

Student Learning Outcomes, Assessment, and the Curriculum Process



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SLOs and Accreditation



- **Name that Tune Standard.....**
- **New ACCJC Standards going through review process NOW.**
- **SLOs much more present in *Standard IB: Assuring Academic Quality and Institutional Effectiveness***
- **SLOs still present in *Standard IIA: Student Learning Programs and Support Services: Instructional Programs***

At the June 6, 2014 public session of the Commission meeting, the revised Accreditation Standards and Eligibility Requirements will be presented for second reading and adoption – check on this and see if a decision was posted before Curriculum Institute – they usually announce in the day or so before we start the Institute.

SLOs and Local Curriculum



Spring 2009

Accreditation
NOTES

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Where Do Course SLO's Live?

How do course SLOs relate to learning objectives?

- Must SLOs be consistent across all sections/classes of a course?
- Must SLOs appear in official institutional documents such as the official course outline or catalogue? (Standard 1C 1&2)
- Must SLOs appear in the faculty members' course syllabi? (Standard IIA3)
- <http://www.accjc.org/wp-content/uploads/2010/09/March%202009%20newsletter.pdf>

Accomplishing and Organizing Work Locally



- Not every college will use the same committee structure to accomplish the same type of work.
- Questions to consider:
 - ✦ Is the curriculum, assessment, and accreditation work for the college through various groups competing?
 - ✦ Is the work overlapping?
 - ✦ Or perhaps complementary?
 - ✦ Are there gaps that need attention?

SLOs and “evidence-based decision making”



- Standard II A 3: *The institution identifies and regularly assess learning outcomes for courses, programs, certificates and degrees using established institutional processes....*
- What do SLOs have to do with creating curriculum (or other curriculum action)?
- Action regarding college curriculum
 - Course/program creation? , placement and justification for pre/co-requisites? Course inactivation? Program prioritization?
 - GE & CTE Assessments. Other non-curricular program assessments.
- *FYI - I have a pretty long list of (mostly) curricular things to change based on course SLO evidence – we can hand that out and discuss – I’ll include it as an attachment here!*

Various College Organizational Strategies



- MJC uses Outcomes Assessment Workgroup (OAW)
- Separate from Curriculum Committee, but has a liaison that sits on both
- As C.O.R.'s move through curriculum, all CLOs are sent to workgroup for review; liaison also discusses Curriculum Committee concerns with OAW
- OAW division faculty representatives work with departments to improve CLO statements for assessment
- All assessment cycles include department reflection on data and actual CLO statements for consideration of modification (also considered are PLOs/GELOs/ILOs)
- *Assessment > Program Review > Curriculum Update* - Five year cycle at MJC includes two full assessment cycles, followed by Program Review and Curriculum Update
- Program Review includes reflection by SLO Coordinator and OAW

Various College Organizational Strategies



- **Chaffey uses an Outcomes and Assessment Committee**
- Separate from Curriculum Committee, but most members sit on the Curriculum Committee; Chair is also the Chair of the Curriculum Committee
- As C.O.R.'s move through curriculum, they are checked for appropriate course, program and institutional SLO alignment;
- OAC's primary responsibility involves the SLO page which is part of the program review process
- As part of the program review process, OAC develops a rubric for the program review/SLO page; This rubric is reviewed each year for efficiency and appropriateness
- OAC reads the program review/SLO page for instructional and student services programs; provide specific feedback to the programs regarding their SLO process and progress; this feedback addresses the program's assessment schedule, appropriateness of the assessment type and closing the loop activities;

Various College Organizational Strategies



- Woodland Community College SLO Committee Structure
- Collaborates with the Curriculum Committee
 - How SLOs are documented on CORs, strategies for using assessment to justify placement of GE courses and possible pre/corequisites
- Works closely with Accreditation work for the college
- Responsible for campus-wide trainings, and recommends assessment strategies
- Responsible for ongoing assessment of 8 “institutional-level” Outcomes in an augmented two-year cycle, mapping of SLOs, etc.
- Program Reviews (including SLO assessments) are reviewed by committee (PRVT: Program Review Validation Team) where program recommendations are linked directly to SLO assessments. There is an established rubric to assess quality of SLO work in the program review that was vetted with WCC Academic Senate.

Closing The Loops



Curriculum work and SLO work does not (should not) be done in silos.

What counts as “closing a loop?”

Maybe have a big post it sheet and have folks add their suggestions to it? We can add all these suggestions onto a slide that we will add to the PP before we post it on the ASCCC website?

Predictable and Sustainable practices



- How do we “close the loop”?
- Current processes (i.e. program & course reviews)
 - Do they work?
 - Are they integrated?
 - Are they clear and widely communicated?
 - Are there gaps?
 - What type of evidence is created?
 - Other considerations?

Meaningful Assessments



- Challenge with ensuring authentic quality assessment data.
- Who gets? and who needs? what type of data to help make quality decisions as it relates to curriculum?
- How are these decisions folded into your planning and budgeting process??????

Questions?

To Summarize



- Final Thoughts
- Thank you!