

Student Learning Outcomes and Assessment

Action Plan, 2011 – 2013

Working Draft: 07/28/11

Goal Statement

The major goal of this Two-Year Action Plan is to continue our faculty-driven approach to meeting Accreditation Commission for Community and Junior Colleges (ACCJC)/Western Association of Schools and Colleges (WASC) Accreditation Standard II.A.1.c:

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

A focus of the 2011-12 and 2012-13 academic years will be to assist faculty to be actively engaged in ongoing authentic assessment of student learning at the college, program and course levels, aimed at improving teaching and learning. We aspire to support a system that is both Proficient and Sustainable, as defined by the 2007 ACCJC/WASC “Rubric for Institutional Effectiveness for Student Learning Outcomes” (See Attachment 1).

Faculty-Driven Continuous Improvement of Teaching and Learning at Ohlone College

According to the directives of AB 1725 (Faculty Senate 10 + 1 Responsibilities) and by long-term understandings with the Ohlone Board of Trustees, the District “relies primarily” on the Faculty Senate for the development, oversight, and continual review of the college curriculum. (See Attachment 2)

This responsibility also includes faculty direction and review of activities related to ACCJC/WASC Accreditation Standard II: Student Learning Programs and Services (A. Instructional Programs; B. Student Support Service; and C. Library and Learning Support Service). Core elements of faculty involvement in Standard II activities are instructional program review, and the identification and assessment of student learning outcomes at the program and course levels.

The Faculty Senate has a number of important committees dedicated to the 10+1 Responsibilities including the Curriculum Committee, the General Education Committee, the Distance Education Committee, and the Student Learning Outcomes and Assessment Committee.

Individual faculty members, along with their departments, play key roles in the fulfilling the 10+1 Responsibilities of the Faculty Senate by engaging in the follow activities:

- Course development and course review
- Program development and program review
- Identification and assessment of student learning outcomes at the program and course levels
- Participation in the Faculty Senate and its committees

Characteristics of Ohlone's Approach to Student Learning Outcomes and Assessment

We want our system and strategies for identifying and assessing student learning outcomes and assessment to be faculty-driven.

We interpret Standard II.A.1.c as a call for ongoing professional critical thinking about teaching and learning practice for the purpose of continuous improvement. The associated activities can take many forms but the core elements are consistent.

Of course, we want to meet accreditation standards. However, we want to do that in a pragmatic way that builds from what faculty are already doing, so no wheels need to be re-invented (although that does not preclude new wheels from being invented!).

Assessment of student learning outcomes should not be viewed as some mysterious additional process to be superimposed on faculty work. Faculty are already actively engaged in assessing student learning outcomes (to give grades). Assessment for course improvement can use the information faculty already generate but simply looking at it in aggregate as it relates to program and course student learning outcomes.

We want our approach to meeting this standard to have practical value for faculty and students and not result in meaningless bureaucratic busy work. We want to encourage creativity and avoid cookie cutter approaches (although this does not preclude using a good cookie cutter!).

Robust dialogue amongst faculty regarding student learning outcomes, assessment results, and improvements plans is strongly encouraged.

Current Status of Student Learning Outcomes and Assessment Activities

All programs and courses have Student Learning Outcomes stated.

The CurricUNET Program Review Module integrates program level assessment of Student Learning Outcomes with a planning and documentation component. There is also a Student Learning Outcomes Matrix component linking courses with program outcomes.

A template and process for course level assessment of student learning outcomes is now being integrated into the CurricUNET Program Review Module. It is hoped that this tool will provide direction for faculty but also allow maximum flexibility in approach.

Efforts are underway to fully implement the CurricUNET Program Review Module and monitor the effectiveness of the assessment component

Dialogue on course level assessment of student learning outcomes has been active and examples of good practice have been identified.

