Please respond by January 15, 2010.

To: School Deans, Program Managers, Program and Services Review Primary Writers

From: Outcomes and Assessment Committee, Accreditation, and Institutional Research
Date: December 14, 2009-12-10

Subject: Annual Outcomes and Assessment (SLO/AUO) Summary Report

The fall 2009 semester is rapidly coming to a close, which means that in less than 3 short months (March 1-3, 2010) the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation site visiting team will be on our campus. Over the past 12 months, the college has worked diligently to prepare for this very accreditation review; however, as we reach the home stretch there is still some important work that needs to be done. Over the next two months, several accreditation related reports including outcomes assessment, SLOs, AUOs, PSR, Strategic Planning will be sent to all programs at Chaffey College. These reports are needed to provide information and support related to self-study report and to help prepare materials to assist administrators, faculty and staff when they interact with the ACCJC visiting team.

One of the first reports which needs to be completed is the Annual Outcomes and Assessment Monitoring Report. This report was created by the Outcomes and Assessment Committee and is intended for both instructional and non-instructional programs. It will provide the institution with the only complete summary of where we are in our SLO/AUO quest. Please complete the report by January 15, 2010. Direct any questions to Marie Boyd at 6968, Tom Vitzelio at 8152, Giovanni Sosa at 6464 or Inge Pelzer at 6457.

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Program Information Sheet

Program Title: Counseling/Articulation  
Program Code: 6303  
Program Type: Non-instructional

Primary Writer for Annual Program Outcomes and Assessment:
First Name: DE  
Last Name: Cressey Valdez

Primary Monitor of Outcomes and Assessment Management Binder:
First Name: DE  
Last Name: Cressey Valdez

Number of Degrees Offered by Program: 0  
Number of Certificates Offered by Program: 0

Program Level AUO/SLO Report

Outcome Statements

1a. Has at least one outcome statement for the program been established?  
☐ Yes  ☐ No

If you answered ‘Yes’ to item 1a above, then proceed to item 1b

1b. What types of outcome statements have been established (check all that apply)?  
☐ AUOs  ☐ SLOs

2. In general, how would you describe the stage of development of your program outcome statements? See Program Outcome Statement Rubric for a complete description of each stage of development.  
http://www1.chaffey.edu/research/IR_PDF_Files/slo_resources/resources/ProgramOutcomes-Assessment-EvalRubric.pdf

☐ Awareness Level  
☐ Developmental Level  
☒ Proficiency Level

3. Where are your outcome statements published (check all that apply)?  
☒ SLO Binder  
☒ Program and Services Review  
☐ Program Brochure or other printed material  
☐ Not currently published  
☒ Other (please specify): Board Monitoring Report

Please scroll down
Program SLOs to Core Competencies Mapping Matrix

Directions:

Column 1. Write one SLO in each row. For most programs, 3-6 SLOs are recommended.
Column 2. Write your assessment method(s).
Column 3. Using the list of Core Competencies, identify the Core Competency or Core Competencies addressed by each SLO in each row.

*Click the following link for a sample of a completed form and the list of Core Competencies: http://www1.chaffey.edu/research/IR_PDF_Files/slo_resources/resources/SLO-CoreCompetencies-Mapping%20Matrix.pdf

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment Method(s)</th>
<th>Core Competency (or Competencies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school students who participate in early assessment/counseling will identify college resources, procedures, and policies that support their academic success.</td>
<td>Post service questionnaire/quiz and student satisfaction survey</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Veterans who participate in specialized counseling services will demonstrate the ability to locate and effectively use college resources to meet their academic objective</td>
<td>Service satisfaction survey</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Through career exploration and Career counseling activities, students will be able to actively identify career and vocational goals</td>
<td>Post service questionnaire</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Students enrolled in Guidance 3 are actively pursuing their educational and/or career goals</td>
<td>Pre-post survey</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Distance Education students will be able to utilize technology to receive orientation and educational planning through on-line counseling (CCC confer).</td>
<td>Post Orientation questionnaire and satisfaction survey</td>
<td>1, 2, 4</td>
</tr>
</tbody>
</table>

Please scroll down
**Program AUOs to Ends Policies Mapping Matrix**

**Directions:**

Column 1. Write one Program AUO in each row. For most programs, 3-6 AUOs are recommended.
Column 2. Write your assessment method(s) and progress indicator(s) in each row for each AUO.
Column 3. Using the list of Ends Policies on pages 3 & 4, list the End Policy or Ends Policies addressed by the Program AUO in each row.

