

Communicate and Celebrate Assessment of Learning at the Peralta Community Colleges


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ACCJC Requirements Program Review and Planning

The Accrediting Commission for Community and Junior Colleges (ACCJC) has clearly stated its expectation that colleges be at the "Continuous Sustainable Quality Improvement" level for Program Review and Planning on rubrics that the ACCJC has provided.



ACCJC Requirements Student Learning Outcomes

In addition, the Accrediting Commission for Community and Junior Colleges (ACCJC) has clearly stated its expectation that colleges be at the “Proficiency” level for Student Learning Outcomes on a rubric that the ACCJC has provided.



SLOA Proficiency Level Fall 2012

- ▶ ACCJC expects colleges to be at the "Proficiency" level for student learning outcomes (SLOs) and assessment by the end *of* fall 2012.
- ▶ How does "Proficiency" look according to the ACCJC Rubric?



Proficiency Rubric for SLOs

The Revised ACCJC Rubric covers 7 essential areas

- **Outcomes** and **authentic assessment**
- Widespread institutional **dialogue**
- Integrated **decision-making**
- **Resources** allocation
- **Reporting**
- **Alignment**
- Student **awareness**

Proficiency Level for SLOs

ACCJC – The Revised Rubric (6/24/11)

- Student learning **outcomes** and **authentic assessment** are in place for courses, programs and degrees.
- There is widespread institutional **dialogue** about the results *of assessment and identification of gaps*.
- **Decision-making** includes **dialogue** on the results of assessment and is purposefully directed toward **aligning** *institution-wide practices to support and improve* student learning.
- Appropriate **resources** continue to be allocated and fine-tuned.
- Comprehensive assessment **reports** exist and are completed *and updated* on a regular basis.
- Course student learning outcomes are **aligned** with degree student learning outcomes.
- Students demonstrate **awareness** of goals and purposes of courses and programs in which they are enrolled.

