

BOARD POLICY 4210 STUDENT LEARNING OUTCOMES

The Peralta Community College District affirms that student learning outcomes represent the knowledge, skills, abilities, attitudes, values, and behaviors that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences. The use of learning outcomes assessment results stimulates discussion and directs activities that can improve instructional delivery, curricula, programs, and/or services and will be used in institutional planning and resource allocation.

The Chancellor shall issue an administrative procedure to address learning outcomes and the assessment of those outcomes.

References:

- Accreditation Standard I.B.
- Accreditation Standard II.A.1;
- Accreditation Standard II.A.6;
- Accreditation Standard II.B;
- Accreditation Standard II.C
- Accreditation Standard III.B.
- Accreditation Standard III.C.
- Accreditation Standard III.D.
- Accreditation Standard IV.A.2.b.
- Accreditation Standard IV.B.1.b.
- Accreditation Standard IV.B.2.b.
- Accreditation Standard IV.B.3.b.
- Accreditation Standard IV.B.3.c.
- Administrative Procedure 4210.

New policy

Approved by the Board of Trustees: January 22, 2013

ADMINISTRATIVE PROCEDURE 4210 STUDENT LEARNING OUTCOMES

Each College President is delegated responsibility from the Chancellor to have a college-wide process for developing student learning outcomes and service area outcomes, and in an ongoing manner to have outcomes assessment in every course, program, student services program, and administrative unit for his or her college.

The process should include the following components:

- A. Evidence from the outcomes assessment is included in program review and annual unit plan updates in order to drive institutional planning, resource allocation, and budgeting decisions, address student needs, improve student services, and help students, administration, faculty, and staff to seek sustainable continuous quality improvement.
- B. The application or implementation of Student Learning Outcomes should not abrogate academic freedom.
- C. Outcomes and assessment, that benefit student learning, shall focus on the dynamic roles of faculty and on the teaching-learning interface, emphasizing pedagogical techniques and observable student learning using assessment as a tool to improve teaching and learning.
- D. Faculty, as discipline experts, shall be the primary participants in the assessment process.
- E. Student Learning Outcomes (SLO's) and assessment design and development are a responsibility for the college faculty and academic senates.
- F. Each college shall appoint a Student Learning Outcomes and Assessment Coordinator using a standard job description.
- G. Each college shall prepare documentation and evidence of progress in the establishment and assessment of student learning outcomes at the course, program, and institutional level in both the accreditation institutional self-evaluation and annual reports.
- H. Each college shall meet the requirement to be at "Proficiency Level" as of March 15, 2013 and to work toward a "Sustainable Continuous Quality Improvement Level" as defined below:
 1. "Proficiency Level", per the Accrediting Commission for Community and Junior Colleges rubric, means:
 - a. Student learning outcomes and authentic assessment are in place for courses, programs, support services, certificates, and degrees.
 - b. There is widespread institutional dialogue about the results of assessment and identification of gaps.
 - c. Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.
 - d. Appropriate resources continue to be allocated and fine-tuned.
 - e. Comprehensive assessment reports exist and are completed and updated on a regular basis.
 - f. Course student learning outcomes are aligned with degree student learning outcomes.
 - g. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
 2. "Sustainable Continuous Quality Improvement Level", per the Accrediting Commission for Community and Junior Colleges rubric, means:
 - a. Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.
 - b. Dialogue about student learning is ongoing, pervasive, and robust.
 - c. Evaluation of student learning outcomes processes.

- d. Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- e. Student learning improvement is a visible priority in all practices and structures across the college.
- f. Learning outcomes are specifically linked to program reviews.

Approved by the Chancellor: January 30, 2013