Peralta Community Colleges.
Environments of effective learning and innovation.

Reflection and Question 1

Sharing in small groups and with each other, what were some examples of successful student learning that took place during Fall 2011 in your departments/disciplines and colleges?

Reflection and Question 2

Focusing on those successful student learning stories and sharing with each other, how do you know that these were examples of success?

Guidelines

- What were some common themes, threads or highlights of your table dialogue?

- How did the members of your group define success?

Reflection and Question 3

What could you and your colleagues do to expand and improve on those successes so that more students throughout the Peralta Community Colleges can benefit?

Reflection and Question 4

Given the realization that we achieve proficiency through widespread participation, how is or could this responsibility be shared at your college?

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.
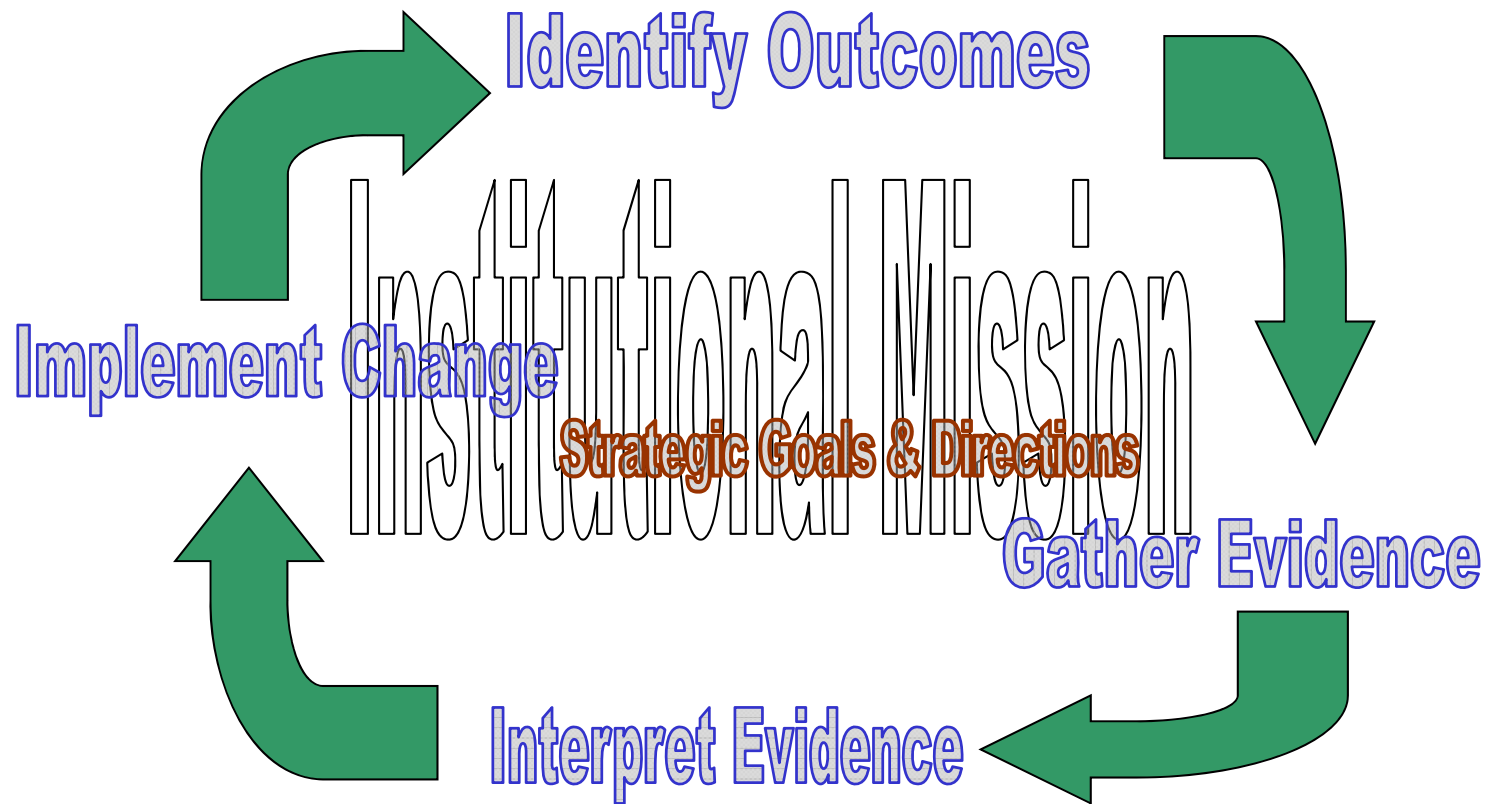
Assessment Dimensions