Academic Leadership Groups Involved in Student Learning Outcomes and Assessment

- Faculty Senate
- Curriculum Committee
- General Education Committee
- Student Learning Outcomes and Assessment Committee
- Academic Deans

Action Plan Strategies

Ohlone's accreditation timeline:

2011-12	Continue on self-identified improvement agenda items from the 2007-08 Self Study and Site Visit.
2012-13	FA12 organize and begin self study; SP13, engage in self study
2013-14	FA13 complete self study; SP14, site visit in March

Expand the Student Learning Outcomes and Assessment Committee to include the Deans and ensure a faculty representative from each Division.

Stacey	Sherman, Swamy
Quinta	Topham, Niccolls
Birkedahl	T. Roberts
Warden	J. Roberts
Gertz	Pauliukonis
Buehler	Greenstein
Carli	Einfalt

Also: Stagnaro, MacEwan, O'Connell, Wright, Parziale

Promote the fact that many faculty already use authentic assessment techniques to evaluate individual student performance and use that data as a basis for courses assessment and improvement.

Promote the concept of ongoing professional critical thinking and dialogue about teaching and learning practice.

See Attachment 3: A Pragmatic Approach to Meeting Accreditation Standards Using Existing Processes and Faculty Driven Approaches to Add Value to Teaching and Learning Through Continuous Improvement

Develop a baseline inventory of courses regularly offered (primary and non-special topics) offered SU10/FA10/SP11 to form a framework for course level assessment of student learning outcomes. The framework will identify volume of sections offered and course clusters by type and/or intent (eg. Basic Skills, Plan A Math, General Education, etc...), course clusters in more structured cohort-type and semi-cohort Career Technical Education programs (eg. Nursing, RT, PTA, IPP, BIOT, CNET, etc...)

This analysis of our courses will identify full time faculty and Deans who direct course assessment activities (See Attachment 4). These clusters include:

- Basic Skills courses that are highly sequential with high section volume (ENGL, MATH, ESL)
- CTE high structured cohort programs, with high integration of course and program student learning outcomes (NURS, PTA, RT, INT)
- CTE programs that are less structured cohort programs, but still have high integration of course and program student learning outcomes (ECS, BRDC, EDT, MM)
- CTE programs which are more course-based with low section volume but aimed at specific student needs (e.g., AH, CFS, CAOT, etc....)
- General Education courses with high section volume (eg. HIST, PSY, SPCH, etc...)
- General Education courses clustered around specific student goals (ART, MUS, SPCH, etc...)
- General Education courses with low section volume

Create a simple, yet robust and longitudinal system of online database tools for documenting and tracking course level assessment activities. Faculty dialogue can also be facilitated using online interactions techniques. Several tools are in development and could be used concurrently to form the overall system:

- CurricUNET Course Module
- Course Assessment Template
- Assessment Tracker Tool
- Course Dialogue Blogs
- Other faculty-created tools....

Document and regularly showcase internal best practices.

Integrate “assessment of the assessment processes” into the existing ongoing course review process.

During 2011-12 we are asking all faculty members to participate in some fundamental activities within this particular accreditation standard:

- Make sure you are fully aware of the Student Learning Outcomes for the courses you are teaching. Course Student Learning Outcomes are located in the Official Course Outlines of Record in the online CurricUNET Course Module.
- Include the course Student Learning Outcomes in your course syllabus and make sure you review them with students at the beginning of each semester.
- Make sure your methods of evaluating student work, and the content of these methods, are related to the Student Learning Outcomes of your course.
- Participate in assessment, dialogue and improvement activities. These might be individual activities if you are the sole teacher of course sections or involvement in group/department activities for course taught by multiple instructors.
- The Student Learning Outcomes and Assessment Committee, which is an active team of faculty and Deans, will be providing direction and support for these activities. Regular workshops for individual faculty and department will be conducted. Please take advantage of these workshops.

Attachment 1

Student Learning Outcomes and Assessment ACCJC/WASC Guidelines

From ACCJC/WASC “Guide to Evaluating Institutions” (2010)

Standard II.A.1.c:

The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Guiding Questions

- What student-learning outcomes has the institution identified for its courses, its programs, its certificates, and its degrees?
- How and by whom are student-learning outcomes and strategies for attaining them created?
- How and by whom are student-learning outcomes and program outcomes assessed?
- How are the results used for improvement?
- Are student-learning outcomes verifiably at the collegiate level?
- What assessments are in place for measuring these outcomes?
- How effectively are the assessments working?
- What dialogues have occurred about using assessment results to guide improvements to courses, programs, etc.?
- What improvements have resulted?

