

Monterey Peninsula College

Response to ACCJC Recommendations Concerning SLOs October, 2012

- Prepared by the SLO Committee – Fred Hochstaedter, Diane Boynton, Grace Anongchanya, Celine Pinet/Marty Johnson
- Approval by Academic Senate and Advisory Groups leads to...
- Consideration by College Council, who submits it to...
- President/Superintendent for submittal to..
- The Board of Trustees

The SLO Recommendations

1. In order to meet the Commission's 2012 deadline and building upon the progress made in identifying student learning outcomes for nearly all courses, program, certificates and degrees, the team **recommends that the college complete the process of assessment to guide improvement of student learning** (IIA.1 and IIA.2).
2. In order to meet the Commission's 2012 deadline, the team recommends the college completes the process of identifying course level student learning outcomes and ensures student information is clear, **that SLOs are described, and that students receive syllabi reflective of the identified student learning outcomes** (IIA.2 and IIA.6).
3. In order to meet the Commission's 2012 deadline, the team recommends the college take appropriate steps to **ensure that faculty and others directly responsible for student progress toward achieving stated learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes**, and that this standard is achieved by the 2012 deadline established by the ACCJC (IIIA.1c).

The SLO Recommendations

2. In order to meet the Commission's 2012 deadline, the team recommends the college completes the process of identifying course level student learning outcomes and ensures student information is clear, **that SLOs are described, and that students receive syllabi reflective of the identified student learning outcomes** (IIA.2 and IIA.6).
- The Academic Senate has recommended that all faculty include SLOs on their syllabi.
 - Academic Affairs now checks to see if SLOs are included on all syllabi and instructors get a “friendly reminder” from Academic Affairs to rewrite their syllabi if the SLOs are not fully visible.

The SLO Recommendations

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From the Academic Senate to the Faculty Union:

Recommendations on SLOs in evaluations

Recommend to our faculty union that when it comes time to negotiate or discuss faculty evaluation, that there be a clause or question about participating in program review. Since SLOs “live” in program review, and since program review means evaluating the effectiveness of our programs and then using the results for improvement, then participating in program review means that we are participating in this SLO process

From: Academic Senate [Notes](#) and [Minutes](#), March 3, 2011:

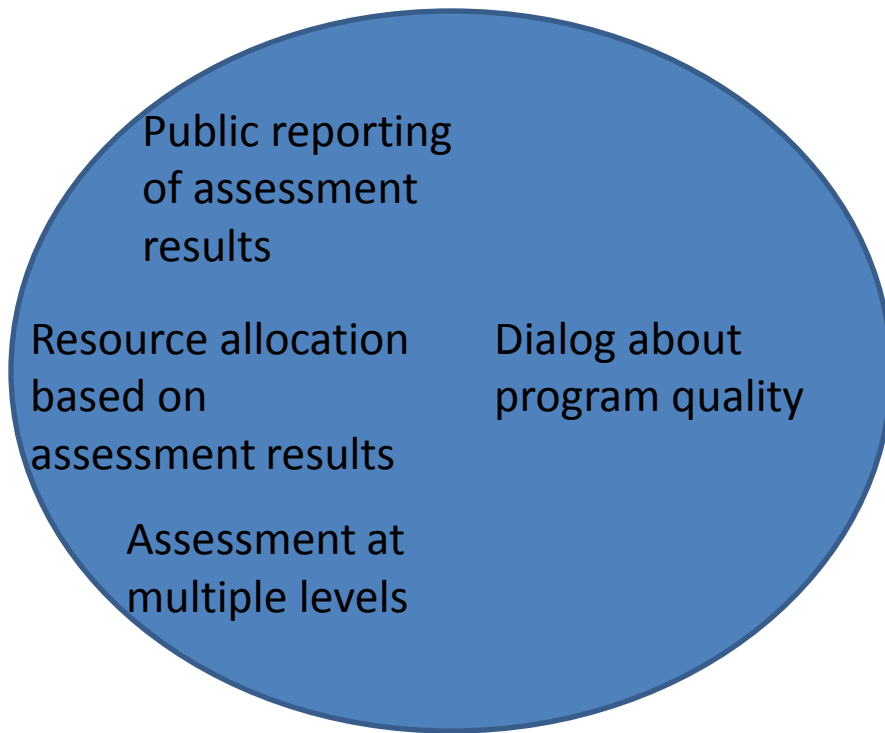
<http://www.mpcfaculty.net/senate/3-3-11/Notes3-3-11.htm> and

