

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:

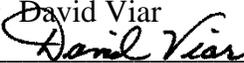
Institution's Name: American River College

Name and Title of Individual Completing Report: Jane de Leon, Accreditation Liaison Officer

Telephone Number and E-mail Address: phone: 916.484.8307 email: deleonj@arc.losrios.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: David Viar

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): 2160
- b. Number of college courses with defined Student Learning Outcomes: 2160
Percentage of total: 100%
- c. Number of college courses with ongoing assessment of learning outcomes: 2160
Percentage of total: 100%

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 381
- b. Number of college programs with defined Student Learning Outcomes: 381;
Percentage of total: 100%
- c. Number of college programs with ongoing assessment of learning outcomes: 381;
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): 36
- b. Number of student learning and support activities with defined Student Learning Outcomes: 34 ; Percentage of total: 94.44%
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 34 ; Percentage of total: 94.44%

4. Institutional Learning Outcomes

- a. Total number of institutional Student Learning Outcomes defined: 7
- b. Number of institutional learning outcomes with ongoing assessment: 100%

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

Through a faculty-driven, collaborative process spanning more than a decade, ARC has established SLOs and authentic assessment for all courses, degrees, certificates, general education patterns, and library and student support services, regardless of location or mode of delivery¹. The centerpiece of this process is the college's three-year cycle of course-level SLO assessment, emphasizing authentic assessment of high impact courses -- i.e., high enrollment, gateway, and capstone courses².

Departments and services complete SLO assessments in the first year of the cycle.³ Responding to assessment data, departments and services create and implement SLO action plans for improving curriculum and practices in the second and third years^{4,5}. Because of the explicit alignment of courses with the degree and certificate programs⁶ and with general education SLOs⁷, assessment of course SLOs simultaneously results in assessment of the degree, certificate and general education SLOs^{8,9}. Student services SLOs¹⁰ are also assessed on a three-year cycle using a process that parallels course SLO assessment. Student service programs develop and deploy their assessment tools, analyze data, and develop action plans to improve student learning¹¹.

SLO assessment results have become a key element for departments to perform their program reviews: departments use program review to create objectives and identify the resources for supporting improvements to student learning¹².

All aspects of the SLO assessment processes are supported by the research office and overseen by the SLO Assessment and Curriculum Committees in close consultation with the Academic Senate¹³.

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

Supported by robust college-wide dialogue about improving student learning, SLO assessment and informed resource allocation are an integral part of the culture at American River College. To identify achievement gaps at the course level, discipline experts collaborate on developing SLO assessment plans, including benchmarks identified as acceptable levels of achievement. Further dialogue occurs in the SLO Assessment Committee's review of assessment plans and instruments¹⁴ and in departments' designing action plans to improve learning^{15, 16}. Action plans may include resource requests, curriculum revision, and professional development to support improvements in student learning.

Re-enforcing the dialogue supporting the three-year SLO assessment process is the dialogue required to implement ARC's two major planning processes. Dialogue occurs as departments complete their annual educational master plans and program-review cycles to identify the resources required to support student learning¹⁷. Further dialogue occurs in a variety of settings; e.g., regular meetings of the SLO Assessment Committee, Academic Senate, Planning Coordination Council, and the Curriculum Committee¹⁸. Just as SLO implementation reports describe follow-up on SLO actions, the EMP and program review require departments to "close the loop": i.e., to complete follow-up as part of their EMPs and program reviews¹⁹.

That institutional change is occurring as a result of institutional dialogue about assessment results and identification of gaps is seen in the increasing numbers of departments whose program review presentations include reference to SLOs and to improvement in student learning based on SLO assessments²⁰.

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

The college's participatory governance processes facilitate decision making and dialogue on assessment results and on aligning institution-wide practices for supporting and improving student learning. The three-year SLO assessment cycle is part of a larger set of integrated institutional planning processes which begin at the department level and move through various levels of college-wide dialogue²¹. These processes include the comprehensive program review and educational master plan cycles.

In the program review segment on SLO assessment, departments summarize the results of two SLO assessment cycles²², factoring in SLO assessment results during the current program review cycle²³ and discussing evidence of how SLO assessment activities have improved student learning²⁴. Further, departments list their objectives for supporting plans to assure continuous quality improvement in student learning²⁵.

