1.

1.1. P1Q1

College Name

Question type: Open ended

Number of responses: 50

Number of respondents: 50

Not answered: 0

Date	Respondent	Answer
7/3/2020	Anonymous	Santa Ana College
7/3/2020	Anonymous	Merced Colllege
7/3/2020	Anonymous	Windward Community College
7/3/2020	Anonymous	Santiago Canyon College
7/3/2020	Anonymous	Modesto Junior College
7/4/2020	Anonymous	College of Marin
7/4/2020	Anonymous	Orange Coast College
7/5/2020	Anonymous	Cabrillo College
7/6/2020	Anonymous	Cuyamaca College
7/6/2020	Anonymous	Rio Hondo College
7/6/2020	Anonymous	Barstow Community College
7/6/2020	Anonymous	Allan Hancock College
7/6/2020	Anonymous	Long Beach City College
7/6/2020	Anonymous	Pasadena City College
7/6/2020	Anonymous	Citrus college
7/6/2020	Anonymous	Allan Hancock College
7/6/2020	Anonymous	Victor Valley College
7/7/2020	Anonymous	CSM
7/8/2020	Anonymous	Riverside City College
7/8/2020	Anonymous	San Diego City
7/8/2020	Anonymous	Ohlone College
7/9/2020	Anonymous	Fresno City College
7/9/2020	Anonymous	Santa Ana College
7/9/2020	Anonymous	Hartnell College
7/9/2020	Anonymous	Madera Community College

7/9/2020	Anonymous	Madera Community College
7/10/2020	Anonymous	Los Medanos College
7/10/2020	Anonymous	Shasta College
7/10/2020	Anonymous	City College of San Francisco
7/10/2020	Anonymous	West Los Angeles College
7/10/2020	Anonymous	Victor Valley College
7/10/2020	Anonymous	East Los Angeled College
7/10/2020	Anonymous	Porterville College
7/10/2020	Anonymous	Long Island Univeristy
7/10/2020	Anonymous	East Los Angeles College
7/10/2020	Anonymous	North Orange Continuing Education
7/10/2020	Anonymous	El Camino College
7/10/2020	Anonymous	Saddleback College
7/10/2020	Anonymous	Sacramento City College
7/10/2020	Anonymous	San Diego Continuing Education
7/11/2020	Anonymous	College of Marin
7/11/2020	Anonymous	LA City College
7/11/2020	Anonymous	College of Marin
7/13/2020	Anonymous	MiraCosta
7/13/2020	Anonymous	College of the Desert
7/13/2020	Anonymous	Reedley College
7/15/2020	Anonymous	Santa Monica College
7/15/2020	Anonymous	Palomar
7/16/2020	Anonymous	West Valley College
7/16/2020	Anonymous	Skyline College

1.2. P1Q2

Your name and e-mail address

Question type: Open ended

Number of responses: 50

Number of respondents: 50

Not answered: 0

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1.3. P1Q3

Role(s) on campus - Please mark all that apply.

Question type: Multiple choice

Number of responses: 50

Number of respondents: 50
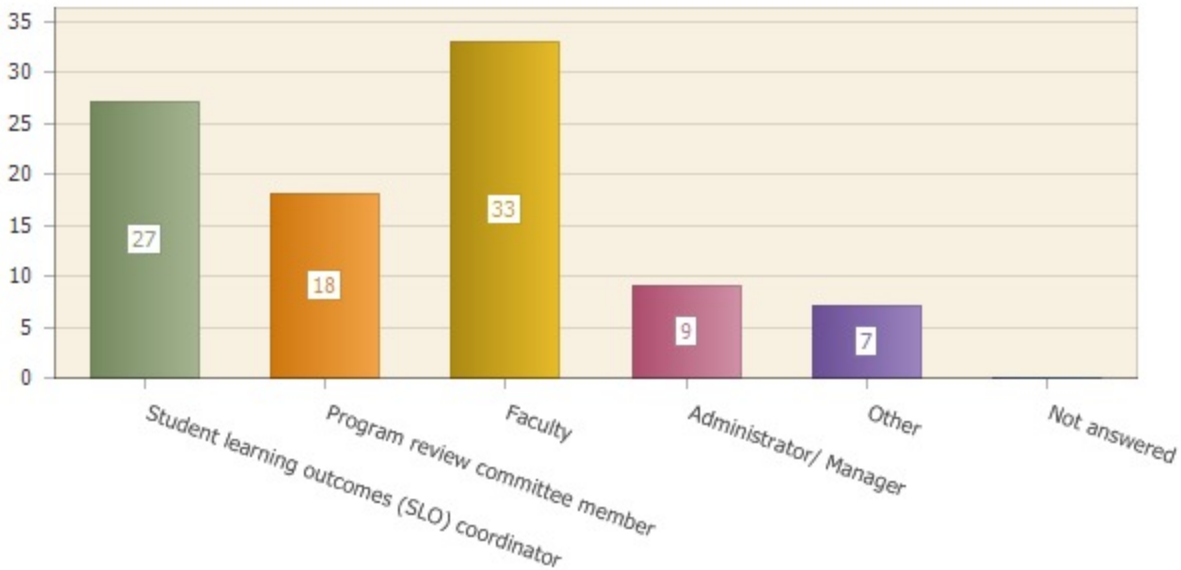
Answer	Count	Percent answer
Student learning outcomes (SLO) coordinator	27	54.0%
Program review committee member	18	36.0%
Faculty	33	66.0%
Administrator/ Manager	9	18.0%
Other	7	14.0%
Not answered	0	0%

