

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 15, 2013

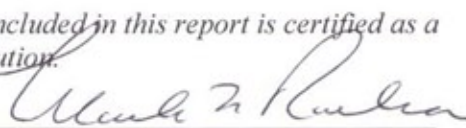
Institution's Name: Pasadena City College

Name and Title of Individual Completing Report: Matthew Jordan, Interim Associate Dean of General Education and Program Review

Telephone Number and E-mail Address: 626-585-7631, mtjordan@pasadena.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: Mark Rocha

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): 1,676 courses were offered in the 2012-13 school year
- b. Number of college courses with defined Student Learning Outcomes: 1,676 courses
Percentage of total: 100%
- c. Number of college courses with ongoing assessment of learning outcomes: 1,676
Percentage of total: 100%

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 107
- b. Number of college programs with defined Student Learning Outcomes: 107;
Percentage of total: 100%
- c. Number of college programs with ongoing assessment of learning outcomes: 107;
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): 30
- b. Number of student learning and support activities with defined Student Learning Outcomes: 30;
Percentage of total: 100%
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 30; 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: 100%

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

At Pasadena City College, *student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees*. Course student learning outcomes (credit and non-credit) are developed by faculty and exist in multiple locations:

- Course outlines of record in WebCMS, a publically accessible curriculum management software
- eLumen, student learning outcomes assessment tracking software
- Course syllabi

In the 2012-13 school year, an Annual Assessment Report was instituted to provide faculty the opportunity to document the good practices they have developed in course level student learning outcomes assessment and the improvements that they have implemented as a result of these assessments. The Learning Assessment Committee is currently reviewing these reports and preparing feedback to departments to recognize their good practices and to offer guidance in improving assessment activities.

Pasadena City College has defined a program as a sequence of courses leading to either a Certificate of Achievement, Associate in Arts degree, Associate in Science degree, Associate in Arts for Transfer degree, or Associate in Science for Transfer degree. Student learning outcomes for these programs are defined by faculty and are documented in these locations:

- Program outlines of record in WebCMS
- Program reviews in TaskStream
- College catalog

Programs are required to document assessment of program learning outcomes in their program reviews. The Institutional Effectiveness Committee evaluates programs, applying a rubric that is used to assess program outcomes assessment.

Student Learning Service (SLS) outcomes are kept on file in the Academic Affairs Office. The SLS programs report on their assessment activities and the implementation of improvements in the SLS & Library Annual Assessment Report.

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

A succinct example of *the widespread institutional dialogue about assessment results and identification of gaps* is the process, findings, and improvements that were made in response to Pasadena City College's first stand-alone assessment of our General Education Outcome #1: Communication. A committee formed in January 2012 to design, administer, and evaluate the results of multiple

communication assessments.

As a result of the GEO Assessment, it was determined that professional development in teaching communication should be offered on campus. To meet this recommendation for improvement, the *General Education Colloquium: Focus on Communication* was designed. This one day interactive workshop focused on strategies for preparing students to be competent communicators. Full-time and adjunct faculty from across the college reported in survey data that as a result of attending the event, they understand the importance of teaching communication in their classroom. Additional follow-up professional learning activities that will address communication are planned over the coming months.

To continue the dialogue around the Communication GEO Assessment, the Learning Assessment Committee developed a PowerPoint presentation that summarizes the assessment and includes the Committee's recommendations for improvement to the GEO Assessment process. This presentation has been used and will continue to be used to present the results of the GEO Assessment to participatory governance groups and departments.

Widespread dialogue about assessment results and gaps are also documented in the Program Review and Annual Assessment Report processes. Participatory governance committees review assessment practices, results, and improvements and respond back to the authors. These processes are one way we document and foster a culture of improving student learning.

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

SLO assessment processes at Pasadena City College ensure that *decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning*. At the course or support service level, Annual Assessment Reports document the decision-making that occurs as a result of faculty or staff developed formative and summative assessments. These reports contain narrative descriptions of assessments, results, data analysis, and the ways that student learning and/or support was improved.