*Click the following link for a sample of a completed form and the list of the Ends Policies: http://www1.chaffey.edu/research/IR_PDF_Files/slo_resources/resources/AUO-EndsPolicies-MappingMatrix.pdf*

<table>
<thead>
<tr>
<th>Administrative Unit Outcomes</th>
<th>Assessment Method(s) and/or Progress Indicator(s)</th>
<th>Ends Policy or Ends Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evaluators will develop a process for streamlined services which eliminates duplication of services and/or multiple contacts for students.</td>
<td>Student satisfaction survey</td>
<td>8.1</td>
</tr>
<tr>
<td>The transcript evaluators will increase the number of databases for course to course equivalencies by 25 percent</td>
<td>End of the year report with new database listed and access information</td>
<td>8.1</td>
</tr>
<tr>
<td>Assessment services will be offered to a minimum of 10 local high schools for an early assessment program</td>
<td>End of the year report with participant schools and student information (to be used in tracking)</td>
<td>8.2</td>
</tr>
</tbody>
</table>

*Please scroll down*
Criteria for Assessment and Benchmarks

4. Has at least one benchmark or criteria for success been established?  Yes  No

5. In general, how would you describe the stage of development of your program benchmarks or criteria for success? See Program Outcome Statement Rubric for a complete description of each stage of development:
   http://www1.chaffey.edu/research/R_PDF_Files/slo_resources/resources/ProgramOutcomes-Assessment-EvalRubric.pdf

☐ Awareness Level
☒ Developmental Level
☐ Proficiency Level

6. Where are your benchmarks or criteria for success published (check all that apply)?
   ☒ SLO Binder
   ☒ Program and Services Review
   ☐ Program Brochure or other printed material
   ☐ Curricunet
   ☐ Not currently published
   ☒ Other (please specify): Board Monitoring Report

Summary of Evidence

7. During the course of the 2008-2009 or 2009-2010 academic years, who has summarized the assessment evidence you have collected (check all that apply)?
   ☐ An individual program faculty member
   ☐ An individual program staff member
   ☐ A committee of program faculty
   ☒ Institutional Research
   ☐ Other (please specify):

8. During the course of the 2008-2009 or 2009-2010 academic years, who has discussed the summarized assessment evidence (check all that apply)?
   ☒ A committee of program faculty
   ☒ The program faculty as a whole
   ☒ A school, college, or divisional committee
   ☒ An advisory board
   ☒ Program faculty have discussed findings with Institutional Research
   ☐ Other (please specify):

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9. How often did the discussions take place during either the 2008-09 or 2009-10 academic years?

☐ More than once a semester
☐ Once per semester
☐ Once during the last year
☐ We did not discuss the results during either the 2008-2009 or 2009-2010 academic year
☒ Other (please specify): Various times depending on the specific SLO, i.e. Guidance 3 during a Counselor meeting, Sub-group meeting and consultation with IR

10. During the course of the 2008-2009 and 2009-2010 academic years, to whom have you reported your findings (check all that apply)?

☒ Program faculty
☒ Institutional Research
☒ Vice President
☐ Dean
☐ Outcomes and Assessment Committee
☐ Students
☐ Accreditation agency
☒ Other (please specify): Cal Pass meeting, High School Counselors’ Early Assessment Advisory Committee meeting

Use of Results for Planning

11a. During the course of the 2008-2009 and 2009-2010 academic years, how have you used the findings to improve student learning or services for students (check all that apply)?

☐ Course level changes (e.g., syllabus, content, pedagogy)
☐ Changes to curriculum (e.g., sequencing, add, or delete course)
☐ Staffing Changes
☒ Changes to program outcomes
☒ Changes to assessment tools
☒ Changes to student advising
☐ Changes to faculty mentoring process
☐ Determine resource allocation
☐ Changes to operational hours
☐ Other (please specify):
11b. Briefly describe the details of each change you have indicated

Guidance 3: Instructors are satisfied with results and will develop new questions and content areas for review in Sp 2010. High School Early Assessment program: Presentations have been revised and counseling component separated from the same day as Assessment. Student post test has been revised using the input from IR. Revised program will be utilized in SP 2010.

Conclusion

12a. As a result of the 2009 PSR SLO feedback process, all programs were given the same list of recommended future actions. Have you responded to the recommendations made by the Outcomes and Assessment Committee (OAC)?

Yes No

If you answered 'Yes' to item 12a, proceed to item 12b. If you responded 'No' proceed to 12c.

12b. Describe how you have responded to the specific recommendations offered by the OAC:

We are on track with our SLO's. Recommendation for Goal 4: Veterans Program survey is under review to develop an additional survey/program questionnaire for understanding of resources. Currently using summary of evidence for Guidance 3 and High School Early Assessment.

12c. Describe why you have not responded to OAC recommendations and establish a timeframe for this process to be competed:

13. In general, how would you describe the stage of development of your program’s overall implementation of outcomes assessment? See Program Outcome Statement Rubric for a complete description of each stage of development:

http://www1.chaffey.edu/research/IR_PDF_Files/slo_resources/resources/ProgramOutcomes-Assessment-EvalRubric.pdf

Awareness Level

Developmental Level

Proficiency Level

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14. Are there any specific areas that your program needs assistance with or are there any specific questions that you have about the outcomes and assessment process?

Not at this time.

15. In conclusion, is there anything else you would like to share regarding your program's outcomes assessment?

Thank you for completing the Program Outcomes and Assessment Monitoring Report. Please click "Submit" to complete your submission.