Textual answers

Date	Respondent	Answer
7/6/2020	Anonymous	Research Analyst
7/6/2020	Anonymous	I participate on the ▉▉▉ Committee but am not an official member, I am currently participating in the Pilot for eLumen
7/6/2020	Anonymous	Research Analyst
7/6/2020	Anonymous	Assessment & Accreditation Coordinator
7/8/2020	Anonymous	Co-coordinator of our assessment committee
7/9/2020	Anonymous	Program Review Coordinator
7/9/2020	Anonymous	Academic Senate President

1.4. P1Q4

What course level assessment is reported for multi-year comprehensive program reviews (e.g., every 2, 3, or 4 + years)? Please check all that apply.

Question type: Multiple choice

Number of responses: 50

Number of 'not applicable': 3

Number of respondents: 50
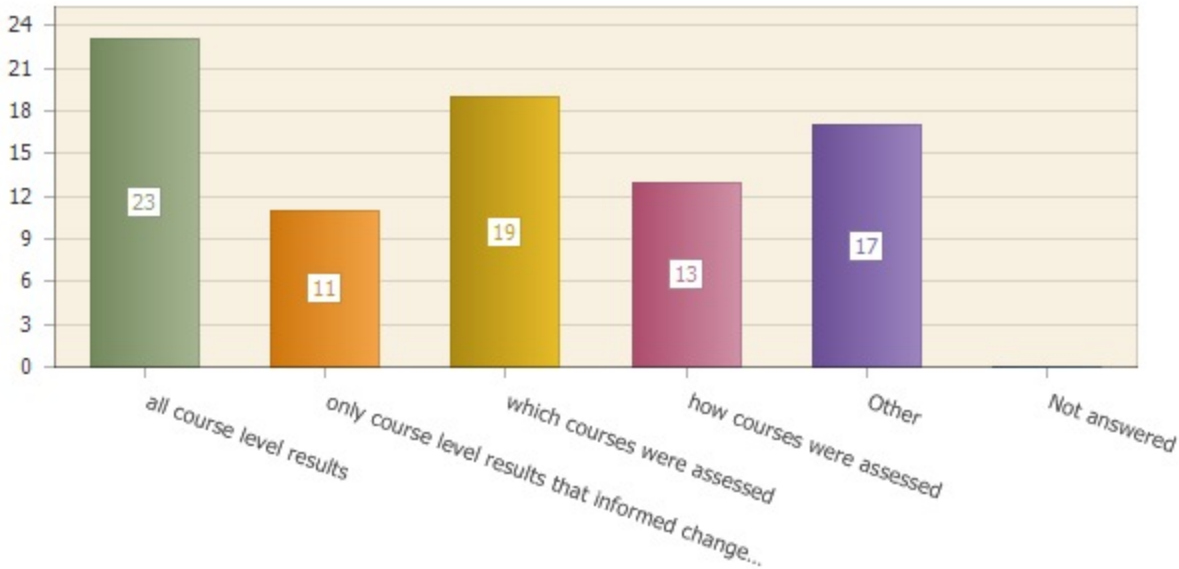
Answer	Count	Percent answer
all course level results	23	48.9%
only course level results that informed change (e.g., pedagogy, curriculum, recommended sequence, etc.)	11	23.4%
which courses were assessed	19	40.4%
how courses were assessed	13	27.7%
Other	17	36.2%
Not answered	0	0%

Textual answers

Date	Respondent	Answer
7/3/2020	Anonymous	We do not do comprehensive PRs.
7/4/2020	Anonymous	We are redesigning our PR process and haven't determined this yet.
7/6/2020	Anonymous	Course level assessment is reported/managed by TracDat. Comprehensive Program Reviews ask authors to report on the findings of assessment holistically and especially discuss what assessment results reveal about the program and how those results are incorporated into program processes.