<http://www.mpcfaculty.net/senate/3-3-11/Minutes3-3-11.doc>

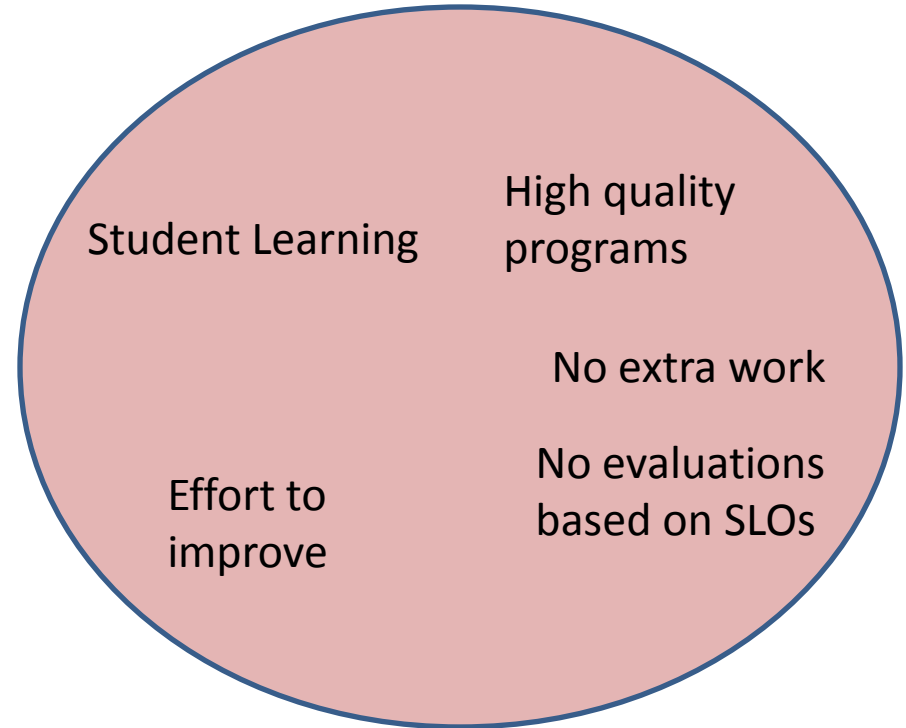
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- This one is vague, but far reaching.
 - The rest of this report is about responding to this recommendation.