Three dimensions with different areas of focus:

- Institutional assessment (ILOs)

- Curricular and program assessment (PLOs)

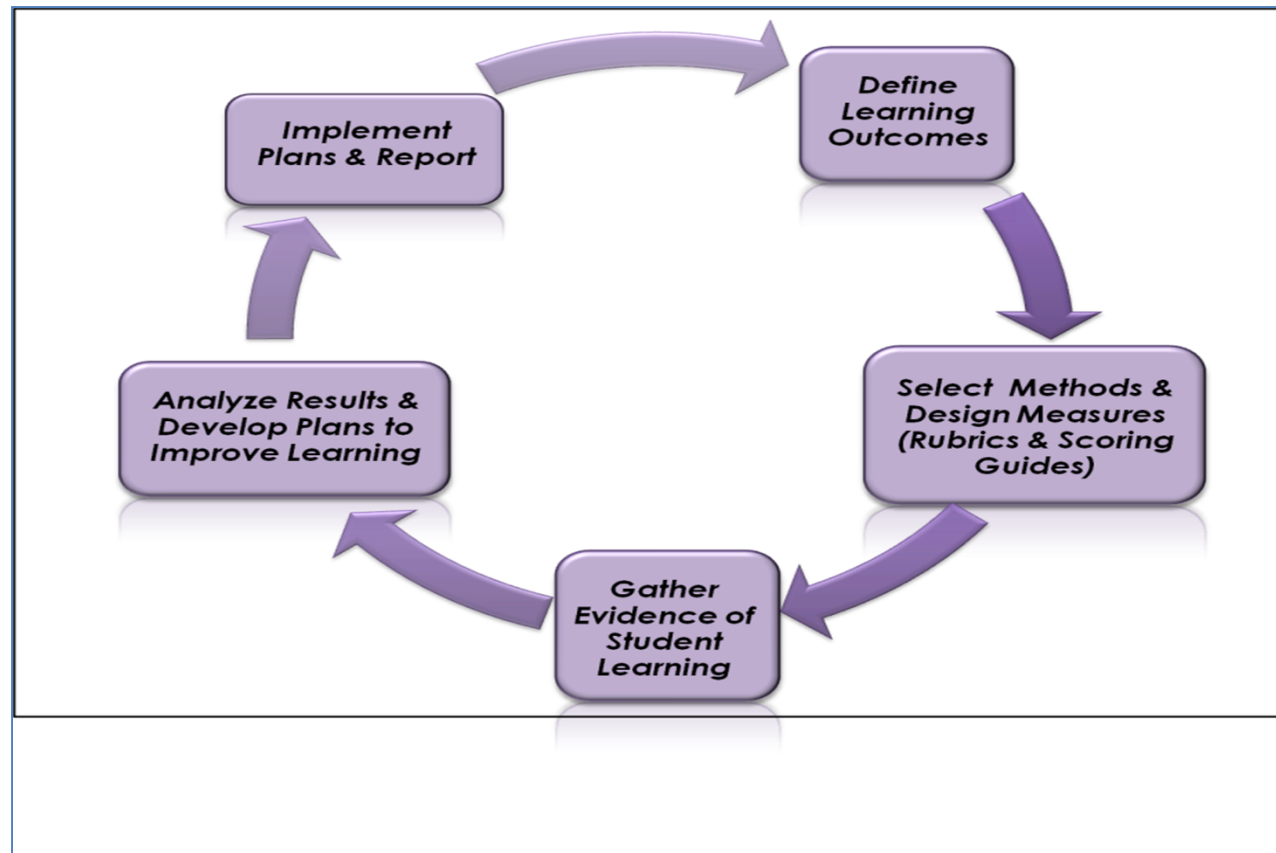- Course and learner-centered assessments (SLOs)