| 7/6/2020	Anonymous	Every course is assessed within the two year cycle for Guided Pathways. Then each course is identified in the Program Review with documentation or support of pedagogy, changes to the field, outcome changes, etc.
7/6/2020	Anonymous	we are moving to a new model and hope to stop reporting the pages of data created by course level assessment. too much noise in the data for a program review
7/6/2020	Anonymous	███ has a Assessment Calendar that aligns with the offering pattern of each course that identifies which course SLOs are assessed twice within a three year period, which is our cycle. The calendar is developed by the Department Chair/ Faculty as curriculum and SLOs are updated in META.
7/7/2020	Anonymous	We don't do course-level assessment. Each dept is supposed to identify some aspect of teaching & learning in their discipline that needs improvement, do something about it, and report the results - once every two years. (ILO assessment is a top-down effort that takes place every year. Or that's the idea; it's been REALLY hard to get going.)
7/8/2020	Anonymous	I don't know because each department chooses how to write its program review and what to include.
7/9/2020	Anonymous	All course level results are reported in an appendix for program review, which includes which courses were assessed, how they were assessed, and what resulted from the assessment. The program review template, however, focuses on course level assessment results that informed change
7/10/2020	Anonymous	███ faculty are exceptionally wary of PLOs being punitive toward specific faculty and or programs (although to my knowledge there has never been an actual issue of this kind of retaliation in 10 years on our campus). Thus, PLOs are "reported" in annual program reviews as either "being met" or not as a whole, both in the process of assessing them and in meeting the benchmarks. There is no data to speak of currently in our PLO/program review process, although we are working on changing that. One barrier has been faculty's hatred of the TracDat/Nuventive Improve system. Stepping away from that system to work with raw data with our new Institutional Researcher is offering the possibility of more usable PLO data and increased confidence in the process and the usefulness of assessing PLOs, either with course-level SLO data (what we do now), or through direct assessment of the PLOs.
7/10/2020	Anonymous	Course assessment data is mapped up to PLOs and ILOs; PLOs are analyzed every year.
7/10/2020	Anonymous	Planned changes based on results, how changes were implemented and, the impact on subsequent outcomes
7/10/2020	Anonymous	and course level results that informed change (e.g., pedagogy, curriculum, recommended sequence, etc.)
7/11/2020	Anonymous	A new PR process is being put together now and this has been determined yet.
7/13/2020	Anonymous	How discussions regarding assessment findings were discussed amongst faculty.
7/15/2020	Anonymous	We are transitioning to assessing SLO's on the course level in Canvas. However, we need more organization to understand how to gather data and evaluate our programs. Right now, we are just summarizing course level and even that is somewhat scattershot. We need help.
7/16/2020	Anonymous	PSLOs - summary roll-up of course level assessment results and most pertinent findings that informed change

1.5. P1Q5

What course level assessment is reported for annual program reviews? Please check all that apply.

Question type: Multiple choice

Number of responses: 50

Number of 'not applicable': 11

Number of respondents: 50
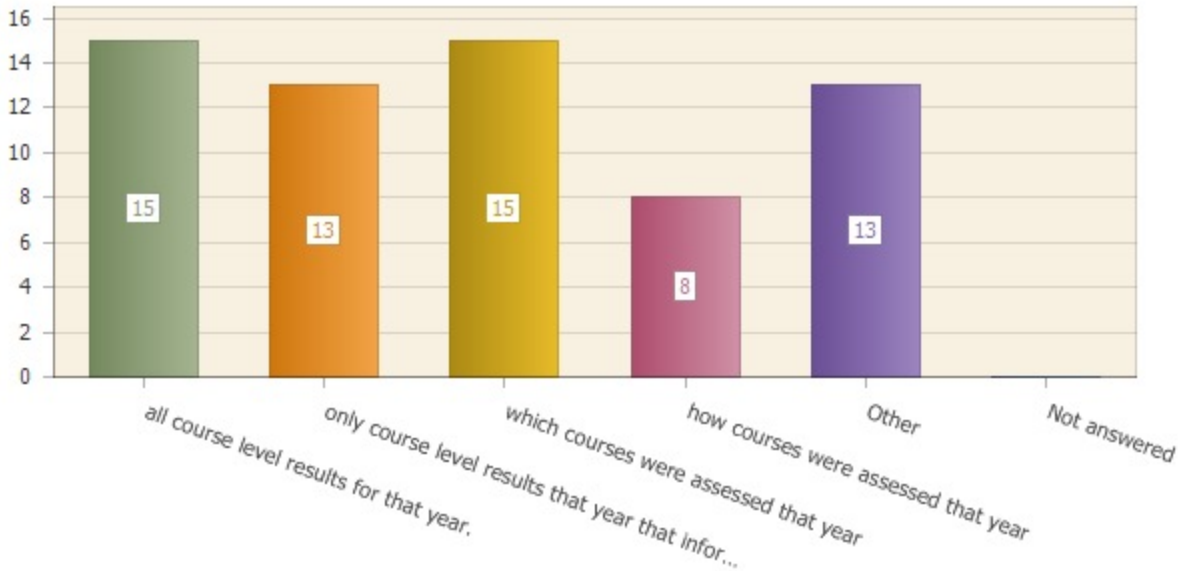
Answer	Count	Percent answer
all course level results for that year.	15	38.5%
only course level results that year that informed change (e.g., pedagogy, curriculum, recommended sequence, etc.)	13	33.3%
which courses were assessed that year	15	38.5%
how courses were assessed that year	8	20.5%
Other	13	33.3%
Not answered	0	0%

