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: Diablo Valley College

Name and Title of Individual Completing Report: Susan E. Lamb, Vice President of Instruction

Telephone Number and E-mail Address: (925) 685-1230 x2203   slamb@dvc.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:___Peter Garcia_____   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): <u>1296</u>
   b. Number of college courses with defined Student Learning Outcomes: <u>1296</u>
      Percentage of total: <u>100%</u>
   c. Number of college courses with ongoing assessment of learning outcomes: <u>681</u>
      Percentage of total: <u>53%</u>

2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): <u>166</u>
   b. Number of college programs with defined Student Learning Outcomes: <u>166</u>
      Percentage of total: <u>100%</u>
   c. Number of college programs with ongoing assessment of learning outcomes: <u>166</u>
      Percentage of total: <u>100%</u>

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): <u>16</u>
   b. Number of student learning and support activities with defined Student Learning Outcomes: 16; Percentage of total: <u>100%</u>
   c. Number of student learning and support activities with ongoing assessment of learning outcomes: <u>16;</u> Percentage of total: <u>100%</u>

4. Institutional Learning Outcomes
   a. Total number of institutional Student Learning Outcomes defined: <u>4</u>
   b. Number of institutional learning outcomes with ongoing assessment: <u>4</u>

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

Student learning is central to DVC's mission [1.1], with measurable SLOs developed and assessments in process for all existing DVC courses and programs (including certificate and degree programs) [1.2] and required for all new courses and programs [1.3]. Faculty develop all curriculum and SLOs, and the Faculty Senate's Curriculum Committee and SLO Assessment Committee, and the VP of Instruction ensure academic standards are met [1.4].

Students are informed of course level SLOs in all class sections on required course syllabi and earn credit by achieving the course SLOs [1.5]. Course content is aligned with program SLOs [1.6] and students earn degrees and certificates based on their achievement of SLOs in the program's sequence of courses.

Faculty assess course SLOs on a three year cycle [1.7] and program SLOs on a two year cycle [1.8] and use assessment results to make improvements in courses [1.9] and programs [1.10]. The SLOs, the schedule of assessments, and comprehensive reports about SLO assessment tasks are in a database known as WebSLOs, available on the college website [1.11]. Assessment results and plans for improvement of courses and programs are on the campus internal storage drive, available to all faculty and staff [1.9 and 1.10 above]. Assessment results are part of the college's program review process, informing each instructional unit's short term and long term goals and resource allocation requests [1.12].

SLOs are assessed on a three-year cycle in all areas of student services. Point-of-service surveys are conducted regularly to assess student needs, effectiveness, and relevancy of services, and to establish new plans for improvement [1.13].

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

DVC's organizational structure and program review processes ensure on-going, campus-wide dialogue about SLO assessment results and plans for improvement [2.1].

The Faculty Senate SLO Assessment Committee (SLOAC), comprised of representatives from all divisions, facilitates communication among faculty, holds bi-monthly meetings and drop-in hours, and communicates regularly with instructional departments, department chairs, the Faculty Senate Council, the Curriculum Committee, and administration to ensure that work on SLOs progresses smoothly and continuously across the college [2.2]. SLOAC assures authenticity of the entire SLO assessment process by using rubrics to approve SLOs, assessments, and action plans. If not approved, SLOAC works with faculty to revise them to meet standards [2.3]. At the beginning of each semester, emails to all faculty are sent providing the assessment history and course outlines, which include the SLOs for the courses they are scheduled to teach [2.4].

Assessments of SLO's are discussed widely in the campuswide process of validating program reviews. Faculty

conduct Program Reviews every two years and student services staff every three years. Each Instructional Unit Program Review is validated by a team from another division, and each Student Services Program Review is validated by the Student Services Validation Committee, which includes staff from all areas. The validation process encourages conversations across the college and provides feedback and suggestions for improvement [2.5].