As previously mentioned, program reviews document that programs outcomes are assessed and that improvements are implemented to improve student learning and/or services, as appropriate. The Institutional Effectiveness Committee (IEC) evaluates programs through the review process and makes institution-wide recommendations based on assessment results to improve student learning and support. The Committee's policy states, "the IEC evaluates program reviews in the context of the college's mission and educational master plan and makes recommendations that support student access, learning,

and success.” The procedures of the Committee grant it the authority to make recommendations directly to the college’s Strategic Planning Team, Budget and Resource Allocation Committee, and Board of Trustees. The IEC has used this authority and several of its campus-wide recommendations have been implemented by the College. These include: new funding processes for CTEA grant funds, a staffing request for assessment support, the creation of professional learning opportunities in SLO assessment and program review, and the creation of an administrative leadership position for Career Technical programs.

Finally, a new resource allocation rubric is under discussion that explicitly identifies improvements arrived at through the SLO assessment process for prioritized funding.

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

Pasadena City College is committed *to allocate and fine-tune appropriate resources to SLO assessment*. The College allocated \$44,000 to an assessment budget for the 2012-13 academic year. This budget was approved to support the following items:

- Assessment grants to be awarded for excellence in assessment practices as documented in the Annual Assessment Reports
- Conference travel for faculty and staff to attend assessment conferences that will have institution wide benefits
- Fund to support findings and recommendations of the College GEO Assessment
- Local workshops on SLO/SSO Assessment

Over and above these funds, the following allocations were made:

- 100% release-time Faculty SLO Assessment Coordinator position created in Spring 2011
- Administrative position created in Fall 2012 to guide SLO assessment, program review, and accreditation
- \$10,000 for SLO Coordinator to attend WASC sponsored Assessment Leadership Academy in 2012 (Commitment to fund second faculty member in 2013)
- \$10,000 in Spring 2013 to support an ePortfolio Inquiry Group made up of faculty, staff, and management in its investigation of how to best implement ePortfolios for learning and assessment on campus

Additionally, the following recommendations from the Institutional Effectiveness Committee were instituted as a result of assessments performed in Program Review:

- Professional learning for CTE programs and curriculum redesign

- Addition of CTE Dean

For the first time this academic year, a rubric was used in the Faculty Hiring Priorities process that included SLO assessment. As mentioned previously, a rubric that formalizes SLO assessment in the resource allocation process is under discussion.

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 Annual Assessment Report was instituted in the 2012-13 academic year and has served to successfully document the good assessment practices happening on campus. The new Annual Assessment Report process promotes cross-disciplinary dialogue about assessment and results. Department faculty and/or staff collaboratively prepare their reports. To do this they engage in rigorous discussion of their assessment results and improvement plans. An interdisciplinary committee of faculty, staff, and managers (the Learning Assessment Committee or LAC) evaluates the reports and responds to the departments. This dialogue has multiple benefits:

- Committee members learn about good assessment practices happening on campus that they can take back to their areas
- Report authors receive feedback on their assessment activities from a committee that has in-depth knowledge of assessment
- Committee members gain a holistic view of assessment results that allows them to identify institutional gaps

Program student learning outcomes and student service outcomes assessment are documented in the program review process. The Institutional Effectiveness Committee reviews assessment of these outcomes and provides feedback to the authors. Programs undergo review on a cyclic calendar: every six years for academic programs and every two years for career technical programs.

Finally, General Education Outcomes (GEO) assessment is documented in the General Education program review. The first GEO Assessment was conducted in 2012-13. Currently the Learning Assessment Committee is working to finalize the GEO Assessment Calendar to assess all GEOs.

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

Every program at Pasadena City College has *aligned course student learning outcomes with degree student learning outcomes*. This alignment is a required component of program review and is documented in the Curriculum Map portion of the program review. Several years ago, all general education courses mapped to the College's General Education Outcomes. As a result of the GEO Assessment that occurred this year, it was determined that it is now time to review and update all program and GEO alignments. The Office of Assessment has created and distributed alignment matrices in Excel to all departments, along with examples and instructions for performing alignment. The timeline to complete all alignments is the end of the Spring 2013 Term. The Office of Assessment will then enter the alignment matrices into eLumen which will allow the extraction of program SLO and GEO assessment data from the course level assessments that are entered into eLumen. This GEO assessment data will be used to triangulate the GEO assessment results arrived at in the stand-alone GEO assessments happening on campus. The program data from eLumen will be made available for use by program faculty and staff.