These objectives are programmatically integrated into the department's annual EMP, a process by which departments define, refine, and report progress on their objectives²⁶. For each objective, departments state (a) how the objective promotes improvement in student learning outcomes and (b) the objective's alignment with an existing college-wide focus area. Further, departments rank their resource requests, aligning requests with specific departmental objectives²⁷.

Focusing on resources required to support and improve student learning, program review results are

presented every spring to the Program Review Council²⁸ and summarized every fall in the program implications report²⁹ for the Planning Coordination Council. As the college's shared governance group, the PCC also receives updates on previous program review findings, thus assuring systematic and deliberative dialogue on the college's efforts to improve student learning.

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 three-year SLO assessment cycle is one component of the college's set of integrated institutional planning processes. These processes include the six-year comprehensive program review cycle and the annual educational master plan cycle. All three processes begin at the department level, move through progressively higher levels of review and dialogue³⁰, and are cyclically evaluated to assure continuous quality improvement. Further, all planning processes are supported by institutional research.

Results of program review are compiled for the Program Review Council³¹ in the form of planning implications and resources necessary for supporting department objectives. The resource requests are tracked and updated annually in the standing committees' end-of-year reports and the departments' EMPs and summarized in the program review implementation report³².

EMP discussions assure that the process for identifying resource needs is collaborative and transparent³³. The EMP aligns resource requests with the objectives identified in both program review and the SLO action plan. Initiated at the departments, EMPs progress through several levels of managerial review by the deans, the AVPs and VPs, and the president.

To address changes supporting achievement of identified benchmarks and the actions intended to address learning gaps, departments and programs annually evaluate objectives and resources supporting SLO assessment results³⁴. Following a recent motion by the Academic Senate, in fall 2013, the SLO assessment cycle will more closely align with the program review cycle, thus allowing the most recent results of SLO assessment and re-assessment to inform program review's identification of objectives³⁵.

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

Participating in a comprehensive, sustainable, three-year cycle of SLO assessment, academic and student service departments submit annual reports documenting their work to the SLO Assessment Committee³⁶. For each year of the assessment cycle, departments submit drafts of their documentation for technical review by the SLO Assessment Committee³⁷. The committee provides feedback and, as appropriate, suggests revisions and opportunities for further consultation. Committee-approved documents are electronically-stored³⁸.

- ▶ Year 1: Departments administer two assessment instruments³⁹:
 - (a) The faculty-designed instrument to assess course-level SLOs for one or more high-impact courses; a formal assessment plan supporting course-level assessment and a detailed draft of the assessment instrument must be reviewed and approved by the SLO Assessment Committee⁴⁰.
 - (b) The college-wide instrument, whose development was overseen by the research office, for the student self-assessment of SLOs for all courses⁴¹.
- ▶ Year 2: With research office support, departments analyze the data resulting from both assessments to develop and implement action plans for improving student learning⁴².
- ▶ Year 3: Departments complete actions identified in their plans and prepare reports summarizing the status of actions as either complete or not complete; for the latter, departments must provide the expected date of completion or the reason the action has been rescinded⁴³.

Supported by data gathering and analysis and the development and implementation of action plans, institutional SLOs are similarly assessed and the assessment process documented⁴⁴.

As a standing committee, the SLO Assessment Committee submits an end-of-year report summarizing and evaluating its actions supporting SLO assessment⁴⁵.

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

Since 2005, the Curriculum Committee has used a framework to review all ARC degree and certificate programs for alignment of program-level SLOs with the SLOs in the courses supporting the programs⁴⁶. Starting in 2011-2012, the Curriculum Committee has used a formalized, robust, and thorough process for documenting the review and assuring alignment^{47, 48}.

The process has two parts. Discipline faculty review the SLOs for all the courses supporting their program SLOs so that the previously implicit identification of alignment⁴⁹ can now be explicitly mapped, reviewed, and documented^{47, 48}. The Curriculum Committee reviews the maps showing the alignment between course and program SLOs; where the Curriculum Committee identifies the need to strengthen alignment, departments must revise or provide further explanation⁵⁰. Programs are approved only after the Curriculum Committee's acceptance of the discipline faculty's certification of alignment between courses and program SLOs.

Beyond assuring alignment, explicit mapping supports the college-wide dialogue necessary for effective review and improvement of curriculum. The new formalized documenting process supports the opportunity for departments to survey the ways in which improvements to student learning can occur in the curriculum as a whole. During program review, departments use SLO assessment data to examine their mapping documents and identify whether the SLOs at either or both the program and course levels require revision⁵¹. Improving the alignment of course and program SLOs enhances the cohesion of courses and the likelihood of improving student learning.

