

**STUDENT
LEARNING
OUTCOMES &
ASSESSMENT
CYCLE**

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Student Learning Outcome Presenters

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Connecting the Dots

Accreditation, Assessment, Accountability and Student Learning Outcomes are all related.

For over a decade the movement to document, or assess, what students learn in college has grown in strength.

Why?

Connecting the Dots (cont.)

- To demonstrate that taxpayers are receiving a public good for the large amount of money spent on education.
- To identify the “value added” that higher education adds to individual students’ lives.
- The belief that focusing on what students learn, rather than what faculty teach, will increase learning.
- To require that colleges plan and fund efforts to support continual improvement in student learning.

The Accrediting Commission for Junior and Community Colleges (ACCJC)

- Is our regional accrediting body and they adopted new standards in 2002 emphasizing the need for our colleges to identify & measure learning, then take steps to increase learning.
- During the last accreditation visit during 2005, both Foothill and DeAnza received recommendations that they identify and measure Student Learning Outcomes. Following our 2008 midterm report we received letters . . .

ACCJC letter to Foothill

Recommendation #4

The team recommends that all instructional and non-instructional areas inclusive of student services and other administrative service areas further develop well-defined and measurable student learning outcomes and evaluate these outcomes to increase effectiveness.

[Standard II.A.2.a]

With regard to Recommendation 4, the Commission is concerned that at the current rate, Foothill College will have difficulty meeting the Commission's 2012 deadline for compliance with standards related to student learning outcomes and needs to accelerate its efforts to fully address the recommendation. The institution's relative inaction on this matter to date means extraordinary work must be done to comply with the 2012 deadline.

ACCJC letter to DeAnza

Recommendation 1

The team recommends that the college engage in a broad-based dialogue that leads to the establishment of a process for the assessment of student learning outcomes, including the establishment of timelines and the identification of responsible parties. This process should result in:

- the identification of student learning outcomes for courses, programs (instructional, student support services, learning support services), certificates, and degrees;
- the assessment and evaluation of student progress toward achieving these outcomes; and
- the use of the results to improve student learning.

(Standards I.B, II.A, II.B, II.C, III.A.1.c; Eligibility Requirement 10; Eligibility Requirement 19)

With regard to Recommendation 1, the Commission is concerned that due to the late start, DeAnza College will have difficulty meeting the 2012 deadline for compliance with the rubric and standards related to student learning outcomes and needs to accelerate its efforts to fully address the recommendation.

ACCJC has asked that

. . . . both our colleges prepare a Follow-Up report due to the commission on October 15, 2009 regarding our progress on these recommendations.

The Good, the Bad and the Outcomes

We have always supported students.

So what is new??

- Accreditation standards now demand that, as departments, we articulate what we do, assess what we have articulated and make changes based on such assessment. Continually. And that we document this work.
- This is known as Student Learning Outcome and Assessment Cycle (SLOAC).

What about SLOAC at FHDA?