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

Student learning outcomes for courses and program are communicated to students in a variety of ways. For courses, SLOs are available on syllabi and course outlines of record. For programs, SLOs can be found on program outlines of record and in the College Catalog. General Education outcomes are printed in the College Catalog and online. Currently, program outcomes are also available to the public on the College website in program reviews. Annual Assessment Reports are not available on the website, but this is an identified action that the College can take to increase our transparency and accountability with students and the public.

To evaluate the success of our efforts to make students aware of the learning outcomes of their courses, we have asked them to state their level of agreement with the following statement in the annual Fall Student Survey: I am aware of the student learning outcomes for all of my courses. The Fall 2011 Survey indicates that 77.5% either agree or strongly agree with this statement. While this number does show that most students demonstrate awareness of their course learning outcomes, there is certainly room for improvement. To increase student awareness, we plan to work with faculty to make a

concerted push to communicate learning outcomes for courses and programs to all students.

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

Pasadena City College currently resides somewhere in between Proficiency and Sustainable Continuous Quality Improvement in our level of student learning outcomes implementation as defined by the ACCJC Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes. Our attainment of Proficiency Level is described in the narrative of this report and evidenced in the included artifacts in the Appendix.

Furthermore, we currently meet the following criteria from the Sustainable Continuous Quality Improvement portion of the rubric:

- *Evaluation of student learning outcomes processes.* The Learning Assessment Committee evaluates all campus student learning outcomes processes. An example of this is the evaluation performed of our first General Education Outcomes Assessment (Appendix – Section II, GEO Summary & Recommendations for Improvement PowerPoint, created by LAC)
- *Learning outcomes are specifically linked to program review.* Demonstration of program student learning outcomes assessment is a required part of our program review process. A participatory governance committee reviews program outcomes assessment practices and gives feedback to programs.

Given this opportunity to reflect on our level of SLO implementation, we identified the following actions and improvements to fine-tune our practices and processes:

1. Update alignment of course SLOs to program SLOs and GEOs.
2. Publish Annual Assessment Reports online.
3. Continue GEO Assessment with a focus on involving the entire college community.
4. Finalize Resource Allocation rubric through approval of participatory governance groups.
5. Increase awareness of course and program outcomes among students.

Through implementing these actions and maintaining our focus on improving student learning, we honor our Mission “to provide a high quality, academically robust learning environment that encourages, supports and facilitates student learning and success.”

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

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Appendix Items - Section 1

1.1: eLumen Report showing # of courses with SLOs for 2012-13

- 1.2a: Course Outline examples from WebCMS: ART5
- 1.2b: Course Outline examples from WebCMS: CHEM1A
- 1.2c: Course Outline examples from WebCMS: MATH131
- 1.2d: Course Outline examples from WebCMS: AUTO151
- 1.3a: Examples of SLOs in eLumen: ADJUS10
- 1.3b: Examples of SLOs in eLumen: BIOL11
- 1.3c: Examples of SLOs in eLumen: ENGL1A
- 1.4a: Syllabi with SLOs: TVR104
- 1.4b: Syllabi with SLOs: ART1A
- 1.4c: Syllabi with SLOs: ESL122
- 1.5: Annual Assessment Report Rubric
- 1.6a: Annual Assessment Report Example: Accounting
- 1.6b: Annual Assessment Report Example: Chemistry
- 1.6c: Annual Assessment Report Example: Economics
- 1.7a: Program Outline examples from WebCMS: Photography
- 1.7b: Program Outline examples from WebCMS: Psychology
- 1.7c: Program Outline examples from WebCMS: Business
- 1.8a: Program Outline with Outcomes from the Catalog: German
- 1.8b: Program Outline with Outcomes from the Catalog: Kinesiology & Wellness
- 1.8c: Program Outline with Outcomes from the Catalog: Art History
- 1.8d: Program Outline with Outcomes from the Catalog: Anesthesia Technician
- 1.9a: Program Review that contain Outcomes Assessment: Machine Shop Technology
- 1.9b: Program Review that contain Outcomes Assessment: Speech Communication
- 10: Institutional Effectiveness Committee Rubric
- 11: List of Student Support Program SLOs/SSOs
- 12: Student Support Annual Assessment Report Examples: Enrollment Programs
- 13: Student Support Annual Assessment Report Examples: Library Services

