

# 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](mailto: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: October 12, 2012

Institution's Name: Skyline College

Name and Title of Individual Completing Report: Dr. David D. Ulate; Interim Dean of Planning, Research and Institutional Effectiveness

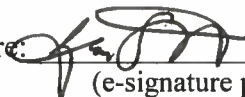
Telephone Number and E-mail Address: (650) 738-7069; [ulated@smccd.edu](mailto:ulated@smccd.edu)

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. Regina Stanback Stroud

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): 691
- b. Number of college courses with defined Student Learning Outcomes: 613  
Percentage of total: 100%
- c. Number of college courses with ongoing assessment of learning outcomes: 449  
Percentage of total: 65%

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 56
- b. Number of college programs with defined Student Learning Outcomes: 55  
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): 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

**PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE**

Student learning outcomes (SLOs) at the institutional level are assessed on a regular cycle as are SLOs for instructional courses & programs, and all student services programs. Using TracDat, an on-line database, individuals document SLOs, assessments, results, action plans, and map SLOs to program SLOs (PSLOs) and institutional SLOs (ISLOs). Assessment results—which inform modifications in curriculum, pedagogy, and assessment—are reported in program review and inform annual division work plans. (1.1, 1.2).

All courses have SLOs and 65 percent currently have an ongoing assessment. By the end of Spring 2013, all courses taught this year will have been assessed. Furthermore, departments will create three-year assessment calendars to ensure assessment of all courses at least twice before each comprehensive program review (1.3).

PSLOs are published in the course catalog (instructional—1.4) and the college website (Student Services—1.5, 1.6). In Spring 2013, faculty and staff will generate reports from TracDat in which course level assessment results “roll up” to the PSLO. These results will be used to draw conclusions from the larger patterns faculty and staff observe. They also have the option of conducting a separate program level assessment, such as certification in CTE programs, exit surveys, and focus groups. Student services are assessing regularly.

All five ISLOs have been assessed via the Community College Survey of Student Engagement (1.7). The College also is employing an institutionally developed assessment process via common rubrics that were piloted the past two years. Beginning in Spring 2012, one to two ISLOs will be assessed and analyzed each year by faculty and staff across the disciplines (1.8).

**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**

SLO assessment, dialogue, and planning occur at multiple levels. Within academic programs, division meetings and flex days are designated for the SLOs assessment cycle (SLOAC) (2.1, 2.2, 2.3, 2.4, 2.5). A more comprehensive and explicit connection to the college’s mission, values, and goals is achieved through program review (2.6). Data used in this process are both quantitative (e.g. reports from the PRIE office; SLOAC Committee) and qualitative (e.g. dialogue in meetings) (2.7) and prompt evaluation of curriculum, pedagogy, and resources that help meet the needs of students. Program review reports are publically available to ensure communication to appropriate constituencies.

At the administrative unit level, an annual review examines student performance from the previous year, describes actions planned for the subsequent year, and presents resources needed to help reach articulated goals (2.8). Items discussed in the review are aligned with institutional goals and strategies and reports are made available to appropriate shared governance committees (Institutional Planning, College Budget, Cabinet, and College Governance Council).

At the institutional level, the Balanced Scorecard serves as a primary mechanism for assessing student learning outcomes. The scorecard is updated annually and provides a quantitative assessment on performance items such as retention, persistence, course success, transfer, and completion. Assessments are made relative to institutional benchmarks in order to identify gaps, and each assessment item correlates to an institutional goal/strategy. Findings are publically available (2.09).

Last, institutional committees such as the SLOAC steering committee and the College Success Initiative (CSI) are groups in which dialogue on SLOs occurs. These committees are comprised of faculty, staff, and administrators and thus demonstrate dialogue integrated across the campus.

**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**

As explained in statements one and two, the results of assessment are embedded in program review and administrative review processes that not only evaluate student learning outcomes but also discuss resources needed to effectively meet student needs.

SLOs are also embedded throughout the college's student services division (3.1). Assessment of the SLOs happens at the institution as well as at the district. For example, at the college, student surveys is one tool used to evaluate student performance on SLOs while district-wide a proficiency analysis was conducted to assess how departments could more effectively meet student needs (3.2). Dialogue for each of these analyses then takes place within student services departments as well as the student services leadership team to make necessary improvements (3.3).

Cross- disciplinary groups also engage in dialogue and planning around assessment. For example, the SLOAC Committee—comprised of staff, faculty, and administrators who are also members of other college shared governance committees—cohosted open forums with the Academic Senate to solicit input about the SLOAC and discuss ISLO findings and their implications (3.4).

The College Success Initiative committee, comprised of faculty, staff, and administrators from instruction and student services, also engage in data inquiry to create and implement innovative basic skills programming, among them the First Year Experience learning community (3.5), accelerated and

contextualized English and Math (3.6), Supplementary Instruction, and Early Alert (3.7).

**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**

As explained in statements one and two, assessment results are documented in TracDat and embedded in program and administrative review processes that evaluate SLOs and discuss resources needed to effectively meet student needs (4.1, 4.2).