Textual answers

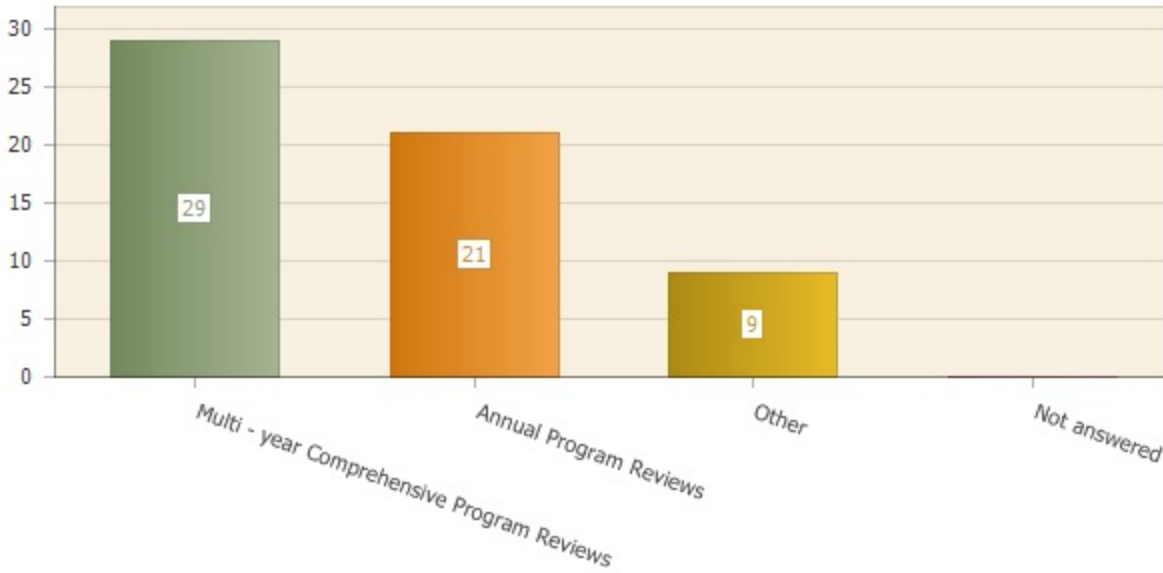| Date	Respondent	Answer
7/3/2020	Anonymous	We are using eLumen that will track course SLOs over time. We hope to develop a process where we have multiple year trends available for individual courses In our PR.
7/3/2020	Anonymous	Assessments resulting in requests for resources
7/6/2020	Anonymous	Annual program reviews ask authors if assessment is on schedule.
7/6/2020	Anonymous	We have a full program review for CTE every two years, and at this time every 3 years for Academic.
7/6/2020	Anonymous	as mentioned we are moving to a new model. courses will be used to assess PLOs and that data will be reported in a program review...but we still need to work out the details.
7/6/2020	Anonymous	As well as those courses that weren't assessed due low enrollment and course SLO(s) that couldn't be assessed due to COVID-19. We encourage that faculty to share that narrative that causes success and short comings.
7/8/2020	Anonymous	I don't know because each department chooses how to write its program review and what to include.
7/8/2020	Anonymous	We don't do annual program reviews, but we do annual Program Improvement Objectives (PIOs), which tie to annual budgeting and planning. Course SLO Assessment may be included when relevant to PIOs, for example if in the course of assessment, the program determined that an expanded lab program was warranted, or additional faculty were needed, or certain equipment was needed, etc.
7/10/2020	Anonymous	Substantive changes in curriculum are supported by assessment results. Course assessment data is mapped up to PLOs and ILOs; PLOs are analyzed every year.
7/11/2020	Anonymous	A new PR process is being put together now and this has been determined yet.
7/13/2020	Anonymous	How discussions regarding assessment findings were discussed amongst faculty.
7/15/2020	Anonymous	As I noted, we are somewhat unorganized and need some help. We can pull together assessments from Canvas but there is not ongoing systematic process. What do you recommend? We do yearly program review and summarize but we need more systematic organization and we don't get paid for SLO assessment so it is very difficult to get our faculty engaged.
7/16/2020	Anonymous	Question is too broad, but generally course level SLO results at the summary level; some also add which courses were assessed and results

1.6. P1Q6

Where are instructional PSLO/ PLO results reported?

