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 15, 2012
Institution’s Name: Leeward Community College
Name and Title of Individual Completing Report: Della Anderson, Interim Director of Planning, Policy, and Assessment
Telephone Number and E-mail Address: (808) 455-0598, dellaand@hawaii.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: Manuel J. Cabral Signature: ____________________________
(e-signature permitted)
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): **402**
   b. Number of college courses with defined Student Learning Outcomes: **402**
      Percentage of total: **100%**
   c. Number of college courses with ongoing assessment of learning outcomes: **370**
      Percentage of total: **92.04%**

2. **Programs**
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): **68**
   b. Number of college programs with defined Student Learning Outcomes: **68**
      Percentage of total: **100%**
   c. Number of college programs with ongoing assessment of learning outcomes: **68**
      Percentage of total: **100%** (ASC in Music is being deleted, but still on the books)

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): **25**
   b. Number of student learning and support activities with defined Student Learning Outcomes: **19**
      Percentage of total: **76%**
   c. Number of student learning and support activities with ongoing assessment of learning outcomes: **19**
      Percentage of total: **76%**

4. **Institutional Learning Outcomes**
   a. Total number of institutional Student Learning Outcomes defined: **3**
   b. Number of institutional learning outcomes with ongoing assessment: **100%**
**Proficiency Rubric Statement 1: Narrative Response**

Course assessments are embedded in curriculum. All courses have SLOs written, which are vetted by respective division faculty and approved by the Curriculum Committee. SLOs, assessment methods and assessments are reviewed by faculty and undergo revision, as deemed appropriate. Course SLO data is currently housed on a secure drive and is being transitioned to Tk20, a comprehensive online assessment and reporting system.

All program SLOs are in place, and courses have been mapped to program learning outcomes. Program learning outcomes are primarily assessed through the course assessments. The CTE programs also undergo authentic assessment by way of industry specific requirements.

The AA degree was assessed in 2011 by means of aligning general education learning outcomes to course learning outcome assessments from the courses most commonly taken by students earning the AA degree. This comprehensive analysis and report can be found on the OPPA intranet site.

The college has identified 25 support services and support programs. Of these 25 programs, 76 percent have SLOs in place and assessment has taken place. Those support programs without SLOs are currently redeveloping their program outcomes or have outcome measures that are not SLOs. Support service and support program SLO data is currently housed on a secure drive and is being transitioned to Tk20.

Course and program assessments are reported in the Annual Program Reviews (APRs) and used to make resource requests, when appropriate. Examples of resource needs identified as the result of assessment data analysis can be found in the 2011-2012 APRs and on pages 138-139 of the 2012 Institutional Self Evaluation 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**

Faculty members teaching the same course meet to discuss SLO assessment results and possible resource needs and changes to curriculum. Each division has an assigned division assessment representative (DAR) who provides advice and support to division faculty on course SLOs and assessments. Division Chairs meet with DARs to discuss progress made on assessments in the divisions. The current assessment process is in the process of being modified due to the implementation of Tk20. Information on the current process can be found on the Assessment Forms, Reports, and Documents webpage.
Course and program assessments are reported in the Annual Program Reviews and used to make resource requests, when appropriate. Examples of resource needs identified as the result of assessment data analysis can be found in the 2011-2012 APRs, and on pages 138-139 of the 2012 Institutional Self Evaluation Report.

Minutes of Division Chair meetings provide evidence of dialogue on assessment and a link to minutes can be found in the evidence.

Minutes from assessment meetings with the Campus Assessment Coordinator and Division Assessment Representatives (DARs) also provide evidence of dialogue on assessment results and the continuous improvement of the assessment process on 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**

Assessment results are included in the Annual Program Reviews (APRs), which are completed by all instructional and support areas. APRs are reviewed and discussed at all levels of administration and inform decision-making for the institution. One example of using assessment data to inform program curriculum is that of developmental math. All developmental math courses have been redesigned using an emporium model. Results are continuing to be reviewed and analyzed to determine its effectiveness. See Math emporium model link below for a report on results to date.

Developmental education writing faculty members have implemented learning communities and the use of peer mentors in developmental classes. In addition, plans to redesign developmental reading and writing courses using accelerated learning models were implemented in the spring of 2012. Analysis of the impact of these curricular changes will be made this year.