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

ARC promotes student awareness of the goals and purposes of the courses and programs in which they are enrolled in two ways.

Course SLOs are disseminated to students primarily through course syllabi distributed in the courses⁵². Three measures support SLO dissemination via syllabi. First, prior to each semester, the college's SLO assessment coordinator reminds faculty to include SLOs from the course outline of record in their syllabi⁵³. Also, division deans and staff review and maintain a file of syllabi for all current courses; faculty members whose syllabi do not include current SLOs are asked to provide them in addenda given to students and filed in division offices⁵⁴. Last, as part of the faculty performance review process documented in the performance review form, syllabi and course SLOs are reviewed for completeness and accuracy⁵⁵. Learning outcomes for student services and academic support programs are included in the course syllabi for these student learning and support activities⁵⁶.

Programs, general education, and institutional SLOs are disseminated to students through the college catalog, which is posted annually as an online PDF document on the college website⁵⁷. The counseling office uses students' majors or stated interest in majors to help students access information about program descriptions and SLOs posted on the college website, and department websites link to program descriptions in the online catalog. Besides being available in the college catalog, institutional SLOs are posted on the SLO website⁵⁸, as well as on selected buildings on campus.

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?
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SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

The college’s SLO implementation level is self-assessed at proficiency for the following reasons:

- ▶ Based on dialogue originating at the department level and carried forward through the college’s shared governance processes, SLO assessments for courses, programs, general education, and the institution are in place
- ▶ The college has dedicated the resources necessary to support and sustain the SLO assessment process: the SLO assessment standing committee’s overseeing the process and reporting to the college’s shared governance body; adequate FTE for faculty research and SLO coordination time; dedicated institutional research resources, including staff time and a comprehensive data management capacity
- ▶ The SLO Assessment Committee oversees a sustainable assessment process and, at monthly meetings and yearly summer retreats, reviews the process to assure continuous quality improvement
- ▶ The college supports improvements to student learning through the college-wide dialogue necessary for supporting the integration of SLO assessment results with planning and resource allocation⁵⁹.

Plans to address improvements and to support continuous quality improvement include:

<i>Plan</i>	<i>Status</i>	<i>Completion</i>
Creating a “plug-in” for the learning management system to support SLO assessment instruments	Working now with District IT	12/2012
Integrating a new online SLO assessment process with the program review and EMP online systems	Programming is underway	09/2013
Including in the faculty and staff’s annual program review training the process for identifying and certifying how programs are supported by the course SLOs of those programs	Training is being designed	09/2013
Improving the data compilation on specific course SLOs that support institutional SLOs	Programming is underway	09/2013

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

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Proficiency Rubric Statement 1		
1	American River College Working Timeline for SLO Assessment, March 2009	PDF WEB
2	ARC Faculty Designed Assessment Plan template & instructions	PDF WEB
3	ARC 3 Year Course and Student Services SLO, August 24, 2011	PDF WEB
4	ARC Action Plan Entry Template with instructions	PDF WEB
5	SLO Action Plan Implementation Report	PDF WEB
6	SLO Committee minutes regarding SLO mapping retreat, June 1 and 2 2011	PDF WEB
7	SLO Committee minutes regarding General Education SLOs , May 17,2012	PDF WEB
8	Sample of mapping document: English Technical Communication Certificate, English Degree, English Technical Communication Degree, spring 2012	PDF
9	Sample of Program Review Template: curriculum review section, October 2011	PDF
10	Student Services Student Learning Outcomes, May 2011	PDF WEB
11	Sample of Student Services action plan: Career Center, fall 2011	PDF
12	Sample of program review: Astronomy, Physics and Physical Science, spring 2012	PDF WEB
13	SLO Assessment Committee's 2011-2012 end-of-year report, May 2012	PDF WEB

Proficiency Rubric Statement 2		
14	Sample of faculty designed assessment plan and assessment tool: Psychology 300, fall 2010	PDF
15	Sample of SLO action plan: Accounting, fall 2011	PDF
16	Improvements in Student Learning as a Result of ARC's SLO Assessment Process, August 1, 2012 and August 22, 2011	PDF
17	Sample of EMP Resource and Objectives Report: GIS, Geology, and Geography, spring 2012	PDF WEB
18	Sample of committee meeting notes regarding SLOs: Academic Senate meeting notes Aug 8, 2011, March 22, 2012; Curriculum Committee meeting notes January 25, 2012, September 19, 2012; PCC meeting notes Sept 12, 2011, Oct 3, 2011	PDF
19	Sample EMP Goal and Objectives Report with evaluation: Speech Language Pathology Assistant, spring 2012	PDF WEB
20	Sample of program review PowerPoint presentation: Biology, spring 2012.	PDF