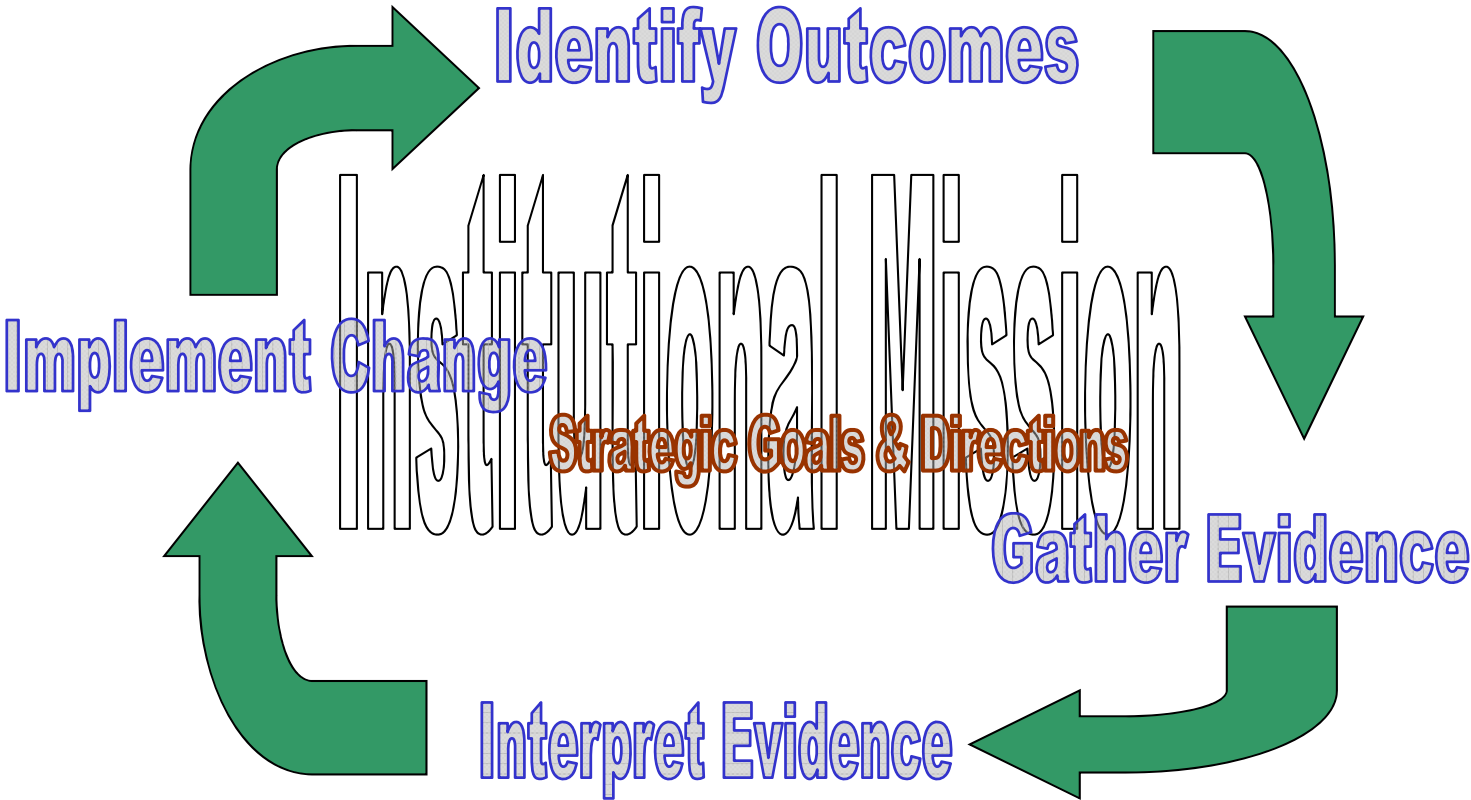


Assessment Dimensions

Three dimensions with different areas of focus:

- Institutional assessment (ILOs)
- Curricular and program assessment (PLOs)
- Course and learner-centered assessments (SLOs)

