

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: October 12, 2012

Institution's Name: Rio Hondo Community College District

Name and Title of Individual Completing Report: Matt Koutroulis, Student Learning Outcome Coordinator and Howard Kummerman, Dean Institutional Research and Planning (Accreditation Liaison Officer).

Telephone Number and E-mail Address: 562-908-3412 Howard.Kummerman@riohondo.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: Teresa Dreyfuss

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): 889
 - b. Number of college courses with defined Student Learning Outcomes: 869
Percentage of total: 97.8%
 - c. Number of college courses with ongoing assessment of learning outcomes: 599
Percentage of total: 67.3%
2. Programs
 - a. Total number of college programs (all certificates and degrees, and other programs defined by college): 84
 - b. Number of college programs with defined Student Learning Outcomes: 78
Percentage of total: 93%
 - c. Number of college programs with ongoing assessment of learning outcomes: 55
Percentage of total: 65%
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): 14
 - b. Number of student learning and support activities with defined Student Learning Outcomes: 14
Percentage of total: 100%
 - c. Number of student learning and support activities with ongoing assessment of learning outcomes: 11 Percentage of total: 79%
4. Institutional Learning Outcomes
 - a. Total number of institutional Student Learning Outcomes defined: 6
 - b. Number of institutional learning outcomes with ongoing assessment: 83%

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

Faculty members at Rio Hondo College have been actively engaged in developing, assessing, and refining Student Learning Outcomes at all levels (1.1). Assessment of course-level outcomes has been a routine practice at the College since 2007. Outcomes for Student Services programs were developed shortly thereafter (1.2) and currently are assessed, presented to program-area leaders, and critiqued on an annual basis. We consider our General Education outcomes to be “Institutional Learning Outcomes” (1.3). Assessment of outcomes for degrees and certificates has commenced more recently (1.4).

Authentic assessment and the development of a variety of assessment methods for evaluating student success have been emphasized in recent training, and faculty have incorporated these methods in their courses (1.5). Student Services faculty, staff, and administrators have been trained in all stages of the assessment cycle, with particular focus on the collection of data using metrics both internal and external to the College.

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

Cross-campus dialogue has been a key focus in implementation of outcomes assessment at our institution. For the past six years, time has been set aside for faculty during in-service days to meet in groups, discuss assessment results, and develop action plans and resource requests. Discussion of outcomes is ubiquitous at the College, with time regularly allocated for discussion in each of the campus’s major constituent groups, including Academic Senate; Planning and Fiscal Council; SLO-themed meetings for Student Services Area personnel; the Institutional Effectiveness Committee; and the campus Student Learning Outcomes Committee (2.1). Even the detractors of outcomes-based assessment have conceded that the emphasis placed on faculty dialogue has proven highly beneficial.

As our campus has become more proficient in the development and assessment of outcomes, greater emphasis has been placed on evaluation of the quality of the assessment process. This has been a frequent topic of discussion among the SLO Committee, and individual committee members have continued this dialogue in their division’s meetings (2.2, 2.3). Campus dialogue on the use of assessment data as a primary source for requesting resources—financial and otherwise—has been pervasive in recent years. Numerous campus improvements and innovations (discussed later in this document) have produced such dialogue. In the current year, the SLO Committee intends to focus on increasing faculty understanding of resource allocation, not only to improve deficient student performance but to proactively raise benchmarks for which students are already demonstrating proficiency (2.4).

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

Assessment results from Student Learning Outcomes are increasingly integrated into the planning and resource-allocation processes at the College. The two key components of each SLO assessment report are the action plan and resource request sections. The action plan requires the faculty members to reflect upon inferences from the student-learning data and implement improvements to instruction or delivery of services. Faculty members are then asked whether additional resources are required to implement the action plan. Often these requests involve reallocation of existing resources. In some cases, the need for external resources of various types (financial, facilities, personnel, or technological) may be indicated. Each request is then considered as a component in the annual program plan submitted campus-wide or during the program review process. Requests found to have merit and requiring external resources are then considered at increasingly higher levels of the planning process (unit plan, area plan) until a funding decision is rendered by respective planning committees (e.g. the Staffing Committee, the Technology Committee, etc.) through a democratic prioritization process (3.1-3.3, 3.4).

Assessment results have been of key importance in planning decisions. For example, funds were reallocated in the Math and Sciences Division to purchase electronic scales on the basis of assessment data in an introductory chemistry course (3.5). Assessment data collected in Reading courses indicated deficiencies in core study skills, particularly in text-annotation and note-taking. This led to the purchase of document cameras to be used by instructors to model techniques which encourage student development of these skills (3.6).

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

The College has provided appropriate resources in crafting a culture of assessment. Funds have been allocated by the District since 2004 for employees to attend introductory training on assessment, and, for the last several years, the College has since sent faculty and administrators to assessment- and accreditation-related activities throughout the state. Since 2006, the College has supported a Student Learning Outcomes Coordinator with current release time of 30% (4.1). In addition, stipends were awarded to faculty members in each division to learn and disseminate assessment-related information during the early stages of SLO-implementation. As mentioned previously, the College has provided significant time during its in-service days to support faculty in developing, assessing, and reporting on outcomes (4.2). The College was awarded a Title V Grant in October 2010 to support increased faculty participation and training in SLO assessment (4.3). The College uses a Web-based software package (SLOlutions) which was developed independently by our SLO Coordinator to track our college's progress on SLOs. This package houses all assessment-related information for all outcomes, including outcome text, supporting rubrics, section data, and assessment reports (4.4). SLOlutions has revolutionized the ability of faculty and administrators to summarize assessment data and target resource requests towards achieving Student Learning Outcomes.