Things ACCJC wants

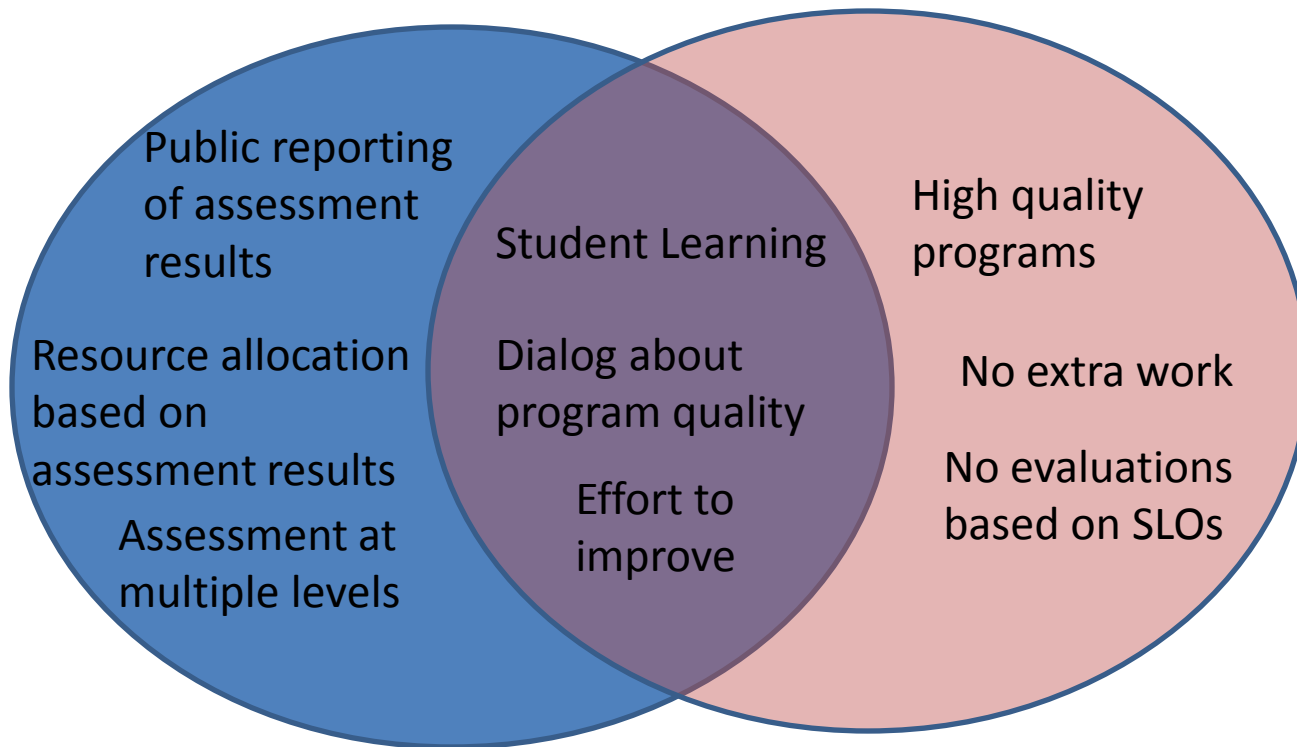


Things MPC wants



Things ACCJC wants

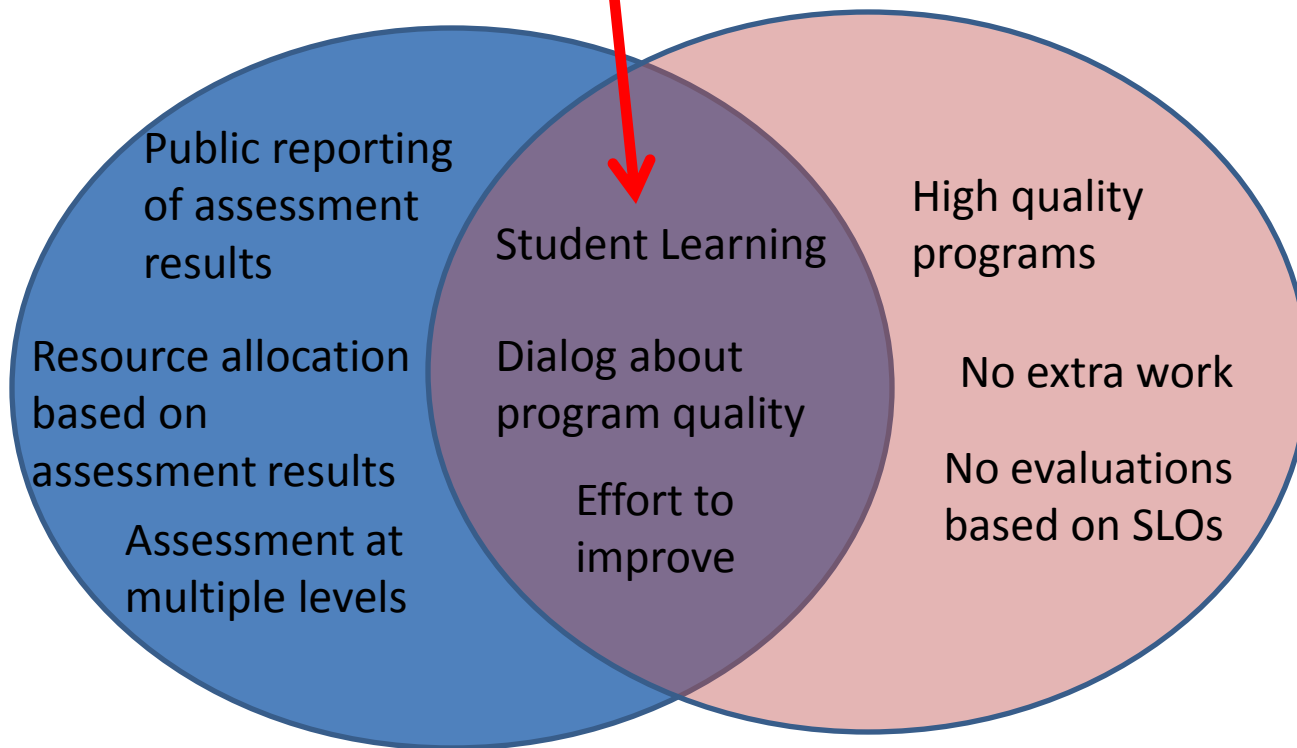
Things MPC wants



MPC Concentrates Its Efforts Here

Things ACCJC wants

Things MPC wants



**MPC does these things too, but
needs to communicate how it
does them.**

First I-Phone
introduced



Great Recession
Begins



Timeline of SLO Development at MPC

2007

2008

Articulating Student Learning Outcomes (SLOs) for MPC

Version 1.0

Approved November 20, 2007

Philosophy of SLOs for MPC

We hope that SLOs can provide a formal framework for faculty to converse, as professionals, about teaching, learning, pedagogy, and curricula. Professional teachers talking to each other about teaching and student learning is a primary characteristic of a vibrant academic institution. We hope that the result of these conversations is more insightful pedagogy that improves student learning in MPC courses.

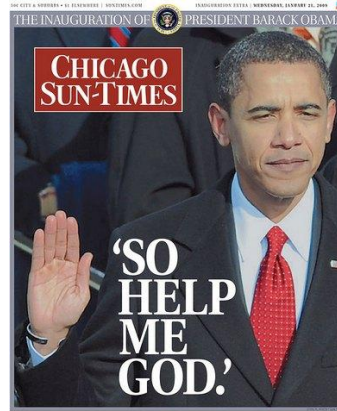
From: [Articulating Student Learning Outcomes \(SLOs\) for MPC](#), 2007, page 10

Program Reflections on Student Learning Form

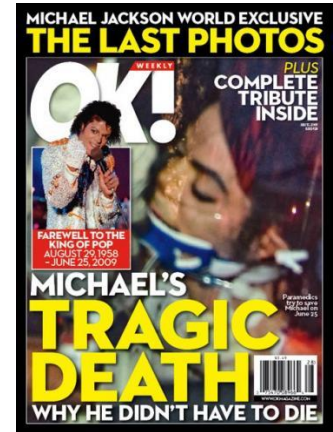
Department/Group Name	Semester	Date
Department/group members present		
Principle SLOs, supporting objectives, and/or challenges discussed		
<div>Beginning of the Program Reflections Began to ask instructors to record efforts to assess student attainment of SLOs and engage in dialog with colleagues.</div>		

Timeline of SLO Development at MPC

2008



2009



Academic Senate MPC

General Education Outcomes (GEOs) aligned with GE Areas

GE Area	GE Outcome (GEO)
Area A1: English Composition	
The course:	
English 1A	Proposed Area A1 GEO: form a provable thesis, develop it through factual research, distinguish between fact and opinion, and make effective rhetorical choices in relation to audience and purpose.
Area A2: Communication and Analytical Thinking	
Example courses:	
ENGL 2	Proposed Area A2 GEO: Analyze and evaluate complex issues or problems; draw reasoned conclusions and/or generate solutions; and effectively communicate their results.
BUSC 22, 42	
MATH 263, 10, 12	
SPCH 1, 2, 3	
PHIL 6, 10	
Area B: Natural Science	
Example courses:	
GEOL 2	Use the scientific method to investigate

Development of
General Education
Outcomes (GEOs)