Examples of Sources of Evidence

- Evidence of the development of student learning outcomes and strategies for attaining those outcomes at the course, program, certificate and degree level
- Evidence of assessment of student learning and program outcomes
- Evidence of review of assessment results and utilization for improvement of student learning
- Evidence an institutional process exists for determining the quality of all courses and programs
- Evidence established procedures are used to develop courses and programs and faculty play a major role in this endeavor
- Evidence for a faculty-driven assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, certificates, programs, and degrees
- Evidence systematic evaluation and review of student progress toward achieving learning outcomes take place

From ACCJC/WASC “Self Evaluation Manual” (2011)

5.4. Requirements for Evidentiary Information

ii. Evidence of Student Learning Outcomes and Assessment of Outcomes.

The institution must provide evidence of institutional student learning outcomes and samples of student learning outcomes for courses, programs, degrees, and certificates.

Institutions need to identify the end point learning outcomes that students must achieve, i.e., the data that derive from summative assessments of how well students have mastered institutional and programmatic learning outcomes.

Institutions should use and be able to provide aggregated data and analyses that can inform the question of “how well is the institution achieving its educational (and programmatic) mission(s)?”

- Catalog and other descriptions of programs and their related student learning outcomes
- Course outlines/syllabi with stated student learning outcomes
- Samples of student work/performance (Portfolios, productions, recitals, projects)
- Grading rubrics where they exist
- Examples of authentic assessment
- Summary data on assessed student learning outcomes attainment
- Examples of improvement of the teaching/learning process as a result of the above analysis

**From ACCJC/WASC “Rubric for Institutional Effectiveness” (2007)
Proficient and Sustainable Levels for Student Learning Outcomes and
Assessment**

- Student learning outcomes and systems of authentic assessment are in place for courses programs and degrees and are ongoing, systematic and used for continuous quality improvement.
- Results of assessment are being used for improvement and further alignment of institution-wide practices, and the evaluation and fine-tuning of organizational structures to support student learning is ongoing.
- Institutional dialogue about student learning and assessment results is widespread, ongoing, pervasive and robust.
- Comprehensive assessment reports exist and are completed on a regular basis.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.
- Appropriate resources continue to be allocated and fine-tuned to support the student learning outcomes and assessment processes.
- Course Student learning outcomes are aligned with degree Student learning outcomes and students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
- Student learning improvement is a visible priority in all practices and structures across the college and learning outcomes are specifically linked to program reviews.