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

Assessment reports are completed at the College on a regular basis. Most active course outcomes are assessed each semester, and reports are generally written on an annual basis (roughly half in the Fall Semester, half in the Spring). All General Education, Student Services, and degree/certificate outcomes are typically evaluated on an annual basis, as well.

Assessment reports are composed of several sections (3.3). The report begins with a summary of all data for a given outcome in rubric form for the specified term(s). Student performance on each proficiency standard is aggregated and compared against a benchmark which was set before assessment commenced. Any qualitative data or other comments provided by faculty are listed along with the numerical data. Reports for higher-level outcomes also include summaries of data for each of the linked courses. The reports then list the assessment methods employed, followed by several narratives which summarize the authors' inferences drawn from the data, action plans, and resource requests where necessary to support future student success on the outcome. These reports are housed in the SLOlutions system and printed as needed as a component in the annual planning and program review processes (5.1, 3.5, 3.6).

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 General Education and degree/certificate outcomes are linked with courses. Some outcomes may also be assessed by other means, including success rates on standardized vocational exams, employment data, and/or transfer data.

Courses are linked with program SLOs in the SLOlutions program to facilitate simultaneous assessment of outcomes at both the course and program level. Faculty members initially develop the SLOs for the degree/certificate (or other programs, including General Education). The outcomes are then embedded within the course outcomes. Program outcomes may also be linked, particularly for those academic and vocational areas which offer both a degree and a certificate. The guiding text in the assessment rubric is augmented as needed for each course to facilitate assessment. At the end of a regular assessment cycle, reports are produced in the software showing assessment data on each individual outcome on a course-by-course basis and then summarized for all linked courses. Reports are written in departments to reflect course-level performance on the outcome. Reporting at the program-level (particularly for General Education outcomes) may involve faculty representing a diverse range of teaching disciplines, enabling wider dialogue on gaps in student achievement (1.4).

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

Course-level Student Learning Outcomes are listed on faculty syllabi (7.1). In addition, all outcomes (course- and higher-level) are readily available for viewing on the SLOlutions system, which may be accessed through the campus's SLO homepage by anyone <http://rio.slolutions.com> (7.2). Rio Hondo College no longer keeps hard copies of course-level SLOs with course outlines. In addition, General Education outcomes are listed in the College Catalog (7.3).

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?
	<p>SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE</p> <p>Rio Hondo College has made great strides in assessing Student Learning Outcomes, particularly in the past three years. Almost all of our courses and programs have defined outcomes with assessment occurring on a regular basis. Achievement of outcomes is a priority for all constituent groups, and we allocate resources to reflect this value. Much dialogue on student achievement has occurred in all the College’s organizational units, from the smallest departments to the largest divisions. We are an institution which is “proficient” in outcomes assessment.</p> <p>As we strive towards our goal of being at the level of “Continuous Quality Improvement,” we will focus our attention on improving the assessment process itself, making it more efficient and customizable at all levels. In the coming months, we will introduce a pilot project with a small group of courses placing greater emphasis on qualitative data and narratives of individual instructors’ assessment experiences as evidence for evaluating student achievement. We will streamline our paper-based resource request process, aligning it with institutional planning and program review processes and creating transparent links between assessment and program institutional goals. We will complement our General Education SLOs with outcomes directed at Basic Skills to reflect our high priority on this component of our College’s mission. We will consider sampling techniques in our courses with large enrollments with the intention of “working smarter” to obtain quality assessment data. Much work must be done in order to reach this final stage, but we are confident we are on the right path.</p>

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

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

- 1.1 [Samples of Course-Level SLOs](#)
- 1.2 [Sample of Student Services SLO](#)
- 1.3 [Sample of GE Outcomes](#)
- 1.4 [Samples of Degree/Certificate Outcomes](#)
- 1.5 [Authentic Assessment Presentation on FLEX Day Fall 2010](#)

- 2.1 [Samples of Meeting Agendas or Minutes from Major Areas \(Senate, PFC, Student Services\)](#)
- 2.2 [SLO Committee Minutes Regarding Quality Control](#)
- 2.3 [Criteria for Review of Course-Level SLOs](#)
- 2.4 [Section of FLEX Day Presentation on SLOs for Fall 2012](#)

- 3.1 [Rio Hondo College Assessment Structure](#)
- 3.2 [Template for SLO Assessment Reports](#)
- 3.3 [SLO Section Guidelines for Planning/Program Review](#)
- 3.4 [Planning Process and Program Review Sample](#)
- 3.5 [Assessment Report for CHEM 110](#)
- 3.6 [Assessment Report for Reading](#)

- 4.1 [Announcement of SLO Coordinator](#)
- 4.2 [FLEX Day Agendas](#)
- 4.3 [Title V Grant Introductory Pages](#)
- 4.4 [RHC SLOolutions Website Screenshots](#)

- 5.1 [Guidelines for Writing Assessment Reports](#)
- 3.3 [SLO Section Guidelines for Planning/Program Review](#)
- 3.5 [Assessment Report for CHEM 110](#)
- 3.6 [Assessment Report for Reading](#)

- 1.4 [Samples of Degree/Certificate Outcomes](#)

- 7.1 [Sample Faculty Syllabi](#)
- 7.2 <http://rio.slolutions.com>
- 7.3 [Copy of GE Outcomes in College Catalog](#)

Accrediting Commission for Community and Junior Colleges (ACCJC)

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