General Education Outcomes (GEOs) aligned with GE Areas

GE Area	GE Outcome (GEO)
Area A1: English Composition The course: English 1A	Proposed Area A1 GEO: Proposed Area A1 SLO: form a provable thesis, develop it through factual research, distinguish between fact and opinion, and make effective rhetorical choices in relation to audience and purpose.
Area A2: Communication and Analytical Thinking Example courses: ENGL 2 BUSC 22, 42 MATH 263, 10, 12 SPCH 1, 2, 3 PHIL 6, 10	Proposed Area A2 GEO: Analyze and evaluate complex issues or problems; draw reasoned conclusions and/or generate solutions; and effectively communicate their results.
Area B: Natural Science Example courses: GEOL 2 BIOL 10, 13 ASTR 10 CHEM 1A, 2 PHYS 2A, 3A	Proposed Area B SLO: Use the scientific method to investigate phenomena in the natural world and use concepts, theories and technology to explain them.
Area C: Humanities Example courses: ART 1, 2 GTRN 1, 2 PHIL 2, 4 WOMN 6,9 SPCH 4	Possible Area C GEO: Analyze and interpret human thought and achievement relevant to such branches of knowledge as philosophy, literature, language, and/or art.
Area D: Social Studies Example courses: PSCI 1, 2, 3 ANTH 2, 4 BIOL 38	Possible Area D GEO: Just a place holder might be: analyze interaction between humans using appropriate techniques.

In this model, each GEO is aligned with a GE Area.

Each GEO is designed to be embedded into the courses that satisfy that particular GE Area.

Each instructor would then assess these GEOs as part of the normal SLO evaluation process.

This is designed to spur dialog between teachers of GE courses.

Rationale of the GEO plan

- All transfer students take general education courses to complete requirements at MPC.
- Students who receive transfer degrees complete GE courses in one of three patterns: MPC, IGETC, or CSU.
- Thus, the general education outcomes are a common, evaluable outcome for all of these students.
- The CTE programs have more discipline-specific program-level SLOs.

The Accreditation Visit

2009



Self Study

2010



Horizon Oil
Spill

At the time of the accreditation visit, MPC had...

- Developed its course and program SLOs,
- Articulated the value of SLOs for the institution (dialog amongst professionals is a primary characteristic of a vibrant academic institution),
- Knew what it wanted to get out of the SLO process (productive dialog that leads to plans to improve student learning), and
- Recognized what it wanted to avoid with the SLO process (evaluation of faculty based on student performance and quantitative summaries of student learning that diminish nuance, subtlety, or individuality in assessment).

The institution had a clear vision on how to connect the SLO process with program review and its planning and resource allocation processes.

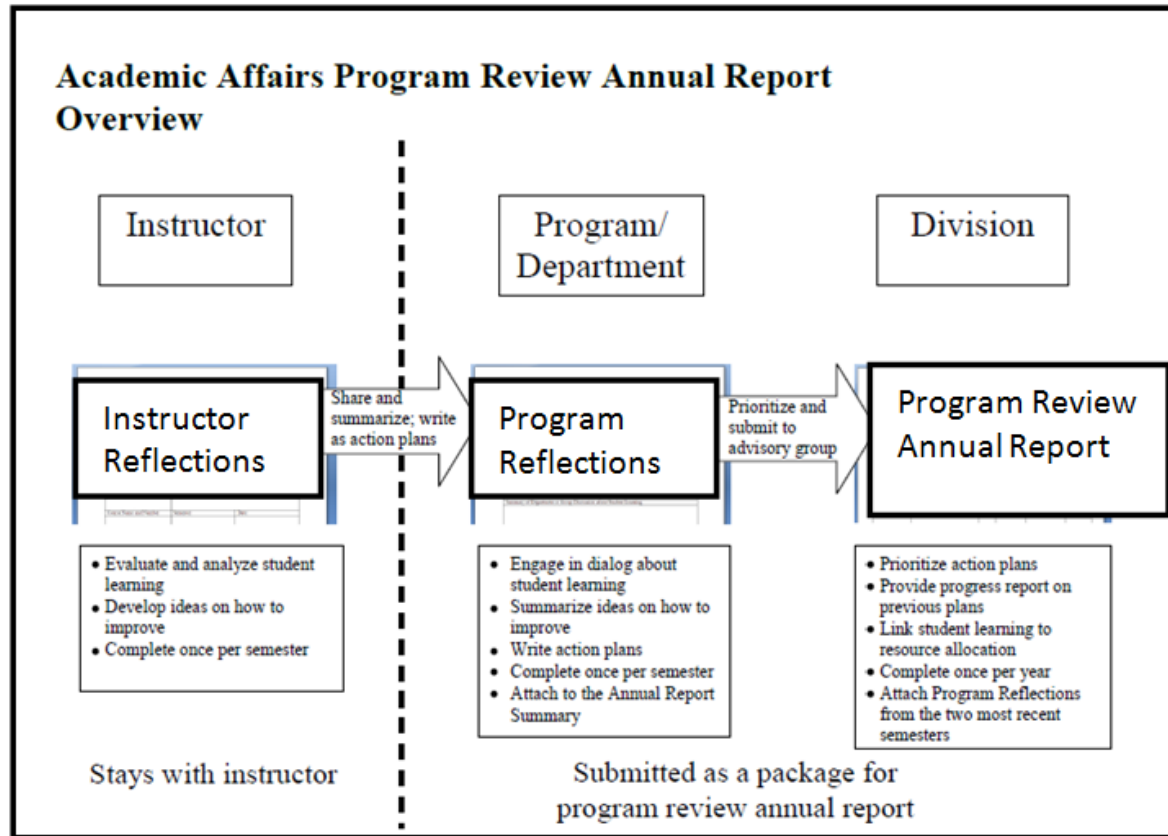
The institution needed to execute.

