

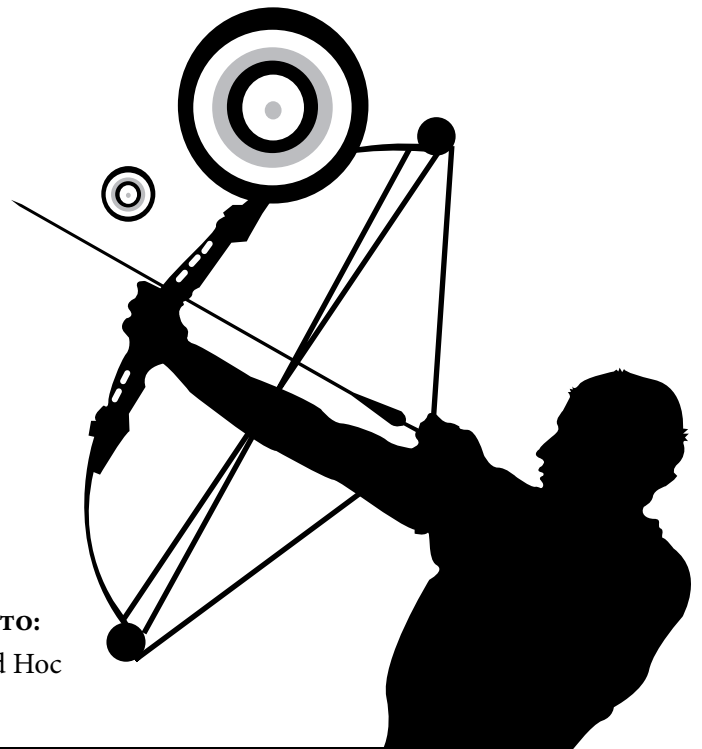
AGENTS OF CHANGE: EXAMINING THE ROLE OF STUDENT LEARNING OUTCOMES AND ASSESSMENT COORDINATORS IN CALIFORNIA COMMUNITY COLLEGES

ADOPTED FALL 2007

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ABSTRACT

FORMALLY STATING AND ASSESSING STUDENT LEARNING outcomes (SLOs) is a new focus for California community colleges required by the 2002 Accreditation Standards. This paper, the first in a series, explores one aspect of this sea change across the state: the emergence of a new group of faculty leaders, Student Learning Outcomes and Assessment Coordinators. Responsible for guiding the SLO development and assessment efforts at their colleges, these faculty are charged with designing and implementing assessment processes for instruction, the library, and student services. In addition, they provide training for whatever assessment model the college adopts and they must organize and report assessment data for accreditation. As assessment leaders, they must balance the often differing concerns of faculty and administrators as well as deal with any college resistance. Student Learning Outcomes Coordinators act as agents of change on their campuses; not change for the sake of change, but change anchored in campus culture and targeting improved learning. Unfortunately, many are working without clear job descriptions or have not received training for this position. Some SLO Coordinators shoulder this burden without any reassigned time on top of a full teaching load. Until now, there have been few opportunities for SLO Coordinators to network together and exchange ideas; they have been undertaking their task in isolation. This paper, detailing research conducted by the Academic Senate's Ad Hoc Accreditation and Student Learning Outcomes Committee, explores the current status of California's SLO Coordinators and makes several recommendations to address the challenges they face.

INTRODUCTION

STUDENT LEARNING OUTCOMES AND ASSESSMENT ARE faculty tasks which reach from the core of our classrooms to the public image of our profession. Some proponents claim that outcomes and assessment are instruments to improve education, to repair our educational system, and to hold institutions accountable to the public. While we do not agree that SLOs and assessment are a panacea for all that ails education, the research indicates that they do have value. But who should define these outcomes and carry out the assessments? This paper, the first in a series of papers on student learning outcomes and assessment, emphasizes the centrality of the faculty role in creating this process. **It is up to faculty to create and assess outcomes (utilizing both quantitative and qualitative measures) and to analyze that evidence to improve student learning and teaching.** Because meeting the assessment expectations of accreditation standards requires knowledge and abilities beyond typical grading, faculty need training in many areas. Student Learning Outcomes (SLO) Coordinators are important leaders in staff development, advocating faculty primacy in curricular issues, and supporting academic freedom. SLO Coordinators also handle responsibilities that produce reports to external agencies with an eye on the validity and reliability of the reported data. As a related responsibility they must determine where to house the data and create the conditions to make it safe to collect data without inadvertently stepping on individual student, faculty or administrative rights. Subsequent papers will address the effects of outcomes and assessment in the classroom, on our institutions individually, and to our California Community College System as a whole.