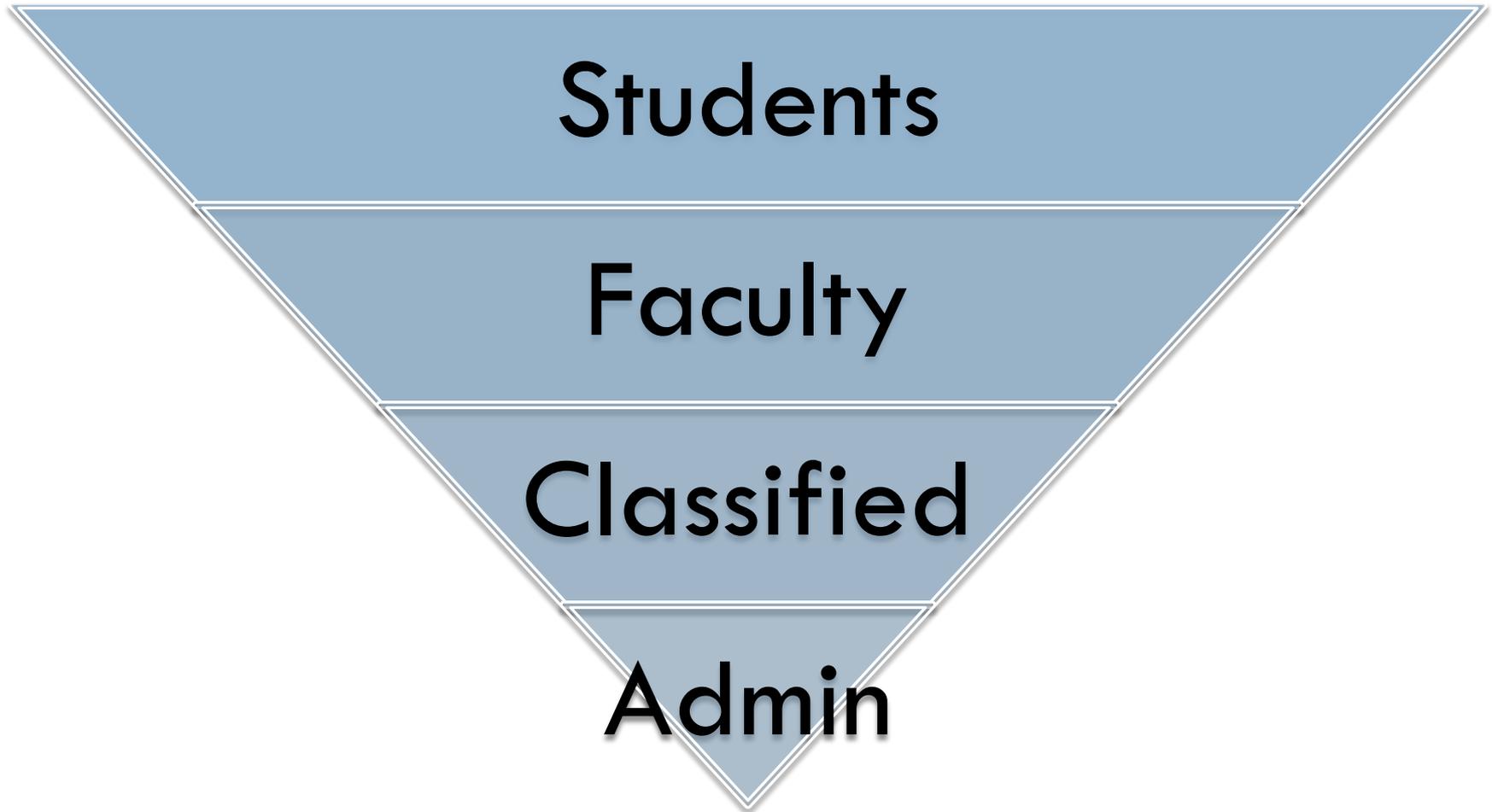
*The real
Question:*

Who
comes to
work
every day
to
improve
student
learning?

The Answer:

- All of us at Foothill and De Anza Colleges do---
- Faculty prepare for classes, teach students, grade assigned work and make changes to their teaching based on how students achieve on quizzes, exams, papers and class participation.
- Staff and Administrators support faculty and/ or students in myriad ways so students can accomplish their goals!

We are all here supporting student learning!



More specifically

- Student Learning Outcomes are defined in terms of the *knowledge, skills, abilities and attitudes* that students have attained as a result of their involvement in a particular set of educational experiences.
- In Instruction they must be defined at the:
 - ▣ Course Level
 - ▣ Program Level
 - ▣ Institutional Level
- And in

More specifically (continued). . .

Student Service Area & Administrative Units Outcomes:

- reflect major activities of staff that contribute to the overall student experience and student success.
- are broad, measurable expectations of staff or processes

Examples:

- Transfer Center
- Tutoring Centers
- Instructional Dean
- Counseling
- Library
- International Education

How are FH and DA engaging in SLOAC?

Make it
meaningful

Make it less
bureaucratic

Make it fun

- With deep commitment to our colleges and student success . . .
- With a sense of play
- With passion for the mission
- With a willingness to experiment in and out of the classroom , but, a willingness to look at the results honestly.
- With a desire to support the “magic” in the classroom

What are the meaningful questions that faculty can ask themselves about their work?

For Faculty:

- 1) What are the three things I want students to remember from my course three years from now?
- 2) What are the content challenges in my course?
- 3) How can I work with colleagues to try a new pedagogy?

What are the meaningful questions that staff can ask themselves about their work?