Institutional Assessment Cycle

Identify Outcomes

Gather Evidence

Interpret Evidence

Implement Change

Institutional Mission

Strategic Goals & Directions

SLO Assessment Cycle

Use the Results to Modify and Improve Programs

Establish Student Learning Outcomes and Goals
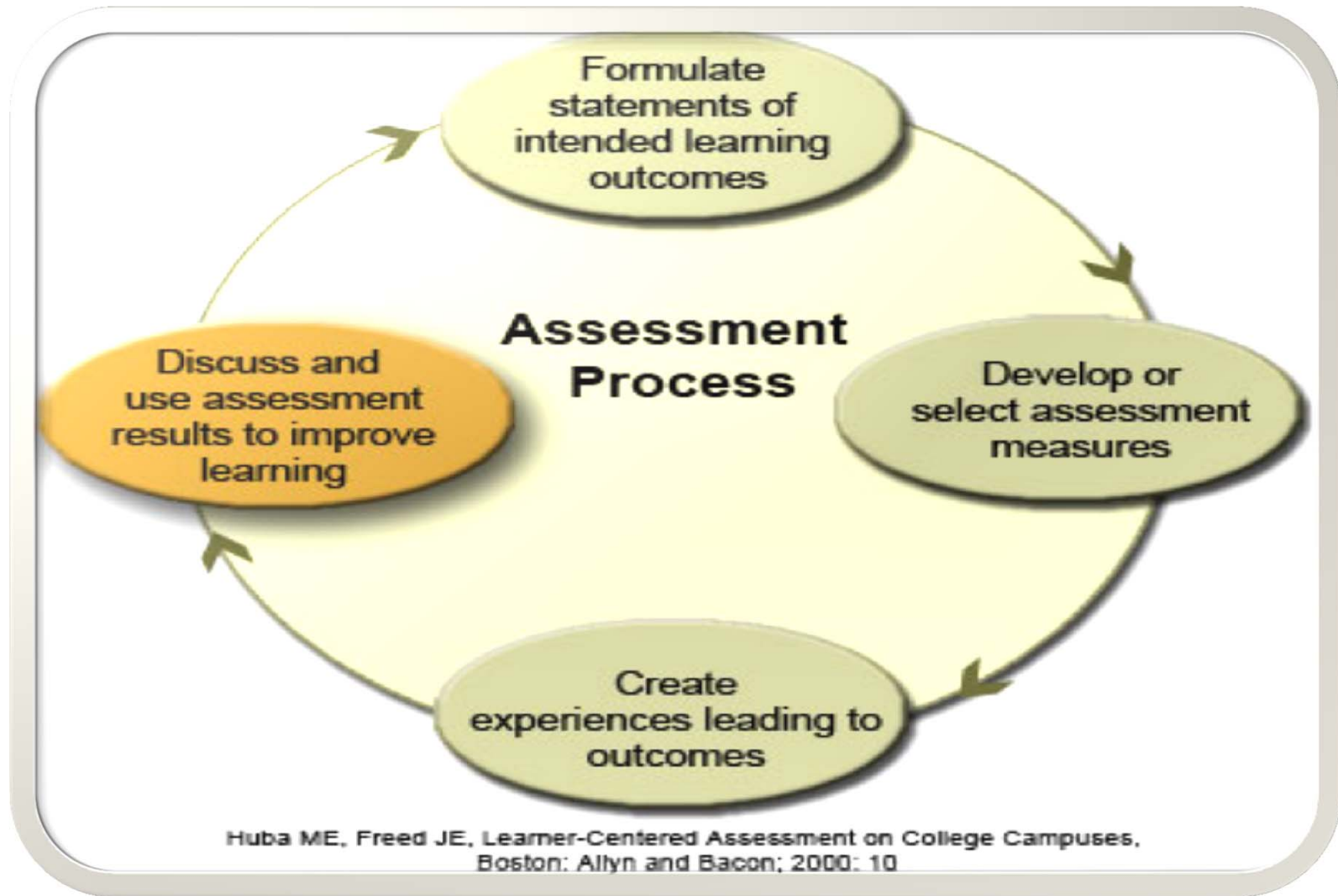
Assess Student Learning

Provide Learning Opportunities

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

Formulate statements of intended learning outcomes

Develop or select assessment measures

Discuss and use assessment results to improve learning

Assessment Process

Create experiences leading to outcomes

Huba ME, Freed JE, Learner-Centered Assessment on College Campuses, Boston: Allyn and Bacon; 2000: 10

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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Austin, at al. *AAHE's 9 Principles of Good Practice for Assessing Student Learning*
http://www.apa.org/ed/governance/bea/assess.aspx#student-learning

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