To meet the challenge presented by the 2002 Accreditation Standards, a phenomenon occurred in California community colleges; the rather rapid development of a new faculty position, the Student Learning Outcomes Coordinator. In this role a faculty member looks beyond the accreditation requirements and self study report, the direct responsibility of the accreditation co-chairs and Accreditation Liaison Officer (ALO). The SLO Coordinator must look into long term institutional assessment processes that are sustainable. The SLO Coordinator evaluates the staff development needs, trains faculty on assessment tools that provide reliable and valid data, and motivates robust discussions that convert these data into positive changes to improve learning. At its heart, outcomes assessment addresses the scholarship of teaching, and falls squarely into the faculty domain.

LITERATURE REVIEW

THE ACCREDITING COMMISSION FOR COMMUNITY AND Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC) *2002 Accreditation Standards* integrate outcomes and assessment into every component of institutional responsibility. Recent accreditation actions, found at the ACCJC WASC website (http://www.accjc.org/Actions_institutions.htm), make it perfectly clear; an institution cannot be accredited without thoughtfully addressing and using outcomes assessment in every course, program and student service. In addition, evidence from outcomes assessment is supposed to drive budgeting decisions, address student needs, improve student services and help students and faculty to continually ask, “Can we do this any better?”

A secondary consequence to the focus on outcomes assessment is that it forces the institution to clearly document what the results of a student's education should be. In other words, what can a student do after he or she completes a course of study? What will a student, holding a degree from a particular program at a particular institution, really be able to do and how do we know he or she can do it? This type of questioning ultimately asks whether a degree, the grades from courses to accomplish that degree, and the time and money spent in the classroom to support that education, actually resulted in any qualitative difference. This corollary of outcomes assessment embodies a public and legislative desire for accountability. There is a body of literature that concludes that higher education has not been accountable or effective. This premise was first documented and publicized in a paper by the National Commission on Excellence in Education called *A Nation at Risk: The Imperative for Educational Reform* (1983). The report has formed the basis of many external pressures upon educational practices. Accreditation practices are supposed to guarantee quality education, but since *A Nation at Risk*, the public and the legislature feel the process is inadequate and have published several attacks on the quality of higher education and accreditation processes.

Recently, new external reports have found fault in the California community college outcomes and institutional practices. In *Rules of the Game: How State Policy Creates Barriers to Degree Completion and Impedes Student Success in the California Community Colleges*, Shulock and Moore (2007) claimed that the California Community College System has failed expectations for specific outcomes. Some politically active organizations have taken aim at the process of peer review to accredit institutions and guarantee quality outcomes. In a report by the Association Council of Trustees and Alumni (ACTA) called *Why Accreditation Doesn't Work and What Policymakers Can Do about It* (2007) the national process of peer review accreditation is referred to as a broken and ineffective process. The Council on Higher Education Assessment (CHEA), which oversees the regional accreditation processes, summarizes the claims of the ACTA paper by stating,

Why Accreditation Doesn't Work offers breathtaking generalizations about accreditation, buttressed only by a series of anecdotes and offering little or no evidence for its broad condemnation of the enterprise. Accreditation, the paper says, is suffering from seven deadly sins: It does nothing to assure quality; it examines inputs and not the outputs in which the public is interested; it undermines institutional autonomy and diversity; it contributes to rising college costs; it is an unaccountable, federally mandated monopoly; it is largely a secret process and it is a "conflicted, closed and clubby system." In short, accreditation is "bad education policy" and fails to assure quality. (Inside Accreditation Vol 3 No. 3)

Are any of these conclusions founded on solid evidence? Do the conclusions focus on the wrong type of measurement, of indirect and irremediable measures, paralleling yet separate from measuring actual learning? Have educators honestly answered these questions and provided either evidence to the contrary or plans to address issues that can be improved? Most certainly, without a response or with a business as usual approach, we are looking at pressures from external agencies and the federal government who feel they can do our jobs better or have answers that work.

There are many examples where outcomes and accountability measures have been undertaken by outside entities, other than faculty, and the results have not accomplished the desired effect: the improvement of teaching and learning. An example of this kind of failure is large stakes testing which results in comparisons between schools, as experienced by K-12 institutions through the No Child Left Behind Act. Another example

of external measures is the use of individual student assessments, such as the SAT or GRE, which provide an amorphous measure of some aspect of learning, but by no means provide data to improve learning or teaching. While large stakes testing may measure something, this testing is not part of an assessment cycle and is not set up to actually improve teaching or student learning. External measures often provide only superficial information that is limited to comparisons of students or schools. In order to accurately assess the dynamics of learning in all domains at all levels, assessment must be planned and implemented in a scholarly fashion by faculty, the teaching experts.