INSTRUCTIONAL PROGRAMS: After submitting this form, please follow the link below to complete the Course Outcomes and Assessment Monitoring Report

http://irsurvey.chaffey.edu/16887/16887.asp
Course Outcomes and Assessment Monitoring Report
Fall 2009

Program Information Sheet

Program Title: Counseling/Articulation
Program Code: 6303
Program Type: Non-Instructional

Course Level SLO Report

Course Level SLO Development Narrative

1. How would you describe the stage of development of your program’s overall implementation of Course Level SLOs? See Course Outcome Statement Rubric for a complete description of each stage of development: http://www1.chaffey.edu/research/IR_PDF_Files/slo_resources/resources/CourseOutcomes-Assessment-EvaluationRubric.pdf

☐ Awareness Level
☒ Developmental Level
☐ Proficiency Level

2. Provide a brief description of Course Level SLO development in your program with reference to short and long range planning and the 5 phases of the assessment cycle: http://www1.chaffey.edu/research/IR_PDF_Files/slo_resources/resources/0809-SLO-Diagram-Article.pdf

Guidance 3 has completed a cycle and is satisfied by the results. New areas and questions are being completed for use in the Sp 2010 term.
Guidance 2 is in the development stages (1 and 2). Guidance 507 and 508 will be presented in Opening Doors report.

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### Curriculum Mapping Matrix

Use the Curriculum Mapping Matrix to link your identified courses to established program SLOs and a corresponding levels of implementation.

#### Sample: Completed Curriculum Mapping Matrix in Biology

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
<th>SLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 1</td>
<td>I P</td>
<td>I</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History 2</td>
<td>P M</td>
<td>I</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History 3</td>
<td>P M</td>
<td>I P</td>
<td>M</td>
<td></td>
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</tr>
<tr>
<td>History 4</td>
<td>P</td>
<td>M</td>
<td>I P</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>History 5</td>
<td>P</td>
<td>P M</td>
<td>P M</td>
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<td>History 6</td>
<td>P</td>
<td>P</td>
<td>I</td>
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<td>History 7</td>
<td>I P</td>
<td>I</td>
<td>I</td>
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<td>History 8</td>
<td>I P</td>
<td>I</td>
<td>P M</td>
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<td>History 9</td>
<td>M</td>
<td>P</td>
<td>M</td>
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<td>History 10</td>
<td>M</td>
<td>M</td>
<td>P</td>
<td></td>
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</tr>
</tbody>
</table>

I: This program student learning outcome is INTRODUCED in the course.  
P: This program student learning outcome is PRACTICED in this course.  
M: This program student learning outcome is MASTERED in the course.
### Program Level SLOs

<table>
<thead>
<tr>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
<th>SLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are actively pursuing their educational and/or Career Goals.</td>
<td>Students value, appreciate and effectively use technology to research, plan.</td>
<td>Students will be able to engage in critical thinking.</td>
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</tbody>
</table>

### Course

| Guidance 3 | P.M. | L.P. | L.P. | | |
|------------|------|------|------|| |

I: program student learning outcome is INTRODUCED in the course.
P: This program student learning outcome is PRACTICED in this course.
M: This program student learning outcome is MASTERED in the course.
General Education Course Level SLOs

Use the General Education Course Level SLO Checklist to describe your progress on each of the course level SLOs you identified above (i.e., Curriculum Mapping Matrix)

Sample: Completed GE Course Level SLO Checklist

<table>
<thead>
<tr>
<th>Course</th>
<th>Outcome Statements</th>
<th>Means of Assessment</th>
<th>Criteria for Success/Benchmark</th>
<th>Summary of Evidence</th>
<th>Use of Results for Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
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<td>BIOL-10</td>
<td>X</td>
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<td>BIOL-20</td>
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<td>BIOL-22</td>
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<td>BIOL-23</td>
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<td>BIOL-30</td>
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<td>BIOL-63</td>
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</table>

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Please scroll down
<table>
<thead>
<tr>
<th>Course</th>
<th>Outcome Statements</th>
<th>Means of Assessment</th>
<th>Criteria for Success/Benchmark</th>
<th>Summary of Evidence</th>
<th>Use of Results for Planning</th>
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</thead>
<tbody>
<tr>
<td>Guidance 3</td>
<td>●</td>
<td>●</td>
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</tbody>
</table>
### Non-GE Course Pattern Course Level SLO Checklist

<table>
<thead>
<tr>
<th>Course</th>
<th>Outcome Statements</th>
<th>Means of Assessment</th>
<th>Criteria for Success/Benchmark</th>
<th>Summary of Evidence</th>
<th>Use of Results for Planning</th>
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</thead>
<tbody>
<tr>
<td>Guidance 2</td>
<td>⬜</td>
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<tr>
<td>Guidance 507</td>
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<tr>
<td>Guidance 508</td>
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</table>

*Please scroll down*
3. In conclusion, is there anything else you would like to share regarding your program's outcomes assessment?

See the Opening Doors report for the Guidance 507 and 508 results

Thank You!