Assessment results are further discussed as part of the college's integrated planning and resource allocation process in Integration Council, Budget Committee and College Council. The committees send their agenda and minutes to all at the college on email and post them on the internal storage drive, available to all faculty and staff [2.6]. Governance Updates are sent out via email to all [2.7]. The college's use of SLOs was reported to the District Governing Board [2.8].

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

Discussions of SLO assessments are an integral part of the decision-making process to support and improve student learning in every area of the college. SLO assessment results are discussed in the student services areas and among faculty to guide improvements in student services and curricula, certificate or degree requirements and programmatic change as part of the program review and validation processes [3.1].

Both instructional and student services program reviews, which include quantitative and qualitative data, are taken into consideration by college-wide committees as they align institution-wide practices to support and improve student learning [3.2]. The following college-wide, governance groups discuss SLO assessment and program reviews as part of the institutional planning processes:

- The Integration Council conducts a thorough and public review of all Program Reviews, assesses instructional, student services, and program needs, and prioritizes funding allocations. Areas must complete scheduled assessments of SLOs to be eligible to participate in any resource allocation processes, such as one-time funding supplements to operating budgets, faculty positions, and CTE monies. The Integration Council sends a ranked list of recommendations for funding allocations to the Budget Committee [3.3].
- The Budget Committee [3.4] and the College Council [3.5] use reports from the Integration Council and other college-wide committees to make recommendations on resource allocation and improvements needed to align institution-wide practices to support and improve student learning.

Faculty evaluation forms ensure participation of faculty in SLO assessment [3.6].

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

In 2011-12 the college funded projects based on needs identified in program reviews, which all contain analyses of SLOs. In spring 2012, the college evaluated the resource allocation process. The results of this survey were announced to the college and will be discussed in fall 2012 along with the self-evaluations of the committees involved. Recommendations for improvements will be made and implemented, as needed [4.1]. The program review process conducted in 2013-14 will include a review of previous years' allocations.

Beginning in summer 2012, the college has dedicated a space to serve as a place for faculty, staff and administrators to work on SLOs. The co-chairs of the SLO Assessment Committee hold posted hours for drop-in consultations at the new SLO Center [4.2]. In previous years, the college provided reassigned time for faculty leaders to develop SLOs and to establish the SLO database and web-based system. In 2012-13, the college continued to support reassigned time for a faculty member to maintain the SLO data base on the shared storage drive and the WebSLO system.

As previously described, each instructional unit and student services unit identifies technology, facilities, and human resource needs as part of the program review and validation processes, which take into consideration results from the SLO process. The Integration Council reviews and ranks all instructional and student services programs' identified needs, which inform the college's resource allocation process. In an effort to fine-tune the resource allocation process, the Integration Council has begun collaboration with the three governance committees to facilitate a college-wide strategic planning process [4.3].

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

Comprehensive reports about SLO assessment tasks are available to anyone on the DVC WebSLO system. Anyone can see at a glance the SLO assessment status of any course or program offered at DVC [5.1]. Assessment results and action/improvement plans can be found on the college's internal shared drive that faculty and staff can access from anywhere with their password [5.2]. Faculty enter assessment results and plans for improvement directly onto the WebSLO system. The SLO Assessment Committee (SLOAC) keeps the system updated continuously.

Faculty use WebSLO to download SLOs to include on their syllabi and implement them in their courses.

Faculty also use information posted on WebSLO and the internal shared drive to plan the SLO assessment of courses and programs each semester and to inform curricular decisions about courses and programs which will lead to improvements in student learning.

The SLOAC meets bi-monthly to ensure that SLO assessments are completed and validated in a timely manner. In addition, the Co-chairs of the SLOAC hold drop-in hours at the SLO Center to assist faculty on an on-going basis during the academic year [5.3].

In Student Services, the deans work with program coordinators and managers to assess SLOs and make improvements based on the outcomes. The DVC Student Services Newsletters, distributed within the college and district, reports on SLOs, outcomes, and action plans [5.4]. It is the goal of Student Services to adopt a web-based process by Spring 2013 to ensure college wide alignment in SLO process and expectations.