Appendix Items – Section II

- 2.1: General Education Outcomes Assessment – GEO #1: Communication
- 2.2: GEO Summary & Recommendations for Improvement PowerPoint (created by LAC)
- 2.3: General Education Colloquium: Focus on Communication Flyer
- 2.4: General Education Colloquium: Focus on Communication Agenda
- 2.5: General Education Colloquium: Focus on Communication Survey Results

Appendix Items – Section III

- 3.1a: Annual Assessment Report Example: ESL
- 3.1b: Annual Assessment Report Example: Fashion
- 3.1c: Annual Assessment Report Example: Sociology
- 3.2a: Program Review Example: Medical Assisting
- 3.2b: Program Review Example: Chinese
- 3.3: Institutional Effectiveness Policy
- 3.4: Institutional Effectiveness Campus-Wide Recommendations for 2012-13
- 3.5: Proposed Resource Allocation Rubric

Appendix Items – Section IV

- 4.1: Faculty SLO Coordinator
- 4.2: Assessment Budget FY2012-13
- 4.3: Proposed Resource Allocation Rubric
- 4.4: Institutional Effectiveness Campus-Wide Recommendations for 2012-13

Appendix Items – Section V

- 5.1a: Annual Assessment Report Example: Library
- 5.1b: Annual Assessment Report Example: Linguistics
- 5.1c: Annual Assessment Report Example: Speech
- 5.2a: Program Review with Program learning outcomes assessment: Library Technology
- 5.2b: Program Review with Program learning outcomes assessment: Linguistics
- 5.3: General Education Outcomes Assessment – GEO #1: Communication
- 5.4: Proposed GEO Assessment Calendar

Appendix Items – Section VI

- 6.1a: Curriculum Map from Program Review Example: Accounting Clerk
- 6.1b: Curriculum Map from Program Review Example: Biological Technology
- 6.1c: Curriculum Map from Program Review Example: Chinese
- 6.1d: Curriculum Map from Program Review Example: English Literature
- 6.2: GE Courses to GEO Alignment Matrix
- 6.3a: Speech Department Course to Program SLO Alignment Matrix as a grid from eLumen
- 6.3b: Speech Department Course to Program SLO Alignment Matrix by Program SLO from eLumen
- 6.4a: Speech Department Course to GEO Alignment Matrix as a grid from eLumen
- 6.4b: Speech Department Course to GEO Alignment Matrix by GEO from eLumen
- 6.5: Speech Alignment Matrices in Excel
- 6.6: French Department GEO Alignment in Excel

Appendix Items – Section VII

- 7.1a: Course Syllabus with SLOs: Photo 21
- 7.1b: Course Syllabus with SLOs: Chinese 12
- 7.1c: Course Syllabus with SLOs: Math 450
- 7.2a: Course Outline example from WebCMS: Philosophy 25
- 7.2b: Course Outline example from WebCMS: Psychology 1
- 7.2c: Course Outline example from WebCMS: Nursing 50
- 7.3a: Program Outline with Program SLOs example from WebCMS: Product Design
- 7.3b: Program Outline with Program SLOs example from WebCMS: Sociology
- 7.3c: Program Outline with Program SLOs example from WebCMS: Mathematics
- 7.4a: Program SLOs in College Catalog: Humanities
- 7.4b: Program SLOs in College Catalog: Natural Sciences
- 7.4c: Program SLOs in College Catalog: Fire Technology
- 7.5: GEOs in College Catalog
- 7.6: Fall 2011 Student Survey

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