Executing the Plan

2010



2011



Strengthened connections between Program Reflections and Program Review

Instituted time for Program Reflections at all Flex Day events

Equated Institutional SLOs with GEOs.

Strengthened connections between Program Reflections and Program Review

Academic Affairs Program Review – Annual Report Form -- Summary

Date:

Program:

Prepared by:

1. Select one of the abbreviations that best describes the status of each action plan item described in your most recent program review: "C" means completed; "IP", in progress; "D", deleted, "A", added, "NM", no money.
2. For those items that are specifically described in your department's Program Reflections on Student Learning forms, check the box under PRSL (Program Reflections on Student Learning).
3. For those items that address one or more of the institutional goals, check the box under Goals.
4. Please provide rationale for additions and deletions, referring to the Program Reflections on Student Learning form as appropriate.
5. List in order of priority.
6. Attach the two most recent Program Reflections on Student Learning from each department or area.

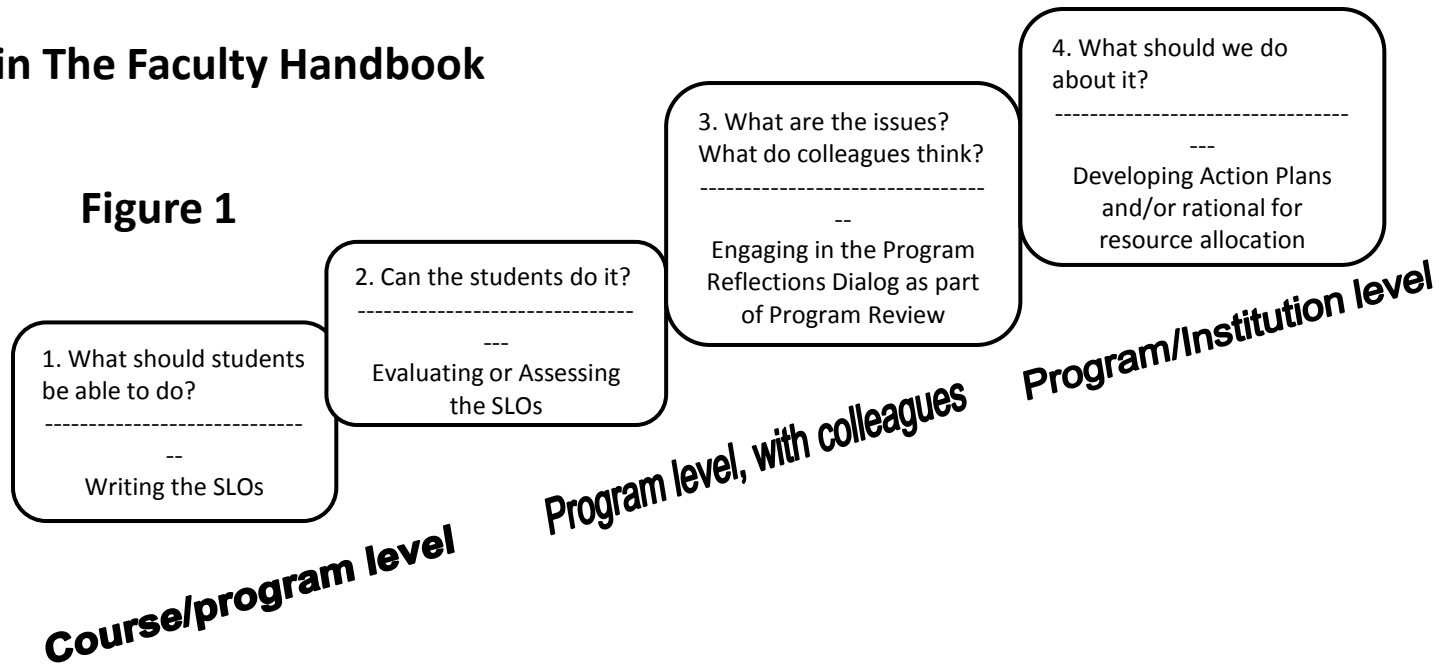
Budget-Dependent Items

Status (C,IP,D,A, NM))	Action Item	Supports		Timeline	Person(s) Assigned	Amount
		Goals	PRSL			

Rationale for Additions or Deletions (refer to your Program Reflections form as appropriate):