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

The course level SLOs are aligned with programs (including certificates and degrees) in two ways. First, course content is aligned with program SLOs in an alignment matrix for that degree or certificate. Second, course level SLO assessment data is applied to program level SLOs [6.1]. All course level SLOs are aligned with program level SLOs to ensure that degrees and certificates are awarded based on achievement of SLOs and to assure smooth pathways for students. Program matrices and alignments are evaluated every two years, and whenever a change is made in program requirements [6.2]. In addition, faculty teaching in CTE programs work with their Advisory Committees to align their course and program SLOs to certificate requirements [6.3].

Students are informed of course level SLOs in all class sections on required course syllabi and earn credit by achieving the course SLOs. Course SLOs are mapped to program SLOs and students earn degrees and certificates based on their achievement of SLOs in the program's sequence of courses.

All courses and programs undergo a thorough review every two years as part of the Program Review process to ensure relevance, appropriateness and currency. Achievement of SLOs and future needs are addressed as part of the program review process with results being distributed and discussed widely. As part of the program review process, all programs evaluate SLOs (at the course and program level) which are linked to the integrated planning and resource allocation process. The process assures continuous improvement of courses and programs [6.4].

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

Students are made aware of outcomes and objectives of courses and programs in which they are enrolled by the SLOs published on their syllabi [7.1]. The SLOs reflect the objectives on the course outlines [7.2]. Instructors submit syllabi for all courses each semester, and deans check that they include required information, including SLOs [7.3].

In spring 2011, a survey of DVC students showed that 84% of all students agree that faculty clearly articulate the expected SLOs required for course completion [7.4].

All programs, degrees and certificates are clearly described in both the limited print editions of the college catalog and the DVC website [7.5]. The college catalog directs students to the DVC website for information on program SLOs [7.6]. The change from publishing the SLOs in the college catalog itself to publishing the link to the website improved the communication of program SLOs since faculty were assessing and making improvements to SLOs faster than printing schedules of the college catalog could accommodate. There is an SLO FAQ page to help students find SLOs on the DVC website [7.7].

Student services regularly monitor and review the needs of students and modify their services to ensure that needed support services are available and that students are aware of them. As a result of student surveys conducted in October 2010, an FAQ sheet was developed to help students understand student services [7.8].

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

DVC is at the proficiency level of SLOs. Continuing through our cycles of program review, validation, resource allocation, and institutional planning will allow us to perform at the level of sustainable continuous quality improvement.

SLOs are assessed regularly for all courses and instructional and student services programs, and improvements are being made as a result. The instructional SLO assessment process is held to a high standard by the SLO Assessment Committee who works with faculty to ensure authenticity of assessments. The SLOs and the work in progress are organized on a web-based SLO system, easily accessible to faculty who in turn make it easily accessible to students on their syllabi. Students demonstrate awareness of the goals and purposes of their courses and instructional and student services programs.

There is college-wide dialogue about the results of SLO assessments, which are specifically linked to Instructional Unit Program Reviews and Student Services Program Reviews. The program reviews in turn inform discussions in the college's Integration Council, Budget Council and College Council as they make decisions on resource allocation and improvement of student learning and success.

The new SLO Center, centrally located in the Faculty Office Building, with drop-in hours and easily accessible assistance from the SLO Assessment Committee, will invite faculty to improve their SLO assessments. The use of SLOs and Program Reviews as a means to make the case for the need for resource allocation will also invite faculty to improve their SLO assessments. Working through our processes and continually improving them, DVC will strive to maximize student learning.

