ACCJC RE-DEFINES “PROFICIENCY” and “SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT”

Our deadline, all along, has been 2012….
We have planned and conducted our SLO activities, college –wide, with this timeframe in mind….
We have folded this date into our strategic planning documents related to SLOs….
We have assessed our assessments based on this date….
We have updated our strategic planning documents and dialogue around this date….
And now this date is just about here….
And what does ACCJC do?

They redefined “Proficiency” and “Sustainable Continuous Quality Improvement.” There’s nothing too dramatic here (despite the lead-in for this story!), but it does illustrate how important it is to stay tuned and stay current. How do your courses and/or department SLOs stack up to these newly defined categories of proficient and sustainable continuous quality improvement? Changes are highlighted in yellow:

PROFICIENCY:
- 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.

SUSTAINABLE CONTINUOUS QUALITY IMPROVEMENT:
- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
- Dialogue about student learning is ongoing, pervasive and robust.
- Evaluation of student learning outcomes processes.
- 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.
- Learning outcomes are specifically linked to program reviews.
NEW FEATURES TO CURRICUNET SLO LEARNING OUTCOMES PAGE

The college will eventually be migrating to a new module on Curricunet designed specifically for a robust housing and reporting of student learning outcomes material, but in the meantime, (and with the 2012 deadline for proficiency just around the corner), several features have been added to the Learning Outcomes page in the Course Outline of Record course checklist.

**SLOs in Microsoft Word format**

Haven’t we long bemoaned the difficulty in reading our course/program/Core Competency SLOs from the Course Outline of Record? Here is a straightforward solution, to be found under the new “person icon” (the “SLO peep”) on each course’s Curricunet page.

**Attachment feature to SLO Evidence AND Chronological Assessment Plans**

More and more we are seeing faculty who have their assessment data on a spreadsheet, a word document, or even an email. In order to provide a logical place to store these documents, we have added an “attachment” feature to Box 4 – “Summary of Evidence” for your convenience.

**Help Box For “Closing the Loop” – Box 5**

Have you ever wondered how you could “close the loop” after all that reflective dialogue and authentic assessment results? Check out the Help Box attached to Box 5 “Use of Results” on the Learning outcomes page for each course in Curricunet. There is now a nifty list of suggestions to contemplate as you attempt to close your loops.

As a reminder, the new Assessment module to Curricunet will be debuting sometime this next academic year, and will contain SLO materials and evidence for both instructional and student services SLOs.
WHERE YOUR PROGRAM SHOULD BE FOR THE ACADEMIC YEAR 2011-2012

It’s “t minus 90 days” until the 2012 deadline for proficiency with SLOs...do you know where your program is?

What you should already have completed by the academic year 2011-2012:

- **A complete set of 3-5 course SLOs for each active course**
  3-5 course SLOs are required for each active course, whether you are offering that course this year or not. If the course is on the active course listing, it needs to have 3-5 course SLOs. These course SLOs should be listed, individually, on the Learning Outcomes page in Curricunet, aligned with a program SLO and a Core Competency. Course SLOs are entered into the first box on the Learning Outcomes page.

- **A target assessment date for each one of these course SLOs is established**
  I know, I know – you are not sure which semester you will be teaching the course. Emphasis is on the word “target.” The target assessment date AND the assessment type should be entered into Box 2 on the Learning Outcomes page.

- **Completed Chronological Assessment Plan**
  Each program, whether instructional or student service, should have a semester-by-semester chronological assessment plan (CAP) prepared. This is Chaffey’s response to the need to prove ongoing assessment planning for ACCJC. Again, this is not set in cement. The CAP can be revised when needed, but most probably during each Flex opportunity. The CAP is not necessarily used for recording SLO assessment results. It is just to provide a snapshot, by semester, of what SLO assessment activity is occurring. We have a spreadsheet for your use. If your department or program has this information in some other format, feel free to send it to either SLO Co-Facilitator and we will convert it for you. A consistent format really makes it look like we are all on the same page...and that just makes everyone look a little more professional, don’t you agree? If you would like your CAP listed in your program evidence folder on the college’s SLO website, please send it to either SLO Co-Facilitators.

**TO DO List for 2011-2012:**

- BOX 4 – as explained elsewhere in this newsletter, it is time to enter your SLO assessment evidence into Box 4 on Curricunet’s Learning Outcomes page.
- Closing Loops – when you have the opportunity, critically reflect on what those assessment results are telling you and then draft a plan to act on that reflection. There’s a nifty list of “Closing the Loop” options under the help box under Box 5 on the Learning outcomes page.
- Depending on the course of action for closing your loops, you may want to prioritize your activities. This makes for a nice addition to your PSR report, should you be interested in doing so. When this economic challenge is over, you may want to use this SLO activity to request things like staff development for critical thinking, software to enhance student learning, and other things along those lines.

AND BEHIND BOX #4….

The Green Lantern....
The Tree of Life....
The Help....
And....

**The Fourth Box....if only!**

We hope everyone had a good, restful summer, full of fun, entertainment, and family. Or maybe just the first two – whatever works for you!

The beat goes on here at the Chaffey College SLO front. As a means by which we can tell how many courses have ongoing SLO assessment (something we need to report on the WASC Annual Report – see article elsewhere in this newsletter), we are now running a report which will count the number of courses that have Box 4 – “Summary of Evidence” - completed. The premise is that if that box has text in it, it is probably assessment text, and therefore, the course will be added to the “SLO assessment completion” report. While this may not be the most effective method to address quality control issues related to SLO assessment, this SLO business is not going away anytime soon, and there’s plenty of time to follow-up on “assessing the assessment.”

So don’t dilly dally – you’ve been working hard on the SLO assessment stuff. You have made substantial progress in changing things for the better – otherwise known as “closing your loops.” Make sure you receive credit for your due diligence, and complete the Fourth Box on the Learning outcomes page in Curricunet.
SLOs Links of the Month

- Cleveland State University Office of Student Learning Assessment
  - http://www.csuohio.edu/offices/assessment/
- Cal State University Fresno Learning Assessment Methods

SLO Down Contact Information

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Interested in assisting with the S.L.O. Down? Contact either Marie Boyd or Tom Vitzelio.

The Chaffey College SLO Committee

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Co-Chairs
Marie Boyd, Curriculum Chair
Tom Vitzelio, Instructional Specialist Success Centers

Committee Members
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William Araiza, Library
Graciela Arriaga, EOPS
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