Question type: Multiple choice

Number of responses: 50

Number of 'not applicable': 6

Number of respondents: 50

Answer	Count	Percent answer
Multi - year Comprehensive Program Reviews	29	65.9%
Annual Program Reviews	21	47.7%
Other	9	20.5%
Not answered	0	0%

Textual answers

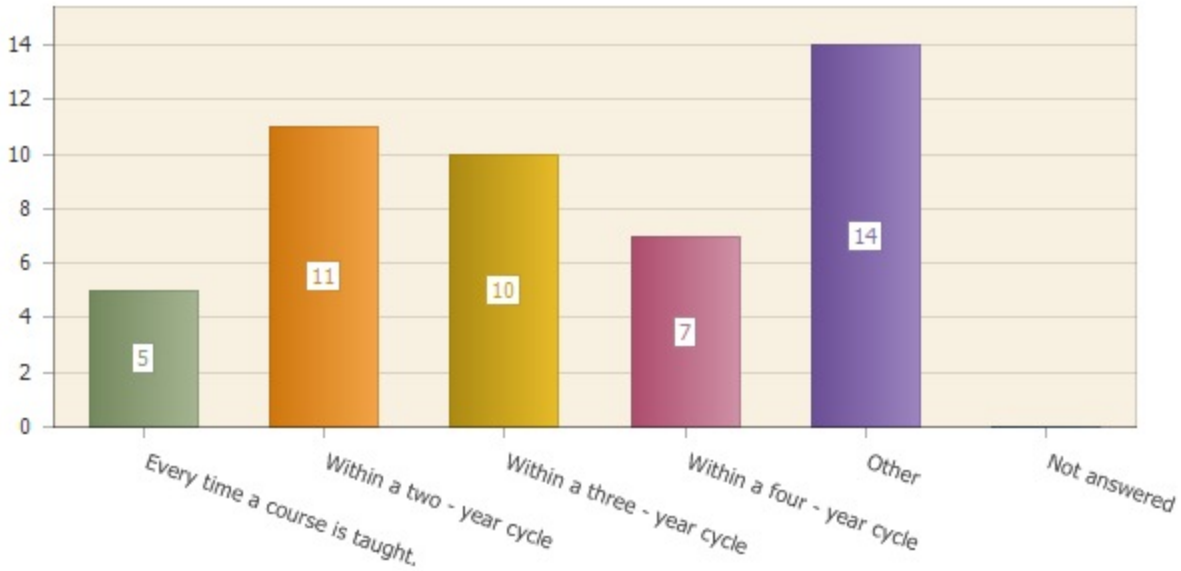| Date	Respondent	Answer
7/3/2020	Anonymous	Planning and Budget Council
7/4/2020	Anonymous	We are in the process of determining this.
7/4/2020	Anonymous	Reported to campus-wide, participatory committees and Academic Senate. Reported as part of ACCJC ISER. Not part of program review.
7/6/2020	Anonymous	see previous answers
7/8/2020	Anonymous	I don't know.
7/10/2020	Anonymous	PSLO data are derived from course SLO -to- PSLO mapping, reflected in program aggregate assessments due at the time of program outline updates (6-year cycle, or more frequently as needed), and in assessments of institutional learning outcomes (ILOs).
7/10/2020	Anonymous	Internal PLO results are entered in Nuventive and often shared with relevant departments and administration (Deans).
7/11/2020	Anonymous	We haven't decided that yet -- this year will be the first to kick off this type of assessment in eLUMEN
7/16/2020	Anonymous	Separately submitted writeup. This may be incorporated into the multiyear program review very soon.

1.7. P1Q7

How frequently are courses (and by extension, SLOs) required to be assessed?

Question type: Multiple choice

Number of responses: 50

Number of 'not applicable': 3

Number of respondents: 50

Answer	Count	Percent answer
Every time a course is taught.	5	10.6%
Within a two - year cycle	11	23.4%
Within a three - year cycle	10	21.3%
Within a four - year cycle	7	14.9%
Other	14	29.8%
Not answered	0	0%