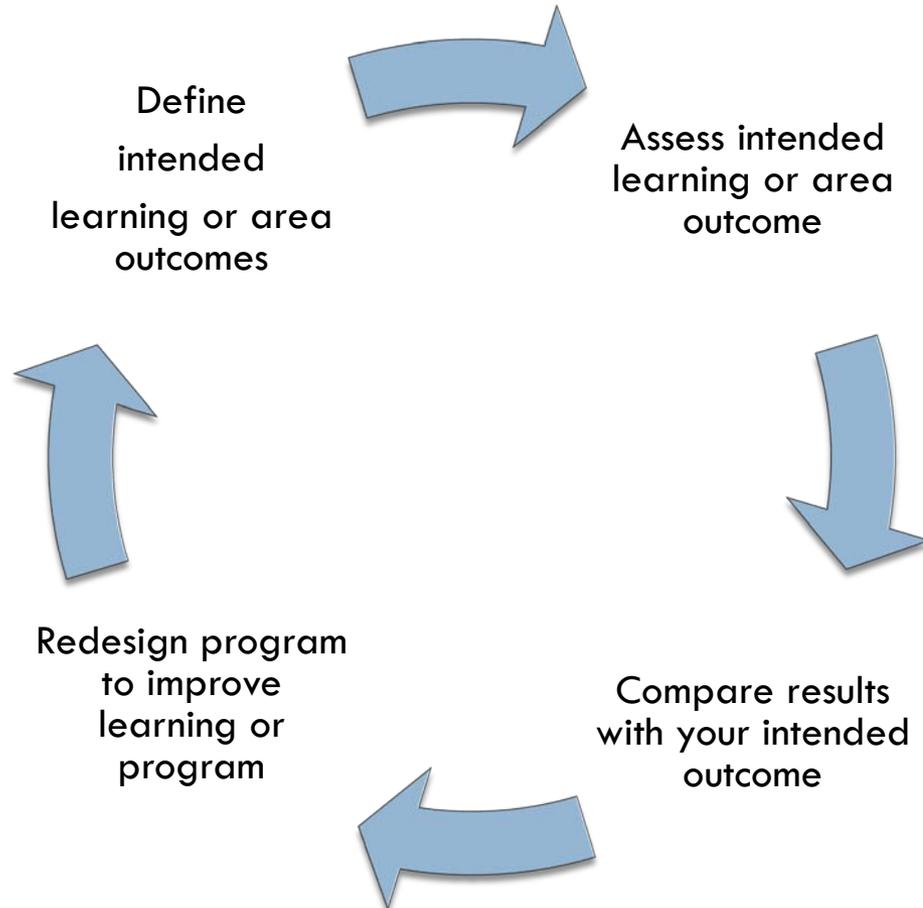
For Staff:

- 1) Are our students knowledgeable about what is required to transfer to four-year institutions (CSU, UC, private)?
- 2) Are our EOPS/DSPS/CalWorks students able to self advocate for their instructional needs?
- 3) Do our students actively engage in student activities and learning opportunities outside of the classroom?
- 4) Have I scheduled the courses in my division such that students can complete their degree/certificates in two-years?

This is the cycle in action . . .

For the foreseeable future, we will be engaging in a continuous cycle of assessment for course, program and institutional outcomes

And we will document this activity!



How are we accomplishing this?

- As colleagues, working collaboratively.
 - ▣ We are developing processes that keep the work at a level that has the most meaning to ourselves and our work on behalf of our students (teaching for faculty, student support for others, supporting faculty and staff for still others)
 - ▣ We are developing reporting tools that reduce bureaucracy and satisfy ACCJC/WASC.
 - ▣ We are providing adequate time for deep discussion and collaboration to develop our goals and assessment tools.

Examples of Assessment Tools

Pre-post Assessments

- The first week of class ask students to write a paragraph for the questions: What is race? What is culture?
- Compare each students answers to the same questions on a final.

Embedded Multiple Choice

- Faculty agree on a common set of MC questions of every student in every section of each of the same course on the final to assess particular outcomes and reflect on findings overall.

Assessment Tools (cont.)

Surveys

- Many Student Service areas are developing surveys to assess our students knowledge of and attitudes towards our student service areas.

Standardized Tests

- Faculty use exams developed by professional associations to assess their outcomes.

How are we supporting our faculty & staff in this new effort?

The offices of Institutional Research are an essential component in this work.

Faculty and Staff are now engaged in individual research projects across our campuses.

- Faculty coordination of the support effort is a critical component!
- We are making time to work with colleagues individually or in department groups. Faculty/staff are learning to design SLOs, design assessments, and will be reflecting upon the SLO assessments they have completed, and can call on a team of experts to support their work.
- We'll stay accredited, make this work meaningful and have some fun along the way!

Any Questions?

Thank you!