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

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Evidence for Rubric 1

1.1	DVC Mission Statement
1.2a	WebSLO page at www.dvc.edu
1.2b	List of all Course SLOs
1.2c	List of all Program Level SLOs
1.2d	Executive Summary Instructional SLOs Oct. 9, 2012
	NOTE: One-third of all courses were assessed last academic year and reports on the outcomes will be posted by December 2012, when they are due. The number of courses with reported assessment results will rise significantly in December when all of those courses are reported.
1.2e	Summary of all course SLO action reports
1.2f	Summary of all program plans for action/improvement
1.3a	DVC Curriculum Committee New Course Form
1.3b	DVC Curriculum Committee New Program Form
1.4a	Faculty Senate SLO Assessment Committee Charge
1.4b	Faculty Senate SLO Assessment Committee Members FA12
1.4c	Faculty Senate Curriculum Committee Charge
1.4d	Faculty Senate Curriculum Committee Members FA12
1.4e	DVC Procedures Show SLOs and Course Standards Central to Institution
	DVC Procedure 1009.01 College Governance
	DVC Procedure 1010.01 Integrated Planning
	DVC Procedure 1016.01 Program Review
	DVC Procedure 1018.01 Student Learning Outcomes and Achievement
	DVC Procedure 4001.02 Grades
	DVC Procedure 4001.03 Unit and Enrollment Guidelines
	DVC Procedure 4001.07 Course Update Compliance
1.5a	SLOs from Course Outlines that go on Syllabi
1.5b	Sample Course Syllabi
1.6	Alignment Matrix of Course and Degree and Certificate Program SLOs at www.dvc.edu
1.7a	Executive Summary Instructional SLOs Oct. 9, 2012
1.7b	Status Report on SLOs at www.dvc.edu
1.7c	Action Report on SLOs at www.dvc.edu
1.7d	SLO Assessment Schedule for the Current Year at www.dvc.edu
1.8	SLOAC Program Level Assessment Process, Oct. 10, 2012
1.9	Course Assessment Histories with Action Plans
1.10	Program Assessment Histories with Action Plans
1.11	WebSLOs pages

1.12a	Samples of Instructional Unit and Student Services Program Reviews
1.12b	DVC Procedures and Documents Show Governance Structure
	DVC Procedures 1018.01 (Student Learning Outcomes)
	DVC Procedures 1016.1 (Program Review)
	DVC Procedures 1010.01 (Integrated Planning)
	DVC Procedure 1009.01 College Governance
	Integration Council Charge and Membership
	Integration Council Schedule and Membership 2011-12
	Budget Committee Charge and Membership
	College Council Charge and Membership
	Institutional Planning Committee Charge and Membership
	UF Agreement Department Chair Duties re SLOs
1.13	Student Services SLOs
	Admissions & Records SLOs 2011-12
	Assessment SLOs 2011-12
	CalWORKS SLOs 2011-12
	Career Employment SLOs 2011-12
	COOP SLOs 2011-12
	Counseling SLOs 2011-12
	DSS Student Services SLOs 2011-12
	EOPS SLOs 2011-12
	ETS Educational Talent Search SLOs 2011-12
	ISAS International Students SLOs 2011-12
	Outreach and Relations with Schools SLOs 2011-12
	Student Life Office Academic Standards SLOS 2011-12
	Student Life Office SLOs 2011-12
	Transfer Center SLOs 2011-12
	Welcome Center SLOs 2011-12

Evidence for Rubric 2

2.1a	DVC Procedures and Documents Show Governance Structure
	DVC Procedures 1018.01 Student Learning Outcomes and Achievement
	DVC Procedures 1016.1 Program Review
	DVC Procedures 1010.01 Integrated Planning
	DVC Procedure 1009.01 College Governance
	Integration Council Charge, Function and Membership
	Integration Council Schedule and Membership 2011-12
	Budget Committee Charge and Membership
	College Council Charge and Membership
	UF Agreement Department Chair Duties re SLOs
2.1b	Minutes Show Cross Campus Dialogue
	Integration Council Minutes Aug. 12, 2011
	Integration Council Minutes Sept. 15, 2011
	Integration Council Minutes April 10, 2011
	Integration Council Ranked Recommendation to Budget Committee Nov. 17, 2011
	Budget Committee Minutes Nov. 18, 2011
	Budget Committee Minutes Dec. 9, 2011
	College Council Minutes Oct. 10, 2011