**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.
Resource allocation decisions are made by way of Annual Program Reviews (APRs) which incorporate learning outcome assessment results. SLO assessment results are one part of the comprehensive APRs. See 2011-2012 APRs link in the evidence. The APRs are used to formulate the Institutional Plan and consequently resource allocations.

The college completed a 2011-2012 College Effectiveness Report which includes a review of how resource allocations were determined and the connections to the APRs.

Additionally, in the 2012 Institutional Self Evaluation Report, there is a table demonstrating the linkage between the APR Planning Lists and assessment on pages 138-139.

Assessment reports are created on a periodic basis. The reports include 1) the proportion of courses performing assessment and 2) the proportion of courses at each phase in the assessment cycle. The college purchased and is implementing Tk20 software to increase assessment reporting capacity, specifically to understand what the SLO achievement rates are and the consequential actions recommended based on assessment results. Evidence of current reports can be found on the campus intranet. See Assessment Forms, Reports, and Documents and the AA Degree Assessment Report in the evidence.

All degree and certificate programs have completed course mapping to program level outcomes in Tk20. As more programs implement Tk20 for course and program assessment, further mapping of
course outcomes to program outcomes will be required.

Previously, the form used for course assessments required that the course SLOs be aligned with institutional learning outcomes (ILO) and general education learning outcome (GLO). Currently GLOs are mapped to ILOs in Tk20. All programs are required to map to ILOs in Tk20 when the course and program assessments are implemented.

See Tk20 in evidence for instructions to view Curriculum Mapping.

**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 faculty are required to include SLOs on each course syllabi. SLOs are approved by the Curriculum Committee and course syllabi are stored in Curriculum Central, the UH online system for curriculum review. See ACC 201 Course Outline in evidence for sample course syllabi with SLOs. Institutional learning outcomes and program learning outcomes are listed in the College Catalog, which students use as a reference. In fall 2012, all course student learning outcomes were posted in each classroom a course was taught.

**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**

In 2006, Leeward CC received a recommendation to complete SLOs for all its courses and programs, and to initiate or continue assessing outcomes and applying the results to the continuous improvement of the instruction and services provided to students. Leeward CC took a number of actions to demonstrate this recommendation has been met.

The college continues to revise its processes for ensuring ongoing course and program assessment and to measure student achievement of SLOs for programs, certificates, and degrees. The college has established a systematic approach via Curriculum Central and provided funding for an assessment coordinator and division assessment representatives to ensure that all aspects of instruction and support areas have clear, measurable, and appropriate SLOs from which to assess student learning. Divisions and programs are using assessment results to inform decision making about needed improvements to
support student learning and it is in turn supported by the college’s budget planning requests.

Tk20 will help streamline processes and generate customized reports to better analyze assessment results. With better information, divisions and units should be able to identify and close gaps and encourage more pervasive and robust dialogue about student learning.

The college is performing at the Proficiency level for Part III because SLOs and authentic assessments are in place for courses, programs, certificates, degrees, and support services. Furthermore, courses are aligned with degree SLOs. Full implementation of Tk20 will encourage more pervasive, robust dialogue about student learning, a characteristic of the Sustainable Continuous Quality Improvement level for Part III.

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

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

Assessment Forms, Reports, and Documents:
http://intranet.leeward.hawaii.edu/page/431 (login required)

To login:
Guest Login URL: http://intranet.leeward.hawaii.edu/user
User: guestaccred
Password: n0peking (that is a zero, not a capital o. the friendly phrase is "no peeking")

AA Degree Assessment Report:

2011-2012 Annual Program Reviews (APRs):
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2902

Minutes from DC meetings (see September 29, 2011): http://intranet.leeward.hawaii.edu/page/629 (login required) See above for login.

Minutes from DAR meetings:
Assessment Meeting Minutes, February 6, 2012

Assessment Meeting Minutes, March 19, 2012


April 2012

2011-2012 College Effectiveness Report:  

2012 Institutional Self Evaluation Report, pages 138-139:  
[http://emedia.leeward.hawaii.edu/cs/se/accred-reports.html](http://emedia.leeward.hawaii.edu/cs/se/accred-reports.html)

Curriculum Mapping in Tk20: [https://leeward.tk20.com](https://leeward.tk20.com) (login required)  
To login:  
User: guestaccred  
Password: n0peking  (that is a zero, not a capital o. the friendly phrase is "no peeking")

Click on Planning tab. Click on Curriculum Maps. Select program to view mapping.

Accounting (ACC) 201 Course Outline:  