Textual answers

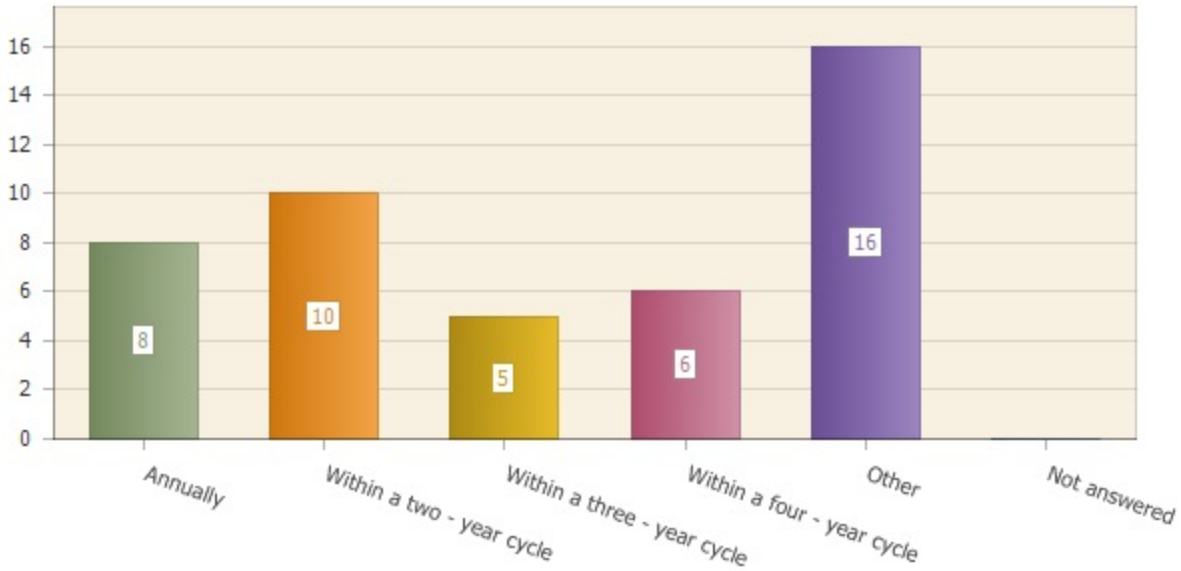| Date	Respondent	Answer
7/3/2020	Anonymous	We are suppose to track this every time a course is taught. I don't know of any department in my division that regularly tracks their SLOs.
7/3/2020	Anonymous	20% of courses within a department per year (a 5-year cycle)
7/3/2020	Anonymous	All slos must be measured within a 3-year period. Assessment activity must occur every year.
7/5/2020	Anonymous	Within a six-year cycle (recently changed to 7).
7/6/2020	Anonymous	5 year cycle
7/6/2020	Anonymous	Every year
7/6/2020	Anonymous	Every SLO is assessed twice within three year with the exception to those courses that are offered every to 3 three years. Those courses are a assessed every time the course is offered.
7/7/2020	Anonymous	Faculty assess what needs fixing, so there's not a roster of course assessments due.
7/8/2020	Anonymous	At least once in a five-year cycle, and more often for CTE programs
7/10/2020	Anonymous	Twice (assessed and reassessed) in a 4 year cycle.
7/10/2020	Anonymous	Twice within a three-year cycle.
7/10/2020	Anonymous	Within a six year cycle
7/13/2020	Anonymous	6 year-but we encourage much more frequently
7/15/2020	Anonymous	Again, some of us assess every semester at the course level. Some just do it every couple of years. Can you give us a simple model for bringing this together?

1.8. P1Q8

How frequently are instructional PSLOs/ PLOs required to be assessed?

Question type: Multiple choice

Number of responses: 50

Number of 'not applicable': 5

Number of respondents: 50

Answer	Count	Percent answer
Annually	8	17.8%
Within a two - year cycle	10	22.2%
Within a three - year cycle	5	11.1%
Within a four - year cycle	6	13.3%
Other	16	35.6%
Not answered	0	0%

Textual answers

| Date	Respondent	Answer
7/3/2020	Anonymous	5-year cycle
7/3/2020	Anonymous	PSLOs are assessed through course-level assessments through outcome mapping.
7/4/2020	Anonymous	We need to determine this.
7/5/2020	Anonymous	Within a six-year cycle (recently changed to 7).
7/6/2020	Anonymous	Technically within a 4 year cycle, but the college is in the process of overhauling how that is accomplished (and was not previously assessing PLOs regularly at all).
7/6/2020	Anonymous	6 year cycle
7/6/2020	Anonymous	a few people want to see 3 years since our program review is 6 years. honestly we are open to what works best for a program and encourages useful data, meaningful statistics and engaging dialogue.
7/7/2020	Anonymous	As above. Though of course CTE programs do assess every two years (we do PR every two years).
7/9/2020	Anonymous	Every semester
7/10/2020	Anonymous	Year 5
7/10/2020	Anonymous	6-year cycle, or more frequently as needed
7/10/2020	Anonymous	During our multi-year comprehensive Program Review. The timeline for that cycle is under revision.
7/10/2020	Anonymous	With eLumen, we can directly assess CLOs or PLOs but not both. So, Direct assessment is carried out in face-to-face classroom situations, and the data is mapped up to PLOs & ILOs. The SLO Office assesses PLO content and mapping connections yearly.
7/10/2020	Anonymous	Within a six year cycle
7/11/2020	Anonymous	We haven't determined this yet, but when mapping in eLUMEN is completed this year, the PSLOs will automatically be assessed semesterly by pulling in course level data.
7/16/2020	Anonymous	every six years, during comprehensive program review

1.9. *P1Q9*

Was your college's SLO assessment process sanctioned by your accrediting agency?