Spring 2011: SLOs in The Faculty Handbook

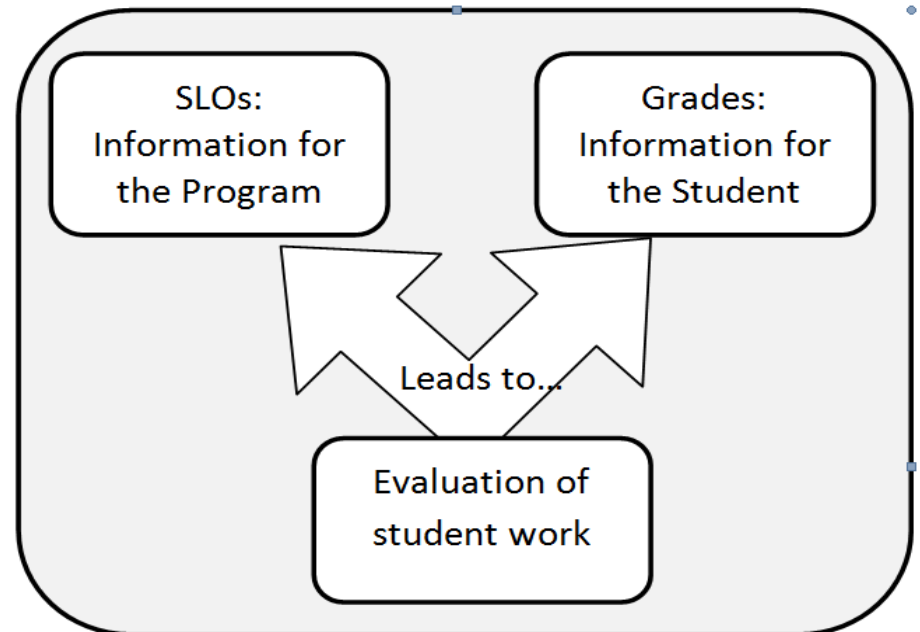
Figure 1



Main Point:

The emphasis is on dialog and using grading (assessment) activities to provide information about the program.

Figure 2



Executing the Plan

2011



2012

“The passage of time”

Figure 5. Revised resource allocation documents

C. Rationale for the Position

1. Description of need. Please include information on the effects on the program, your division, the college, and the community of filling the position versus not filling it.

2. If this position is new or modified, is it addressed in MPC planning documents, such as the college's Educational Master Plan, the Division's most recent Program Review, the Department's Program Review Update and Action Plan, and/or the Division's and/or Department's Program Reflections?

☐ Yes (Please cite below.) ☐ No (Please explain below.)

1. Faculty Position Requests

3. Annual cost of the proposal, and source of funds: _____

4. Justification/rationale for this position and consequences of not filling the position.

5. If the position is new or revised, explain how this position supports student learning.

2. Classified Position Requests

Reverse this sheet, and use the table for tracking the progress of

Adjusted language in forms dealing with all kinds of resource allocation to reflect Program Reflections and/or student learning

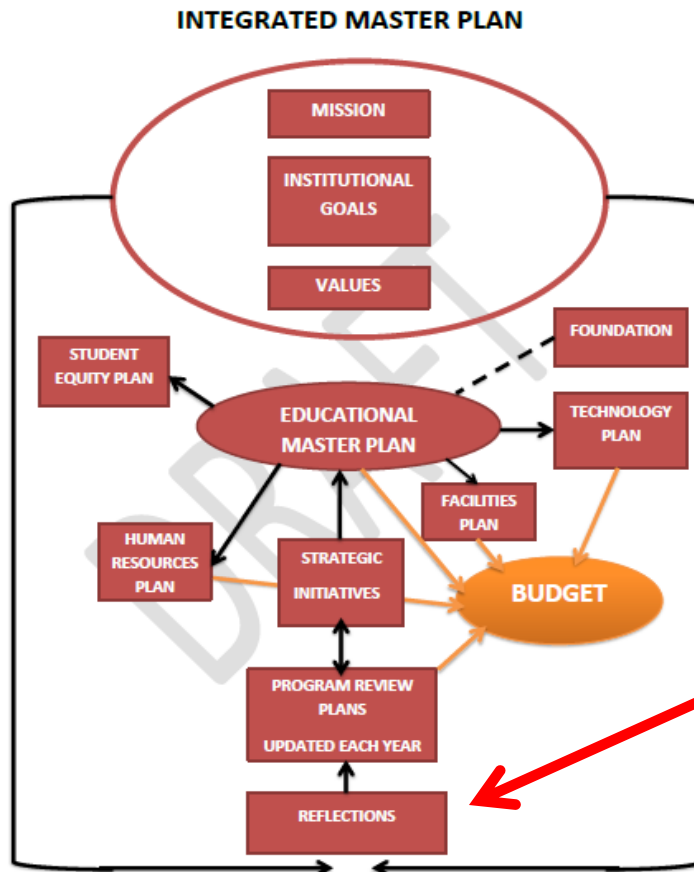
Executing the Plan



2011

2012

“The passage of time”



Development of the Educational Master Plan

Note grass-roots, foundational role of Program Reflections

Executing the Plan



2011

2012

“The passage of time”

Figure 5. Revised resource allocation documents

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3. In order to meet the Commission's 2012 deadline and building upon the progress made in identifying student learning outcomes for nearly all courses, program, certificates and degrees, the team **recommends that the college complete the process of assessment to guide improvement of student learning** (IIA.1 and IIA.2).

Program Reflections is the fundamental foundation and primary evidence.

Program Reflections is connected through language on *all* resource allocation forms, especially the Annual Update Action Plans, Program Review, and Educational Master Plan.