Institutional Assessment Cycle

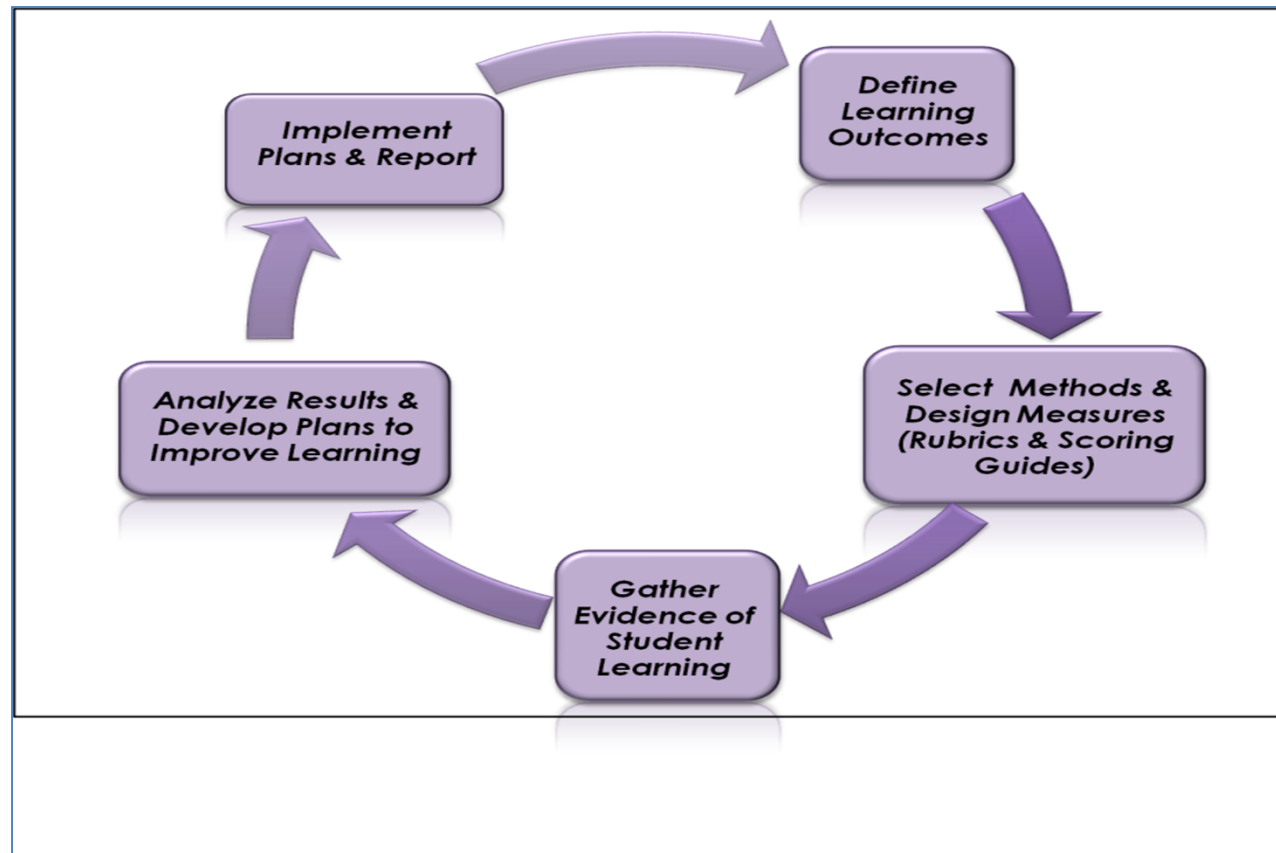


SLO Assessment Cycle



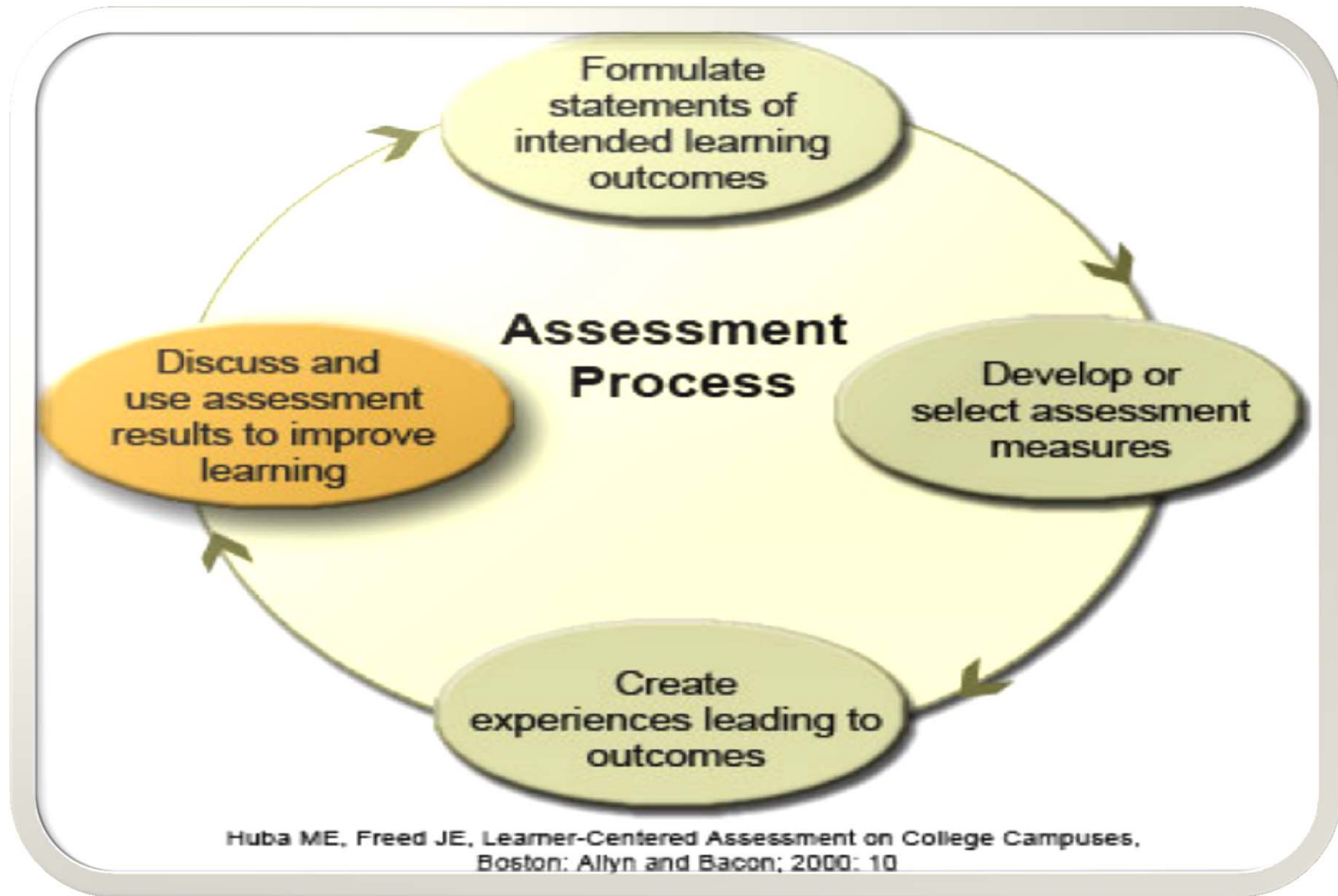
Image source: <http://www.coastal.edu/assessment/cycle.html>

CLOSING THE ASSESSMENT LOOP: THE ASSESSMENT PROCESS FROM OUTCOMES TO QUALITY IMPROVEMENT



James O. Nichols and Karen W. Nichols: A ROAD MAP FOR IMPROVEMENT OF STUDENT LEARNING AND SUPPORT SERVICES THROUGH ASSESSMENT

Learner Centered Assessment





A Holistic Approach to Assessment

- *Develop* comprehensive and measurable outcomes in teaching, learning, and services through an approach that is easy to understand and practical to implement
- *Measure and support* student learning and services
- *Link* annual administrative and academic planning to our mission and strategic goals
- *Build* a culture of continuous improvement
- *Align* efforts in assessment between the District office and each college



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