Question type: Multiple choice

Number of responses: 50

Number of respondents: 50
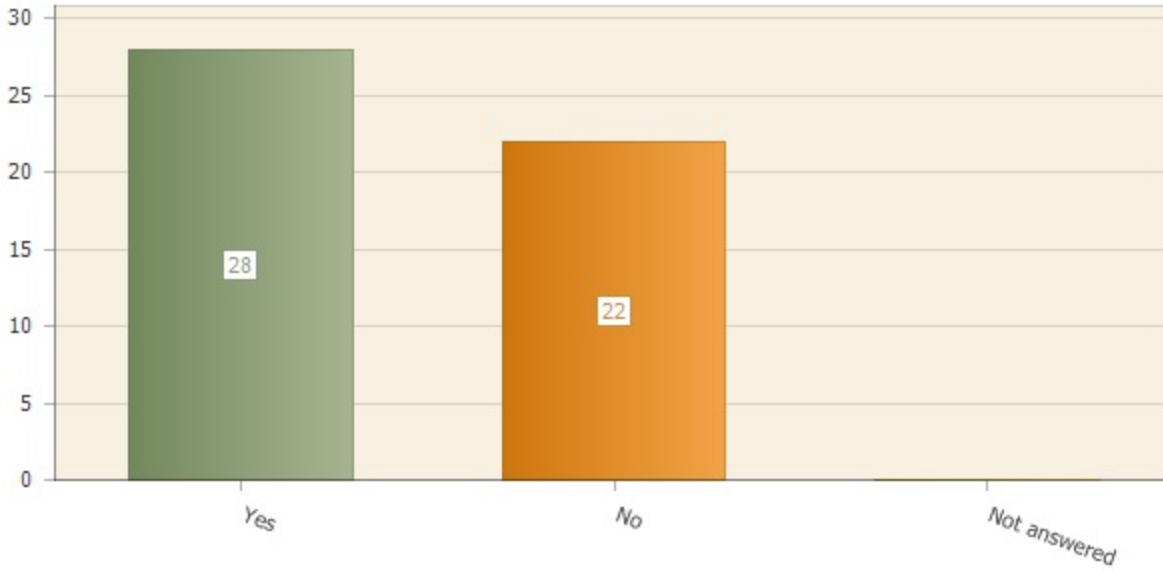
Answer	Count	Percent answer
Yes	28	56.0%
No	22	44.0%
Not answered	0	0%

1.10. P1Q10

What more information about SLOs and program review do you think is critical to understanding your college's processes?

Question type: Open ended

Number of responses: 27

Number of respondents: 50

Not answered: 23

Date	Respondent	Answer
7/3/2020	Anonymous	I think moving SLOs into a non-bureaucratic space is important. Since we are supposed to be student-centered, shouldn't our SLOs reflect that mindset? I want to know how these can become more meaningful to students and effecting change in program improvement. On my campus there is a complete disconnect between SLOs and actuallstudents, the SLO process feels administrative and bureaucratic.
7/3/2020	Anonymous	It is important to link CSLOs to PLOs for PR and ILOs for the institutional assessment.
7/3/2020	Anonymous	SLO assessment is an intracate part of the planning and budget process
7/5/2020	Anonymous	We are in the process of mapping CSLOs/PSLOs/ISLOs using eLumen and will be moving to assess more often than once per cycle for multi-year plans.
7/6/2020	Anonymous	Pervasive barriers to reporting assessment data and a longtime emphasis on compliance made faculty very reluctant to participate in outcomes assessment. I've been trying to change the culture by removing barriers and shifting the focus more on meaning: what do assessment results reveal? Nothing? Then let's change your outcomes statements. Do they reveal learning gaps? How are you incorporating and using that information? It's been long, slow change, and it's still in process.
7/6/2020	Anonymous	None
7/6/2020	Anonymous	I do believe we are doing a good job towards making significant changes. We weren't sanctioned for SLOs but we were sanctioned for PLOs. The team determined that we weren't reporting out enough information or that it was relevant.
7/6/2020	Anonymous	We are currently in a large change for our assessment processes, moving from course level focus to program level. In part, this is due to guided pathways and faculty wanting a more holistic view at the student journey through our programs.
7/6/2020	Anonymous	Answer to 9 is not to be counted as we have not gone through accrediation with the new method...that said if they ding us we can go back to entering course level data and i for one will do every course, every semester, every year and plan do us a random number generator since this is overwhelming and too much noisy data. also our goal - less focus on "did you enter your data" and more focus on "have you talked with collegue about your program and the data we have - include SLOs"
7/6/2020	Anonymous	Was your college's SLO assessment process sanctioned by your accrediting agency? This question I could have answered YES and NO. YES, in our 2011 Compehenvive wasn't cleared until 2016 on out 5th follow up report. In our 2017 Conprehenive Report NO.
7/7/2020	Anonymous	We are departing from the idea that courses need to be regularly assessed for effectiveness. This doesn't seem to have been the intent of the assessment folks - Linda Suskie says that course-level assessment seems pointless - and indeed, it seems pretty clear from the literature that course assessment issues are really about grading (are your assignments aligned to course outcomes? Are they any good?) This might make for a very good policy discussion, where discipline faculty contemplate perhaps adopting shared capstone assessments, but the "It's Time To Assess ENGL 100!" approach doesn't actually foster that. Also, faculty invariably know what is and isn't working. It's exasperating to assess some course that is doing fine, while not having enough time to grapple with a course that's not. So - we have interpreted the SLO mandate as a

