

ACCJC SLO Rubric Self-Assessment

Cuesta College SLO Report Self Assessment Based on ACCJC Rubric for Institutional Effectiveness, Part III, SLOs		Year: Fall 2013				
Proficiency: In 2012, the district determined it had met proficiency.		Sustainability: The district meets the elements of sustainability on the ACCJC Rubric.				
ACCJC Elements of Sustainability	To what degree has the element been met?	What evidence exists to show that the college has achieved this status on the element?	What is the gap between the current status and proficiency?	What needs to be done to close this gap (i.e., action items)?	Who are the responsible parties?	
1. Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.	<p>In fall 2012, the district provided evidence of 100% proficiency by collecting CPAS documents for every active course and program.</p> <p>Assessment continues according to the assessment calendars established by each program, each of which ensures complete assessment with a program review cycle, and the results of which are documented through program review. In addition, in fall 2013, the district provided evidence of sustainability with updates of 234 course and 18 instructional program CPAS documents as part of the established SLO assessment cycles of those disciplines.</p>	<p>Evidence of assessment efforts is included in program review documents. In addition, the updated CPAS documents were collected on a shared network drive for ease of review. Institutional Learning Outcomes have been assessed for degree candidates in 2012 and 2013.</p>	<p>No gap exists. The IPPR process is the district's established method for ensuring that course and program level assessments occur during the 4 or 5 year program review cycle.</p>	<p>No gap exists. The SLOA committee continues to work to make the documentation of ongoing assessments a sustainable, efficient process.</p>	<p>SLO co-coordinators, division chairs and directors, deans, and VPAA office.</p>	

<p>2. Dialogue about student learning is ongoing, pervasive and robust.</p>	<p>94.1% of programs report dialog among faculty on their CPAS documents. Faculty discussions of assessment results are a key part of program review and dialog between instructional deans and faculty has been integrated into the program review process</p>	<p>The completed CPAS documents describe the avenues for dialog, and completed dean/manager analysis forms document the dialog that occurs after program reviews are submitted.</p>	<p>No gap exists.</p>	<p>No gap exists. The SLOA committee continues to work to make the dialog regarding ongoing assessments a sustainable, efficient process.</p>	<p>SLOA Co-coordinators, division chairs, deans, directors, and the VPAA are responsible for continuing dialog at all levels.</p>
<p>3. Evaluation student learning outcomes processes is ongoing.</p>	<p>The SLOA committee evaluates the implementation of the SLOA process each fall. Ongoing initiatives regarding assessment and documentation processes were approved by the SLOA committee.</p>	<p>Annual reports on implementation of SLOs have been published annually since 2011.</p>	<p>No gap exists.</p>	<p>No gap exists. The SLOA committee continues to work to make the documentation of ongoing assessments a sustainable, efficient process.</p>	<p>SLOA Co-coordinators.</p>

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<p>4. Student learning improvement is a visible priority in all practices and structures across the college.</p>	<p>Several processes indicate the focus on improvement: Documentation of improvement efforts on the CPAS, the IEC recommendations for improvement and further dialogue (which are based on outcomes assessment), and the SLOA Committee recommendations based on GE assessment. Resource allocation is also an indicator: Continued conference/travel money for SLOA related conferences. The 60% total SLOA coordinator reassign time supported by the Academic Senate and VPAA, renewed for 2014-2016.</p>	<p>Evidence is available in CPAS documents that programs allocate resources based partially on SLO assessment results. SLO assessment results continues to be emphasized in the program review (IPPR) process. Dialog about SLO assessment occurs at many levels. Evidence for these claims is available in the 2012 Status Report on SLO Implementation and in the 2014 Self Evaluation.</p>	<p>No gap exists.</p>	<p>More efficient documentation methods are being investigated.</p>	<p>VPAA, IR Office, SLO co-coordinators</p>
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5. Learning outcomes are specifically linked to program reviews.	Each program is expected to submit course- and program-level CPAS or similar documents with IPPR program review. This document is viewed as a comprehensive SLO report. The 2012 College Status Report for SLO Implementaion is another report.	Compiled CPAS documents in submitted IPPR documents, the 2012 College Status Report for SLO Implementaion, and the annual SLO Rubric Reports ('11, '12, '13) all provide documentation regarding the linkage between outcomes and program reviews.	No gap exists.		SLO co-coordinators, division chairs and directors, deans, and VPAA office. However, all faculty should recognize their part in fulfilling this element.
status of 2012 plans for improvement from the 2012 CPAS analysis:					
2012 plan for improvement		Results as of fall 2013			
1. Mapping course and ILOs may prove to aid in direct assessment of the ILOs		Mapping project is a SLOA committee initiative for 2013-2014.			
2. Need to discuss with deans plans to evaluate SLOA sections of CPPR/APPW documents via Dean/Manager Analysis form to help improve quality of		A meeting in 2012-2013 between SLOA co-coordinators and deans ended without a clear resolution. A second meeting will be scheduled for fall 2013.			
3. Need to refine definitions of "program" and finalize the master list of what units are programs, link to program review		This is a Senate Council issue and seems to be moving toward resolution.			

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4. Improve training for program, degree, or certificate assessment methods	Improved trainings are a SLOA committee initiative for 2013-2014.			
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