops.

Several areas such as Library Services, DPSS, ADAM, and ESL are already at the Sustainable Continuous Quality Improvement level.

The college is clearly at the "Proficiency" level as identified in the ACCJC Rubric and working achieving the Sustainable Continuous Quality Improvement in all areas.

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

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Response to Rubric Statement 1:

- Taskstream Report Student Learning Outcomes Course Assessment
- Taskstream Report Program Learning Outcomes Assessment
- Taskstream Report Student Services Outcomes Assessment
- Institutional Student Learning Outcomes
- Institutional Effectiveness Committee Mission and Vision
- Institutional Effectiveness Committee Organizational Chart

Response to Rubric Statement 2:

- ESL Program Review 2012
- ADAM Program Review 2012
- Economics Program Review 2012
- Future's Workgroup Website
- Institutional Effectiveness Committee Website

Response to Rubric Statement 3:
- Assessment Newsletter Issue I
- Assessment Newsletter Issue 2
- ESL Program Review 2012
- Closing Assessment Loop Workshop at COA

- Program Mapping Workshop
- Strengthening Student Success Summit
- Board Presentation on Assessment of Learning

Response to Rubric Statement 4:
- Strengthening Student Success Summit
- Program Mapping and Program Review Workshop
- Budget Committee Minutes 11/4/11
- Institutional Effectiveness Committee Mission
- Institutional Effectiveness Committee Organizational Chart
- Curriculum Committee and IEC Joint Workshop
- Senate and Institutional Committee Joint meeting on Assessment of Learning

Response to Rubric Statement 5:

- Assessment Reports to College Council
- Agenda and Minutes of IEC meetings posted on IEC Website
- Board Presentation of Learning at Peralta Community Colleges
- Program Reviews and Annual Program Updates Website

Response to Rubric Statement 6:

- TaskStream Institutional Learning Outcomes Alignment Report
- TaskStream Program Curriculum Map Report
- Economics Program Map
- Humanities Program Map

Response to Rubric Statement 7:
- Memo Sent to Faculty at the Beginning of Each Semester

Accrediting Commission for Community and Junior Colleges (ACCJC)

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