Resources continue to be allocated in support of SLOs. Beginning in 2005/06, the college has continually provided workshops to help develop, assess, and analyze SLOs as well as a \$10,000 commitment to support the SLOAC work. In 2005/06 and 2006/07, SLO workshops focused on writing and developing SLOs; in 2007/08 – 2009/10 workshops facilitated development of assessment tools; and in 2009/10 – 2011/12 workshops helped analyze data from SLO assessments (4.3).

To support the reporting and analyzing of SLO assessment data, as well as creating action plans in response to the results, the district secured a license for TracDat in 2010. Through workshops, 93 percent of departments have at least one person trained in TracDat (4.4). One component of TracDat is reporting mechanisms providing connections to budgeting and planning to support a complete evaluation, planning, and improvement cycle that includes dialogue specific to planning.

The college has continually provided financial resources for a SLOAC Coordinator to help the institution meet its mission, values, and goals through SLO work (4.5). Moreover, the college has provided financial compensation for part-time instructors to participate in the process, thus ensuring SLO work is be done by all constituencies.

Last, information resources such as assessment plans and instruments, manuals, workshop handouts, SLO worksheets, and the SLOAC framework are publically available to support the SLO work of faculty, staff, and administrators (4.6).

**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**

Faculty and staff use TracDat to document SLOs, methods of assessment, assessment data, analysis of data, and action plans to improve student experiences based on assessment findings. The evaluation, planning, and improvement cycle happens at both the course and administrative unit level. The latter is due to course-level SLOs being mapped to corresponding program-level SLOs. Also, annual course level assessment reports that are generated on TracDat can be attached to annual planning and program review reports (5.1). To determine the college's overall progress on the SLOAC, TracDat also summarizes the percentages of courses with SLOs, assessment plans, results, and action plans.

Comprehensive reports on student learning outcomes are also integrated into the annual program review and administrative unit review processes. In both instances, student performance on articulated SLOs is discussed, evaluated, and updated. Strategies for improvements (including the development of a resource framework) are part of these processes (2.6, 2.8).

The Community College Survey of Student Engagement (CCSSE) is a tool used to measure how students perform on standards relative to student engagement. For example, many CCSSE items corresponded to standard II.B and therefore provided feedback relative to student services (5.2). The Employee Voice Survey is a tool used to evaluate the SLO cycle itself and provide feedback on how Skyline College employees believe the process can be improved (5.3). The SLOAC committee discussed the findings of the Employee Voice Survey and strategies to address the needs of all constituents (5.4).

**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**

All courses at Skyline College are required to have SLOs and to enter them into TracDat (6.1). Due to the college's recent determination of what constitutes a program and to the staggered training in TracDat, course SLOs are in the process of being aligned to program and institutional SLOs in TracDat. This alignment process will be completed by the end of Fall 2012.

On the program level, instructional programs are defined as those offering a degree and/or certificate, and any required to undergo program review. At the program level, staff training will continue in Spring 2013 to generate reports in which course level assessment results are aligned to and integrated with the related PSLO, allowing for indirect assessment of the PSLO. Recently TracDat was also changed to permit entry of direct assessments of PSLOs. (6.2, 6.3).

On the institutional level, ISLOs are derived from the AA/AS degree requirements. Mapping course-level SLOs to ISLOs is useful for two purposes. The first is to identify courses to participate in the ISLO assessment. The second is to prompt institutional dialogue on how their courses help students fulfill the ISLOs. (6.4)

CurricUNET is another software application used by Skyline College to help track student learning outcomes. Designed as an internet-based application to help develop and monitor curriculum, it also serves as a repository for course-level SLOs (6.5). Currently, course-level SLOs are not mapped to program and institution SLOs in CurricUNET. However, efforts are currently being made to make this possible so that this information is available in both TracDat and CurricUNET.

**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**

All courses at Skyline College have articulated student learning outcomes, and these outcomes are communicated to students through course syllabi as well as the official course outline of record (7.1, 7.2). SLOs are a required component of the curriculum and review approval process and faculty are continually asked to review SLOAC information included on the course outline of record. For course syllabi, deans work with faculty to ensure SLOs are included and ask faculty to revise syllabi in cases where SLOS are not included.

Student Services programs also have articulated SLOs, and one way these outcomes are communicated to students is by their publication on program websites. This ensures that all constituents have access to understanding what students are expected to learn within each of those programs. Additionally, dialogue and progress on SLOs is a standing agenda item on all department meeting and retreat agendas as well as biweekly leadership team meetings (7.3).