GEOs are the Institutional Outcomes

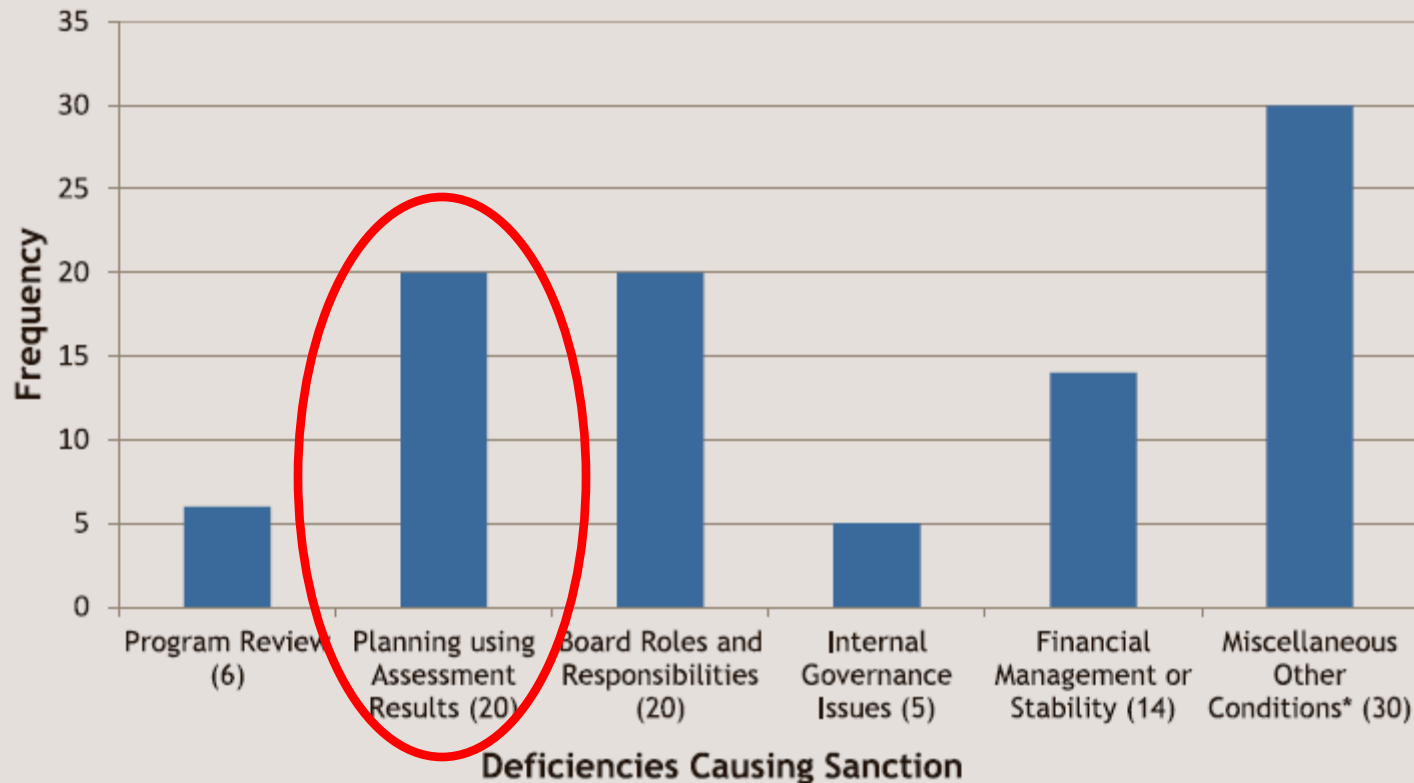
GEOs are course-level SLOs – In order to evaluate course-, program-, and institutional-SLOs MPC needs to be sure to evaluate these GEOs and engage in dialog about the results.

The entire framework hinges on the Program Reflections

From the Spring 2012 ACCJC Newsletter

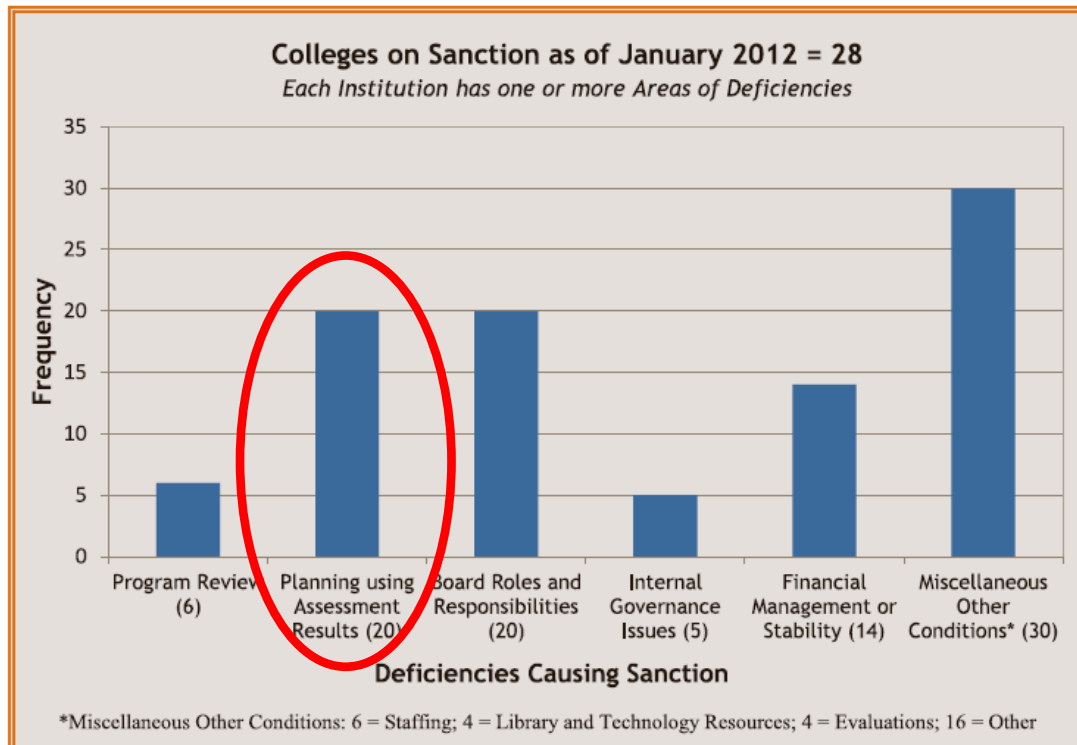
Colleges on Sanction as of January 2012 = 28

Each Institution has one or more Areas of Deficiencies



*Miscellaneous Other Conditions: 6 = Staffing; 4 = Library and Technology Resources; 4 = Evaluations; 16 = Other

From the Spring 2012 ACCJC Newsletter



Where are MPC's assessments?

