

PERALTA COMMUNITY COLLEGE DISTRICT

Item 5

Resolution 08/09-54

SLO Initiatives

Whereas “the Accrediting Commission for Community and Junior College (ACCJC), Western Association of Schools and Colleges (WASC) 2002 *Accreditation Standards* integrate student learning outcomes and assessment into every component of institutional responsibility”, and

Whereas ACCJC had made it perfectly clear that “an institution cannot be accredited without thoughtfully addressing and using outcomes assessment in every course, program, and student service”, and

Whereas “evidence from outcomes assessment is supposed to drive budgeting decisions, and address student needs, improve student services, and help students and faculty to seek continuous improvement”, and

Whereas “outcomes and assessment, that benefit student learning, must focus on the dynamic roles of faculty and on the teaching-learning interface, emphasizing pedagogical techniques and observable student learning, and the assessment can be a great tool to improve teaching and learning”, and

Whereas “the assessment expectations delineated in the 2002 accreditation standards requires conventions beyond typical grading and beyond faculty focusing on individual classrooms, but faculty must be both discipline experts and skilled assessment practitioners”, and

Whereas, the State Academic Senate (ASCCC) in Fall 2004 passed a resolution (2.01) that “SLO design and development remain exclusively a matter for local faculty and senates; and that local faculty are fully responsible for the designs and processes for measurable objectives and/or outcomes”, and

Whereas the State Academic Senate (ASCCC) in Fall 2006 requested that State Academic Senate Leadership (resolution 2.02) “provide organizational support, including organizing regular meetings, providing faculty training, and facilitating networking, for SLO/Assessment Coordinators throughout the state; and encourage local colleges and their districts to provide financial support for their SLO/Assessment Coordinators,” and

Whereas Peralta Community College District administration has provided funding for faculty release time for the responsibility of Student Learning Outcomes and Assessment Coordinator and the Board of Trustees funded the purchase of TaskStream for student outcomes and assessment management, and

Whereas the ACCJC requires documentation and evidence of progress of the establishment and assessment of student learning outcomes at the course, program, and institutional level not only in the institutional accreditation self-study but in annual reports filed with ACCJC, and

Whereas the recent recommendation received from the accreditation site visit teams (March, 2009) noting the requirement to be at “Proficiency Level” of implementation of the ACCJC 2012 deadline, which requires that all four colleges continue to complete service, course-level, and

program level SLOs; have an assessment timeline for all course, programs, and institutional SLOs; be in dialogue about the results of the assessment of the SLO's and use the dialogue for decision-making purposes; and integrate assessment results with continuous review and improvement; and incorporate data analysis;

Whereas the ACCJC has defined the "Proficiency Level" as "student learning outcomes and authentic assessment are in place for courses, programs, and degrees; results of assessment are being used for improvement and further alignment of institution-wide practices; there is a widespread institutional dialogue about the results; decision-making includes dialogue on the results of assessment and is purposefully directed to improving student learning; appropriate resources continue to be allocated and fine-tuned; comprehensive assessment reports exist and are completed on a regular basis; course student learning outcomes are aligned with degree student learning outcomes; and student demonstrate awareness of goals and purposes of courses in which they are enrolled," and

Whereas beyond 2012 the colleges will be required to meet the "Sustainable Continuous Quality Improvement Level" which is defined as "student learning outcome and assessment are ongoing, systematic and used for continuous quality improvement; dialogue about student learning is ongoing, pervasive, and robust; evaluation and fine-tuning of organizational structures to support student learning is ongoing; student learning improvement is a visible priority in all practices and structures across the college; and learning outcomes are specifically linked to program reviews,"

Therefore be it resolved, that the Peralta Community College Board of Trustees

- recognizes the value and importance of student learning outcomes at the course, program, service, and institutional level;
- recognizes the tremendous effort that has been made at the four colleges to address and implement student learning outcomes and assessment;
- affirms that student learning outcomes and assessment should focus on "continuous quality improvement";
- acknowledges, that as reasonably possible, "appropriate resources will continue to be allocated and fine-tuned; and
- encourages the faculty and the colleges to meet the ACCJC "Proficiency Level" for Student Learning Outcomes and Assessment by December 2011.

References:

2002 Accrediting Commission for Junior and Community Colleges Accreditation Standards

Agents of Change: Examining the Role of Student Learning Outcomes and Assessment Coordinators in California Community Colleges (Academic Senate for California Community Colleges, Fall 2007) (provided the quotations for Whereas statements)

ACCJC, Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes.

PASSES AND ADOPTED this 23rd day of June, 2009, by a unanimous vote on the Board, unless the Board minutes reflect otherwise.

Elihu M. Harris, Chancellor
Secretary, Board of Trustees
PERALTA COMMUNITY COLLEGE DISTRICT