Last, all program and institutional student learning outcomes are documented and published in course catalogs (7.4). SLOs are discussed and reviewed by faculty, submitted to their respective dean, and then submitted to the Instruction Office for publication. Having them in the catalogs (which are publically available both online and in print) ensures access to this information by all constituencies

<b>SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:</b>	<b>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?</b>
<p><b>SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE</b></p> <p>Skyline College has achieved and demonstrates the characteristics of institutional effectiveness in Student Learning Outcomes at the proficiency level and is moving into sustainable continuous quality. Through its annual planning processes, Skyline College has a strong foundation of data informed planning, shared governance, and curriculum development all in support of effective student learning. SLO assessment is faculty led and integrated throughout all instructional programs and student services. Moreover, it provides the evidence of effectiveness and impact embedded in annual planning and program review processes.</p> <p>Skyline College is currently in the process of further refining our integrated planning process. In particular, annual planning in instruction will stack up to the comprehensive review in a six year cycle. As both annual planning and comprehensive program reviews link directly with resource allocation and budgeting, this will create a more effective and efficient integration of all planning processes.</p> <p>Skyline College is also committed to informing students of SLOs in the courses they take and the services they receive. Course SLOs are listed in the course outline of record and syllabi. Program SLOs are listed in the catalog and on the college website. College SLOs (ISLOs and General Education SLOs), learning support services, and outcomes for student services departments are on the college website. Dialogue about student learning outcomes, assessment and analysis occurs across the campus including institutional planning committees, President’s Cabinet, professional development workshops, and regularly scheduled instruction division meetings that include time for planning and SLO discussion, assessment and analysis.</p>	



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

**TABLE OF EVIDENCE (NO WORD COUNT LIMIT)**

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

- 1.1 English 846 Assessment Cycle Report
- 1.2 Biology 101 Assessment Cycle Report
- 1.3 - Fall 2012 Mid Semester Reminder
- 1.4 Skyline College Catalog --  
<http://skylinecollege.edu/catalogschedule/assets/documents/flipbookcatalog20122013.html>
- 1.5 Counseling SLOs-- <http://www.skylinecollege.edu/counseling/index.php>
- 1.6 Financial Aid SLOs-- <http://www.skylinecollege.edu/financialaid/index.php>
- 1.7 CCSSE Results-- [http://skylinecollege.edu/sloac/assets/Sp09CCSSE\\_ISLO.pdf](http://skylinecollege.edu/sloac/assets/Sp09CCSSE_ISLO.pdf)
- 1.8 ISLO Assessments and Rubrics -- <http://skylinecollege.edu/sloac/isloassessments.php>

**PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.**

- 2.1 SLOAC Accomplishments (includes workshops held each year)
- 2.2 Language Arts Division Meeting Agenda – April 2012
- 2.3 Language Arts Division Meeting Agenda – Sept. 2011
- 2.4 Science, Math, Technology Division Meeting - Jan. 2012
- 2.5 Science, Math, Technology SLOAC Meeting - September 2012
- 2.6. Program Review Documents
- 2.7 Program Review Data <http://www.skylinecollege.edu/programreview/programdata.php>
- 2.8 Administrative Unit Review forms
- 2.9 Balanced Scorecard: <http://www.skylinecollege.edu/institutionalplanning/balancedscorecard.php>

**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.**

- 3.1 Student Services Programs SLOs: <http://www.skylinecollege.edu/student-services/index.php>
- 3.2 Example of a student survey and something from the BPA work
- 3.3 Student services department meeting minutes and SSLT meeting minutes
- 3.4 Effective Communication ISLO open forum agenda/minutes
- 3.5 CSI Minutes – February 2011
- 3.6 CSI Minutes – May 2009
- 3.7 CSI Minutes – November 2009

**PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.**

- 4.1 Business Computer Systems 225 Assessment Report
- 4.2 Math 811 & 120 Assessment Reports
- 4.3 SLOAC accomplishments Newsletter: <http://www.skylinecollege.edu/sloac/minutes.php>
- 4.4 Fall 2012 TracDat Coordinators
- 4.5 Prospectus for a SLOAC Coordinator
- 4.6 SLOAC website: <http://www.skylinecollege.edu/sloac>

**PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.**

- 5.1 TracDat website-- <https://sanmateo.tracdat.com/tracdat/faces/institution/reports/adHoc.jsp>
- 5.2 CCSSE Results-- [http://skylinecollege.edu/sloac/assets/Sp09CCSSE\\_ISLO.pdf](http://skylinecollege.edu/sloac/assets/Sp09CCSSE_ISLO.pdf)
- 5.3 Employee Voice Survey: <http://www.skylinecollege.edu/accreditation/resources.php>
- 5.4 SLOAC Steering Committee Minutes - August 2012

**PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.**

- 6.1 TracDat User's Manual--  
[http://skylinecollege.edu/sloac/assets/documents/TracDat\\_User\\_Guide\\_Ver\\_10.pdf](http://skylinecollege.edu/sloac/assets/documents/TracDat_User_Guide_Ver_10.pdf)
- 6.2 Administration of Justice SLOs Mapped to PSLOs
- 6.3 Kinesiology SLOs Mapped to PSLOs
- 6.4 SLOs Mapped to ISLOs
- 6.5 Screen shots of SLOs interface on CurricUNET

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

- 7.1 Examples of course syllabi
- 7.2 Course Outline of Record examples
- 7.3 Student Services website where links program links have SLOs:  
<http://www.skylinecollege.edu/student-services/index.php>
- 7.4 Skyline College general and term catalogs:  
<http://www.skylinecollege.edu/catalogschedule/index.php>

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