		requirement for all faculty to regularly (ie, every 2 years) report on something they're doing to improve teaching & learning. THey've got to show why it matters, what they did about it, and what results they got.
7/8/2020	Anonymous	We are in the process of updating our Program Review process, and may be adjusting our SLO assessment processes for courses and programs. We currently have a faculty member with 25% release time to coordinate SLO assessment. This role includes oversight of all processes, including tracking, documentation, reporting, educating, orienting, IT coordination, inerface with deans and the VPAA, and help with annual accreditation reports and accreditation self-studies. The college had an SLO committee for 8 years, made up of faculty and deans, co-chaired by the SLO coordinator and the VPAA, but we eventually phased out the committee once the college got on board with assessment processes, and once priorities at the college shifted to guided pathways and equity work. The committee would regularly host faculty presentations of assessments, and was a good venue for dialogue on assessment. (Minutes are a good Source of Evidence for accreditation, also.) We would also plan Get it Done Day during Flex Week/Learning College Week at the beginning of each semester, which was a day when the entire faculty would gather for a day of work on assessment, course review, and program review, etc., and faculty would receive flex credit for the day. The mornings were opportunities for panel presentations on assessment strategies or program review research analysis strategies, or Guided Pathways work, etc. Department work would be in the afternoons, with the Curriculum Chair and the SLO coordinator on hand to help folks. We are more focused on Guided Pathways and Equity right now, so SLO assessment support has reduced a bit during Get it Done Day, but we still provide drop-in support during Learning College Week, and during the semester. We found it essential to get the VPAA and the deans involved in the process. The joint committee, with deans and faculty from all programs, and with the VPAA's commitment/focus really made a huge difference.
7/9/2020	Anonymous	We assess all SLOs for all courses all the time. The same is with programs. The idea is for faculty to collect data on student learning that will lead to a meaningful change in the classroom. Program Review is designed to make it happen.
7/9/2020	Anonymous	Disaggregated date for identified groups would be useful
7/9/2020	Anonymous	We are becoming a new college, so we are building our processes in SLOs and program review now. Answers above are based on how we have been doing it under ████████████.
7/10/2020	Anonymous	We are still struggling with the connection, with providing usable data to faculty (after 5 years with TracDat and no control or ownership over their own data to speak of, we are really striving to change the narratives around assessment at our school. I've been SLO coordinator--now a co-coordinator--for 4 years, and we've made great strides toward changing the culture of fear, anger, and distrust back toward what assessment really is, but there's still such a long way to go...
7/10/2020	Anonymous	Course outlines reviews occur on a 6-year cycle and include course aggregate assessments based on CRN-level SLO assessment reports submitted every time the course is taught, as well as review of the SLOs themselves. PSLO data are derived from course SLO -to- PSLO mapping. Programs are reviewed on a 6-year cycle. GELO (general education learning outcomes) data are also derived from SLO mapping, and reviewed on a 4-year cycle. PSLO data are used for assessment of Institutional learning outcomes (ILOs) and reviewed on a 4-year cycle.
7/10/2020	Anonymous	Recommendations were received from ACCJC to identify cycles of assessment at all levels; we now look at Program and Institutional data from Mapping annually in: 1. Program Review, and 2. A Closing Day event.
7/10/2020	Anonymous	We are in the process of creating a program review process. In the past we evaluated programs every six years, but it was not consistent and our SLO program only stored course outcomes. In the fall we will begin using eLumen for our SLOs and the Program Review committee will develop and implement a new process.
		We were put on warning by ACCJC in 2013, and then the warning was removed because we substantially overhauled our assessment practices and integration with program review. Our

7/10/2020	Anonymous	accreditation has been renewed each visit since with our SLO/PLO/ILO process highlighted. We do use SLOs to feed PLO assessments and both are often referenced in Program Review. Some programs are definite leaders in using assessment effectively to inform teaching and program improvements, though all are in compliance with ACCJC requirements for assessment.
7/10/2020	Anonymous	Requiring annual documentation of conversations about implications of SLO findings and then summarizing those conversations in the Program Review (every 3 years) has been extremely useful for promoting growth and perceived utility in the process.
7/10/2020	Anonymous	███████ implemented the Campus Labs Outcomes module for student learning outcome (SLO) assessment and tracking spring 2020, with implementation and piloting occurring in summer 2020, and a full launch across all instructional programs during the 2020-21 academic year.
7/11/2020	Anonymous	We finally have a section of our program review template dedicated to connecting SLO assessment with program planning. The new template focuses on addressing inequities and while a comprehensive report is generated every sixth year (with outside input/review), faculty are using the template each year to look at updated success and other outcomes to inform planning. We are early in its use, but it is much more coherent and integrated than our past approach.
7/11/2020	Anonymous	Not sure what you mean in question #9 about sanctioned. We successfully responded to one compliance issue and next year need to respond to 3 recommendations in our midterm report. Hope that's helpful!
7/13/2020	Anonymous	After accreditation recommendations, our assessment process of SLOs has improved dramatically. We now plan to work on PLOs.
7/15/2020	Anonymous	I am in Sociology. I would like a simple and straighforward model to bring our assessments together at the program level. Can you give advice or links?
7/16/2020	Anonymous	We are in a transitional period of implementation of eLumen and collecting results within the software and then rolling into the eLumen program review process. So, what and how we ask may be changing.