April 2012

	College Council Minutes Oct. 24, 2011
	College Council Minutes Feb. 27, 2012
	Instructional Deans and Department Chairs Monthly Meetings May 4, 2012
	Instructional Deans and Department Chairs Monthly Meetings Nov. 4, 2011
	Instructional Deans and Department Chairs Monthly Meetings Jan. 19, 2012
	Faculty Senate Council Sample Minutes March 3, 2012
	CTE Advisory Committee Sample Minutes – Culinary Arts Sept. 13, 2011
	Student Services Sample Minutes –Managers Meeting Aug.31, 2011
2.2	Work of SLO Assessment Committee (SLOAC)
	Faculty Senate SLO Committee Charge
	SLOAC Membership Fall 2012
	SLO Assessment Committee Approved Minutes Feb. 10, 2012
	SLO Assessment Committee Approved Minutes Feb. 2, 2012
	SLO Assessment Committee Approved Minutes March 9, 2012
	SLO Assessment Committee Approved Minutes March 3, 2012
	SLO Assessment Committee Approved Minutes April 4, 2012
	SLOAC Annual Timeline (charting work of SLOAC in coordination with instructional units)
	SLOAC Consent Agenda Process
	SLOAC Program Level Assessment Process
	SLOAC Best Practices Assessment Handout
	SLOAC Assessment Methods Handout
	SLO Center Drop-in Hours Announcement Sept 2012
	SLOAC Assessment Workshop Roster – March 23, 2012
	SLOAC Assessment Workshop Roster – March 25, 2011
2.3	SLOAC Checks for Authenticity of Assessments
	SLOAC Consent Agenda Process
	SLOAC Rubric for Course SLO Assessments
	SLOAC Rubric for Program SLO Assessments
2.4	Emails from Instructional SLO Facilitator to Each Faculty Member
2.5	Validation Forms
	Instructional Unit Program Review Validations Form
	Sample Student Services Program Review Validation
2.6	Minutes Show Resource Allocations Tied to SLOs and Program Reviews
	Integration Council Minutes Aug. 12, 2011
	Integration Council Minutes Sept. 15, 2011
	Integration Council Minutes April 10, 2011
	Integration Council Recommendation to Budget Committee Nov 18 2011
	Budget Committee Minutes Nov 18 2011
	Budget Committee Minutes Dec 9 2011
	College Council Minutes Oct. 10, 2011
	College Council Minutes Oct. 24, 2011
	College Council Minutes Feb. 27, 2012
	College Council Spending Response Memo from President Garcia Feb. 28, 2012
2.7	Governance Updates Sent to All Via Email
	Governance Update from Director of Marketing and Communication Sept 2012
	Governance Update from Director of Marketing and Communication March 2012
	Governance Update from Director of Marketing and Communication May 2012
2.8	Report to Governing Board "Accomplishments Towards Strategic Directions, 2010-2011" Nov. 9, 2011

April 2012

Evidence for Rubric 3

3.1a	Course SLO Assessments and Action Plans (comprehensive)
3.1b	Program Assessments and Action Plans (comprehensive)
3.1c	Student Services Program Review Validations
	Admissions & Records PR Validation 2011-12
	Assessment PR Validation 2011-12
	CalWORKS PR Validation 2011-12
	Career Employment PR Validation 2011-12
	COOP PR Validation 2011-12
	Counseling PR Validation 2011-12
	DSS Student Services PR Validation 2011-12
	ETS Educational Talent Search PR Validation 2011-12
	Financial Aid PR Validation
	EOPS PR Validation 2011-12
	ISAS International Students PR Validation 2011-12
	Outreach and Relations with Schools PR Validation 2011-12
	Student Life Office Academic Standards PR Validation 2011-12
	Student Life Office PR Validation 2011-12
	Transfer Center PR Validation 2011-12
	Welcome Center PR Validation 2011-12
3.2	Samples of Instructional Unit Program Reviews and Student Services Program Reviews
	IUPR Art Department 2011-12
	IUPR Computer Science Department 2011-12
	IUPR Early Childhood Education Department 2011-12
	IUPR Psychology Department 2011-12
	SSPR Admissions and Records 2011-12
	SSPR EOPS-CARE 2011-12
	SSPR Student Life Academic Standards 2011-12
3.3	Work of Integration Council
	Integration Council Charge, Function and Membership
	Integration Council Schedule and Membership 2011-12
	Integration Council Minutes Aug. 12, 2011
	Integration Council Minutes Sept. 15, 2011
	Integration Council Minutes April 10, 2011
	Integration Council Resource Allocation Eligibility 2011-12
	Integration Council Recommendation to Budget Committee Nov. 18, 2011
3.4	Work of Budget Committee
	Budget Committee Charge, Function and Membership
	Budget Committee Minutes Nov. 18, 2011
	Budget Committee Minutes Dec. 9, 2011
3.5	Work of College Council
	College Council Charge, Function and Membership
	College Council Minutes Oct. 10, 2011
	College Council Minutes Oct. 24, 2011
	College Council Minutes Feb. 27, 2012
	College Council Spending Response Memo from President Garcia Feb 28, 2012
3.6	Faculty Evaluation Forms