Proficiency Rubric Statement 3		
21	Institutional Planning at American River College, October 2012	PDF WEB
22	ARC 3 Year Course and Student Services SLO Assessment, Planning, and Implementation Timeline	PDF WEB
23	Alignment of Program Review with Student Learning Outcomes (SLO) Assessment Results Proposal, October 2012	PDF
24	Sample of Program Review Template: SLO section, October 2011*	PDF
25	Sample of EMP Goal and Objectives: ESL, spring 2012*	PDF
26	Program Review template: findings and recommendations section, October 2012	PDF
27	Sample of EMP Resource Request Report: Earth Science, October 2012	PDF WEB
28	Program Review Council membership and function, February 10, 2010	PDF
29	Program Review Implications Report 2009-2015	PDF WEB

*Evidence pieces 24 and 25 demonstrate the integration of ARC's online program review and EMP planning processes.

Proficiency Rubric Statement 4		
30	EMP Timeline and Responsibilities 2012-2013	PDF
31	Program Review Council function and procedures, February 10, 2010	PDF WEB
32	Program Review Implications Report 2009-2015	PDF WEB
33	EMP Users' Guide , February 2012	PDF WEB
34	Sample of Planning Implications Report addressing strengths with evaluations; Humanities, spring 2012	PDF WEB
35	Academic Senate Agenda regarding approval of alignment of program review with student learning outcomes assessment results, September 27, 2012	PDF

Proficiency Rubric Statement 5		
36	SLO Cohort and Schedule, September 2011	PDF WEB
37	SLO Assessment Committee Tech Review criteria for Faculty Designed Assessment Plan, August 22, 2010	PDF
38	Managing SLO Documentation	PDF
39	Two Part Course Level SLO Assessment at American River College, August 2011	PDF WEB
40	Sample of faculty-designed assessment & instructions and assessment instrument: Biology, fall 2011	PDF
41	Sample of student self-assessment survey: Diesel Technology, fall 2012	PDF
42	Sample of faculty-designed action plan & instructions; Commercial Music, Philosophy, fall 2011	PDF
43	Sample of action plan implementation report: Electronics Technology, Fashion, Earth Science, Welding, November 2011	PDF
44	Institutional Learning Outcome Action Plan for American River College, May 2011	PDF WEB
45	SLO Assessment Committee's end-of-year reports for 2010-2011 and 2011-2012	PDF WEB

Proficiency Rubric Statement 6		
46	American River College Curriculum Handbook 2011 -2012 (37-38)	PDF WEB
47	Sample SLO Program Mapping Template and Instructions	PDF WEB
48	Curriculum Committee's minutes regarding approval of SLO program and degree mapping and college process dates, September 14, 2011	PDF
49	2009 Institutional Self-Study for Reaffirmation of Accreditation (134-135)	PDF WEB
50	Personal communication, email to Cathie Browning from Thuan Bui: Tech review check list, October 11, 2011	PDF
51	Sample of Program Review Template: SLO section, October 2011	PDF

Proficiency Rubric Statement 7		
52	Samples of course syllabi for instructional courses in fall 2012: design technology 302, dance 300, music (MUFHL) 308, hospitality management 315, kinesiology 407, political science 302, and psychology 300	PDF
53	Personal communication, email to all faculty from John Aubert: SLO reminders for ARC Faculty, October 11, 2011	PDF
54	Samples of personal communication, email to faculty from area dean: Student Learning Outcomes in course syllabi: Sheryl Gessford, Natomas Education Center; Adam Karp, Fine and Applied Arts, fall 2011	PDF
55	Classroom Faculty Performance Review, April 2008	PDF WEB

56	Sample of course syllabi for student support and learning for fall 2012 : HCD 210, Tutoring 321, and Writing Across Curriculum	PDF	
57	American River College Catalog, 2012-2013	PDF	WEB
58	American River College SLO Website: Institutional Learning Outcomes, http://inside.arc.losrios.edu/~slo/Institution.html	PDF	WEB
SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:			
59	Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes, fall 2012	PDF	

Accrediting Commission for Community and Junior Colleges (ACCJC)

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