Outcomes and assessment, that benefit student learning, must focus on the dynamic roles of faculty and on the teaching-learning interface, emphasizing pedagogical techniques and observable student learning. Important criteria for classroom assessment and the teaching-learning interface have been emphasized by many authors (Angelo, 1995; Black & Wiliam, 1998; Brookhart, 1999; M. S. Miller, 1999; Suskie, 2000; Wright, 1999). Understanding the power of assessment, that it is a two edged sword that can both improve education when done correctly, but also has the power to reduce, mechanize and limit education on the other hand, is essential. Boud (1995) raises an important consideration explaining that if faculty did not fully understand the power inherent in assessment, it could serve as a real shortcoming. These shortcomings involve overemphasizing single summative tests, high stakes testing, and assessment that does not ultimately benefit students. These potential dangers are detailed at the Fair Testing website (<http://fairtest.org>) and elaborated upon by Wiggins (1993) in *Assessing Student Performance: Exploring the Limits of Testing*.

Having considered the potential difficulties with assessment, it is also clear that research supports the fact that assessment can be a great tool to improve teaching and learning. In *What You Measure is What You Get* (1994), Hummel and Huitt describe how the types of assessment methods used determined how students learned and influenced how faculty taught. Boud (1995) also explains that the benefit of well defined assessment practices is the ability to prompt learning both for the faculty member and the students. In other words, what we assess, acts as a map to direct student learning, guiding them in their studies and time investment. Black and Wiliam (1998) in *Inside the Black Box: Raising Standards through Classroom Assessment* provide impressive data that proves formative assessment is one of the most powerful methods known to improve learning. The focus of assessment must be directed at the correct venue, the student-learner interface, as Wright claims,

Post secondary assessment done right must be rooted in the course and in the classroom, in the individual cells, to speak metaphorically, where the metabolism of learning actually takes place.
(1999)

Building on this, Stiggins (2002) adds an additional perspective to assessment. He suggests that the purposes of assessment are not only educational improvement and accountability but also assessment for learning. Doing assessment that promotes success and informs learning, rather than just measuring learning, requires using assessment as an instructional tool (Chappuis & Stiggins, 2002; Travis, 1996; Wiggins, 1993). The principles discussed above suggest important components necessary for faculty assessment training and underscore the importance of faculty in driving this process.

Several authors highlight the importance of equipping faculty to clearly state outcomes about what a student should be able to know or do at the completion of a course or program (Friedlander & Serban, in press;

Nichols, 1995; Volkwein, 2003; Walvoord & Anderson, 1998; Wright, 1999). This is important because well-stated outcomes actually suggest the means or method of assessment simplifying or directing faculty selection of assessment tools. Nichols (1995) highlights the importance of training faculty to develop a limited number of substantive outcomes. This entails reflective analysis of the complex skills, knowledge, and abilities that students should be able to do as a result of the coursework (Brookhart, 1999; Huba & Freed, 2000; Wright). Linkage of course outcomes to program outcomes, and program outcomes to institutional level outcomes, is essential and occurs most easily after faculty have developed the expertise within their own courses (Benander et al., 2000; Brookhart). Miller stated,

Classroom assessment is the purest form of assessment-for-improvement, because the information gleaned can be immediately used to improve teaching and learning ...the further away from the individual classroom you get, the harder it becomes to turn assessment data into useable information. (1997)

Unfortunately, training on student learning outcomes, pedagogy, and assessment often occurs on the run. Many faculty simply emulate the teaching practices of the most effective teacher in his or her educational experience. Nevertheless, assessing student learning is not a new technique; it is an integral part of the job when it comes to evaluating student work. Focusing on student learning outcomes and assessment involves more explicit and purposeful activities with respect to work faculty have always done (Walvoord & Anderson, 1998; Brookhart, 1999). The difference in meeting the assessment expectations delineated in the new accreditation standards requires conventions beyond typical grading and beyond faculty focusing on individual classrooms. It requires that faculty become both discipline experts and skilled assessment practitioners. This demands leadership and clearly defined tasks, plus well organized training to make the process beneficial. In an extensive literature review by the Ad Hoc Committee there was no evidence that any system of higher education has addressed an organized training plan for Student Learning Outcomes Coordinators.

BACKGROUND

WHILE CAREER AND TECHNICAL EDUCATION (vocational education) had been outcomes-based for years, student learning outcomes and assessment became a focus for all disciplines in California community colleges in 2002 when newly adopted accreditation standards placed them at the center of college life. The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC) 2002 Accreditation Standards require:

STANDARD I B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence

of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. See additional details in the Standards.