1. Assessment or evaluation techniques are up to instructors or those involved with student learning.
2. The Program Reflections is the fundamental place where the dialog about the evaluation of SLOs takes place, and where the connection to planning is made.

How are they used in MPC's planning processes?



1. Student learning and the Program Reflections dialog is linked to Action Plans, Program Review, EMP, and all other processes that involve allocation of resources.

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

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

(See attached instructions on how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none">• There is preliminary, investigative dialogue about student learning outcomes.• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.• There is exploration of models, definitions, and issues taking place by a few people.• Pilot projects and efforts may be in progress.• The college has discussed whether to define student learning outcomes at the level of

	<ul style="list-style-type: none">• Appropriate resources are being allocated to support student learning outcomes and assessment.• Faculty and staff are fully engaged in student learning outcomes development.
 Proficiency	<ul style="list-style-type: none">• 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 widespread institutional dialogue about the results.• 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.• Comprehensive assessment reports exist and are completed 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	<ul style="list-style-type: none">• Student learning outcomes 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.• Learning outcomes are specifically linked to program reviews.

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

MPC's dialog involves prioritization of action plans, the development of the EMP, deciding which faculty positions to fill, scheduling, etc...

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

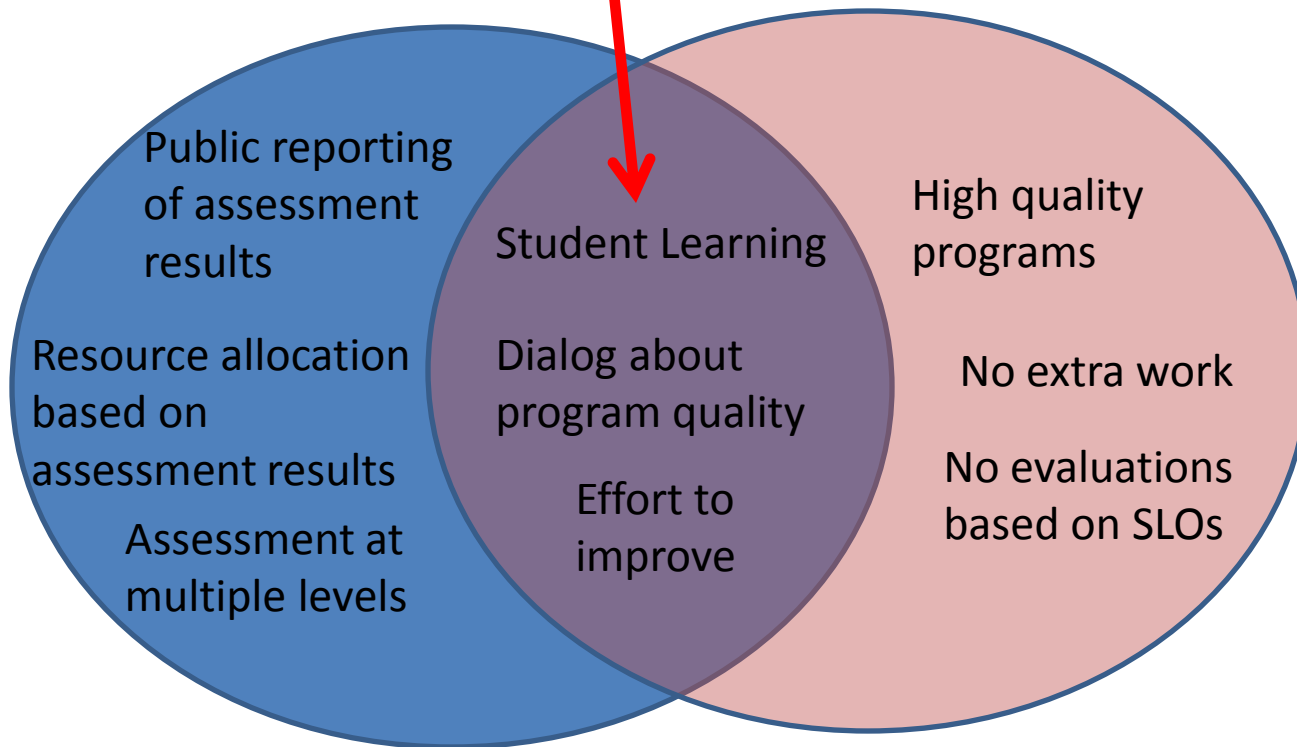
PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

The Program Reflections documents ***ARE*** the comprehensive assessment reports. They need to be written in a way that a visiting team member could see this.

MPC Concentrates Its Efforts Here

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Things MPC wants



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Program Reflections on Student Learning Form		
Department/Group Name	Semester	Date
Department/group members present		
Principle SLOs, supporting objectives, and/or challenges discussed		
Summary of department/group discussion about student learning		

1. Program Reflections is the centerpiece. It is the primary evidence.
2. It grants great leeway and flexibility to the instructors.
3. It also comes with responsibility of completing it in a way that would be clear to ACCJC representatives.
4. We *all* need to accept this responsibility and participate.