



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

EXPANSION OF SLOS IN THE ACCREDITATION STANDARDS: ACCREDITATION SLOS ARE EVERYWHERE

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OVERVIEW

- SLOs come to the California Community Colleges
- Expansion of SLOs in the 2014 ACCJC Standards?
- Some SLO Changes in Revised Standards
- Emphasis on Some Continuing SLO Requirements



STUDENT LEARNING OUTCOMES ARRIVE

- Student Learning Outcomes (SLOs) became part of the ACCJC standards in 2002
- Colleges were given 10 years to develop outcomes at the course and program level, use those outcomes to assess student learning, and integrate the data from outcomes assessment into college planning and budgeting processes
- Even though they seemed new, ACCJC was the last regional accreditor to incorporate outcomes into their standards!



DO THE REVISED STANDARDS REQUIRE MORE SLOs THAN EVER BEFORE?

- In 2014, ACCJC adopted new standards that were intended to reduce some of the repetition that was seen in the previous standards
- When you look at the revised standards and their subsections, the terms “learning outcomes,” “student learning outcomes,” and “learning support outcomes” appear 23 times.
- Are SLOs creeping into too many places in the accreditation standards?



THE MORE THINGS CHANGE...

- Despite the appearance that SLOs and assessment of student learning have multiplied throughout the standards, most of the requirements are the same as those in the 2002 standards.
- Courses and programs still need SLOs; assessment of those SLOs should be happening regularly and systematically; and data from SLO assessment should be used to improve instruction, support services, and institutional effectiveness.
- While the majority of the new standards are asking for the same things, there are some differences for SLOs that you need to be aware of!



COLLEGE MISSION

- Standard I.A.2:

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

- What data would you use to do this?

- Do you use SLO assessment data to show that your college is meeting its mission?

- Standard I.A.3:

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

- How does your college use the mission to drive strategic planning?

- What is the role of SLO data in planning?

- What is the role of SLOs in revising learning and achievement benchmarks?



DISAGGREGATION

- Colleges have been disaggregating achievement data for years. In the 2014 standards, disaggregation of learning outcomes assessment data is now included.
- Standard I.B.5
 - *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*
- Standard I.B.6
 - *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*



DISAGGREGATION OF OUTCOMES ASSESSMENT

- Most colleges have interpreted Standard I.B.6 to mean that SLO assessments should be disaggregated **in the same way** that they have disaggregated achievement data
- This would require colleges to track SLO assessment at the student level for each course that was assessed in the same way that you have dealt with student achievement data
- **ACCJC has not specifically stated** that this is the kind of disaggregation they are looking for!
- Are there other possible ways of disaggregating outcomes assessment that would be more practical? Useful?
- Is your current assessment system capable of disaggregating assessment data?



COLLEGE CATALOG

- The revised standards includes the following in the catalog requirements
 - Student Learning Outcomes for Programs and Degrees
- Has your college already done this?
- Were there any difficulties including the outcomes in the catalog?



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OUTCOMES AND EVALUATIONS

- The requirement that faculty evaluations include work-out involvement with SLOs and assessment was part of the 2002 standards and is still included in standard III.A.6
 - *The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*
- Colleges have been sanctioned for this in the past and some recent team visits have had recommendations related to this standard, even though they had previously met this standard.
- This may become more important in upcoming self evaluation visits.
- **What conversations have you had with your college's bargaining unit on this issue?**



SLOS AND COURSE OUTLINES

- While not an a new expectation, there has been increased concern about the inclusion of SLOs on course syllabi and the course outline of record (COR)
- Standard II.A.3 states the following:
The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
- Many colleges use a SLO addendum that is attached to the COR, but the current SLO must be attached to the COR in some way.
- How does your college ensure that the SLOs in curriculum, the assessment system, and those on syllabi are all the same and most current version of the SLO?



SUMMARY

- SLOs are here to stay and despite seeming like they are creeping into everything, things haven't changed that much
- Colleges are being asked to do slightly different things with SLOs and your college must determine the best way to address those standards
- SLOs being part of faculty evaluations isn't going anywhere. If your union hasn't addressed it, they need to before your visit.
- SLOs are expected to be part of every COR and course syllabus.
- SLOs are not our enemy; they are a way of improving instruction and making sure instruction drives institutional planning. Make your SLOs and assessment processes meaningful and something that works well at your college!



THANK YOU FOR COMING!

- Do you have any questions?
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