Evidence for Rubric 4

4.1	Results of Survey on Resource Allocation Process Spring 2012
	Integration Council Survey Responses Spring 2012
	Budget Committee Survey Responses Spring 2012
	College Council Survey Responses Spring 2012
	Institutional Planning Committee Survey Responses Spring 2012
	Governance and College Leaders Survey Responses Spring 2012
	Self-Evaluations Budget Committee, Integration Council, and Institutional Planning Committee Spring 2012
4.2	SLO Center Drop-in Hours Announcement Sept 2012
4.3	Notes Show Governance Groups Fine-tuning Process
	Governance Co-chair Meeting Notes Aug 29, 2012
	Governance Co-chair Meeting Notes Sept 19, 2012

Evidence for Rubric 5

5.1	College-wide Action Report
	Department-level Action Report
	Division-level Action Report
	Subject code-level Action Report
	Status and Action Reports
5.2	Internet Access to the Shared Drive
	Executive Summary Instructional SLOs Oct 9, 2012
	Course Assessment Histories
	Program Assessment Histories
5.3	Work of SLO Assessment Committee (SLOAC) (same as 2.2)
5.4	Student Services Newsletters (includes reports on SLOs, outcomes, and plans)
	Student Services Newsletter – CalWORKs, Transfer Center, Educational Talent Search, DSS and WorkAbility III, CO-OP, Career and Employment Services, Financial Aid – March 2011
	Student Services Newsletter – Counseling, San Ramon Valley Center, Admissions and Records – April 2011
	Student Services Newsletter – EOPS, International Students Admissions and Records, Student Life, Assessment – December 2010

Evidence for Rubric 6

6.1	Alignment matrices from WebSLOs
6.2	SLOAC Program Level Assessment Method Handout, Oct. 10, 2012
6.3	CTE Advisory Committee Sample Minutes – Culinary Arts 9.13.11
6.4	DVC Procedures and Documents that Show Governance Structure (same as 1.13)
	DVC Procedures 1018.01 Student Learning Outcomes
	DVC Procedures 1016.1 Program Review
	DVC Procedures 1010.01 Integrated Planning
	DVC Procedure 1009.01 College Governance
	Integration Council Charge and Membership
	Integration Council Schedule and Membership 2011-12

	Budget Committee Charge and Membership
	College Council Charge and Membership
	Institutional Planning Committee Charge and Membership
	UF Agreement Department Chair Duties re SLOs

Evidence for Rubric 7

7.1	Sample Course Syllabi
7.2	SLOs on Course Outlines
7.3	Syllabi Checklist
7.4a	President's Email on DVC Mission Statement Mar 11, 2012
7.4b	Analysis of Student Opinion Survey Spring 2011
7.5	Information Page on College Catalog on DVC Web Site
7.6	Sample pages directing students to website for SLOs at program level
	Website showing SLOs at program level
7.7	Web page for students explaining SLOs
7.8	FAQ page created in response to 2010 student survey

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