Attachment 2

Ohlone College Faculty Senate

About the Faculty Senate

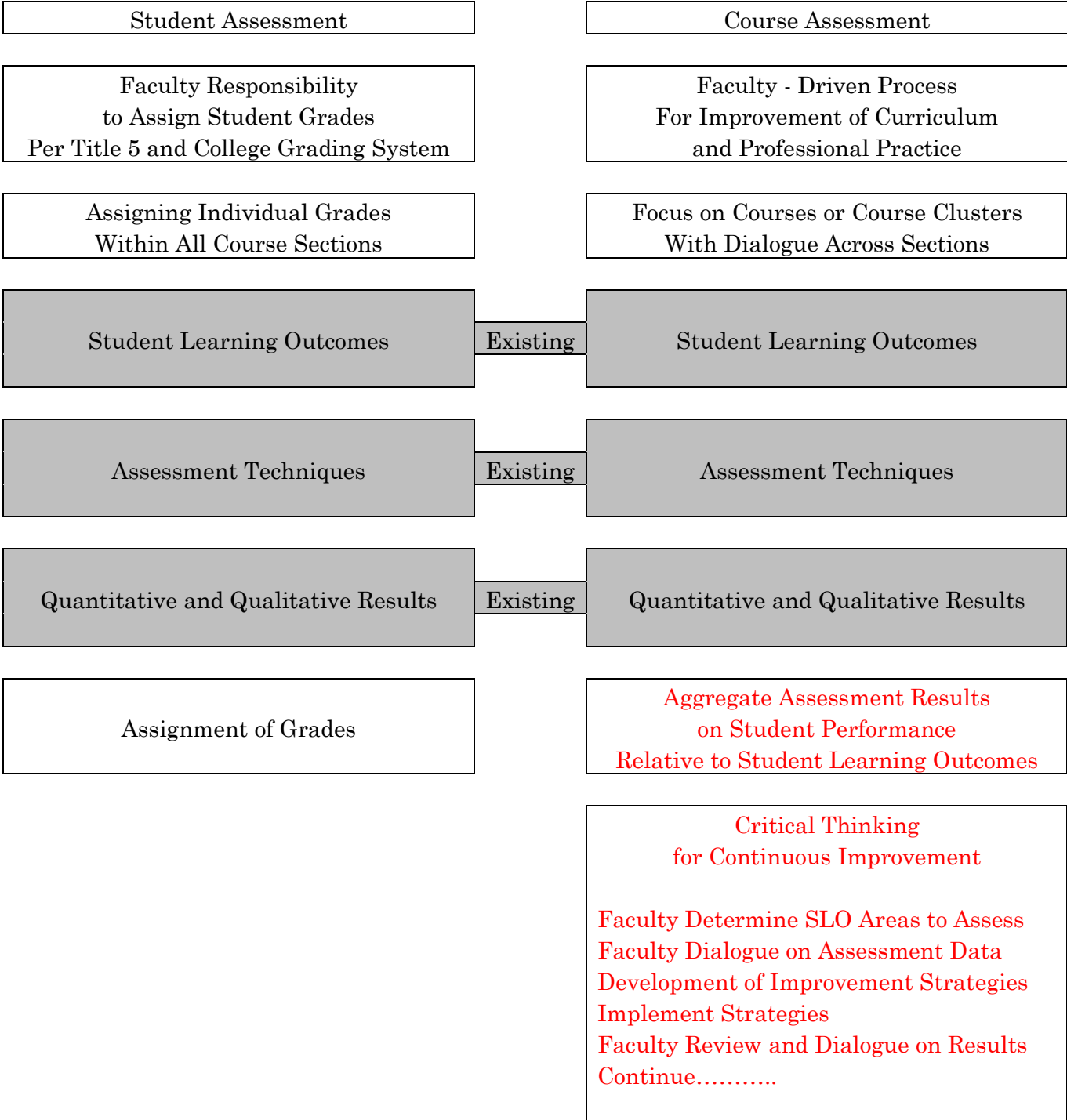
In accordance with Title V of the California Education Code, the Faculty Senate shall make recommendations to the College Administrators and/or District Board of Trustees on matters of educational and professional significance pertinent to the College and/or the District. These matters include:

1. Curriculum, including establishing prerequisites and placing courses within disciplines (rely primarily).
2. Degree and certificate requirements (mutually agree).
3. Grading policies (rely primarily).
4. Educational program development (mutually agree).
5. Standards or policies regarding student preparation and success (mutually agree).
6. District and college governance structures, as related to faculty roles (mutually agree).
7. Faculty roles and involvement in accreditation activities (mutually agree).
8. Policies for faculty professional development activities (mutually agree).
9. Process for program review (mutually agree).
10. Processes for institutional planning and budget development (mutually agree).
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate (mutually agree).

Note: "Rely primarily" means that the Board will rely primarily upon the advice and judgment of the academic senate. "Mutually agree" means that the district governing board and the representatives of the academic senate will have the obligation to reach mutual agreement by written resolution, regulation of policy.

Attachment 3

Student Learning Outcomes and Assessment
 A Pragmatic Approach to Meeting Accreditation Standards
 Using Existing Processes and Faculty Driven Approaches
 To Add Value to Teaching and Learning Through Continuous Improvement
 J. Wright, May 2011, **Working Draft**



Attachment 4

Course/Program Clusters for Student Learning Outcomes Assessment