STANDARD II. STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. See additional details in the Standards.

The Academic Senate for California Community Colleges had concerns about the implications of the new standards and its emphasis on student learning outcomes. Though supportive of authentic assessment, the Academic Senate feared that the new standards would lend themselves to a “one size fits all” approach for all of California’s 109 community colleges, similar to the testing imposed on the K-12 system as part of the No Child Left Behind initiative. The Academic Senate also worried that the cost of implementing the new standards was an unfunded mandate, one that would place an undue financial burden on local colleges. Finally, the role of faculty in meeting the new standards was also an area of concern; the Academic Senate feared that work with SLOs and the design of assessment processes would not fall where it rightfully belonged—in faculty hands. Many of these concerns have not materialized.

Since the implementation of the new standards, visiting accreditation teams have held the colleges to higher and higher levels of compliance with a gradually increasing focus from the writing and documentation of student learning outcomes to the assessment of those outcomes and more recently to the tying of those outcomes to budgeting and planning. Although this focus on student learning outcomes appears new to ACCJC/WASC accreditation, it has been the standard in all the other regional accreditation commissions, most having begun in the early 1990’s. Career and technical educational programs have been held to this high standard by individual program accreditation organizations, such as the Board of Registered Nursing (BRN). But for many disciplines and institutions as a whole, the focus of accreditation standards on teaching and learning outcomes as opposed to physical, financial and human resources moved the measuring stick for quality higher education from inputs to outputs; this represented a significant paradigm shift for California faculty. The new ACCJC standards moved the evaluation of colleges from a focus on educational resources, faculty quality and curricular content to new questions related to student outcomes. What can the student do as a result of their education? How does the college document student learning? And how does the college use that documentation in planning processes?

The focus on teaching and learning shifted the process of accreditation from administrative summaries of existing facilities and organization to an evidence-based process that documents the effectiveness of teaching and learning and improvements of that process. As a result, the major responsibility for assessment rightly landed in the laps of the practitioners, the faculty. In an attempt to meet the demands of the 2002 ACCJC Accreditation Standards, many colleges created Student Learning Outcomes Coordinator positions. This person, most often a faculty member, is asked to take charge of the college’s efforts to examine existing processes and create new ones to assess student learning. In addition, most coordinators also hold the major responsibility for amassing evidence and reporting of assessment results for accreditation. Recently, the role of the Student Learning Outcomes Coordinator has become even more vital following the January 2007

implementation of mandatory annual reporting on the status of outcomes and assessment for every level of college activity (see Appendix A).

However, to begin few faculty SLO Coordinators were trained in these areas outside of their specific disciplines. At the national level, as faculty and institutions prepared to meet the need for training and coordination, various conferences developed as a means to share processes, ideas, and methodologies, such as the Indiana University-Purdue University Indiana (IUPUI) Assessment Conference and American Association of Higher Education (AAHE) Assessment Conference. The lack of professional development funding in California community colleges made travel to these conferences difficult or impossible for many who would have benefited. The few faculty that were able to go to these training opportunities returned to find no organized follow-up and little support or infrastructure to enable them to move forward with student and learning and assessment issues.

Typical of California, innovative educators met this need with unique strategies. At the Fall 2004 Plenary Session the Academic Senate passed resolution 2.01,

Resolved, That we insist that SLO design and development remain exclusively a matter for local faculty and senates; and that we insist that the designs of all processes for measurable objectives and/or outcomes remain exclusively a matter for local faculty and senates and that this principle be communicated to the Accrediting Commission for Community and Junior Colleges (ACCJC), the system leaders of California's Community Colleges, and all of our intersegmental partners, including the Intersegmental Committee of Academic Senates (ICAS) and the California Articulation Numbering (CAN) Board of Directors.

The process of developing student learning outcomes and assessment began to focus on faculty-driven, locally appropriate methods. The Academic Senate began to offer training at the annual Curriculum Institutes, addressing this issue from a curricular perspective.

Statewide training for SLO Coordinators began initially through the Research and Planning Group (RP) of California. They were instrumental in providing regional training for colleges and quickly approached faculty to lead that training in instructional areas. Specific training for faculty leaders took place at the "Assessment Worth Doing" summer institute in 2005, planned and led by faculty in cooperation with some administrators and researchers. RP Group also organized initial meetings for SLO Coordinators at their "Strengthening Student Success" conference in 2006 and developed an SLO listserv. Around 2004, the Academic Senate incorporated training for SLOs into its Curriculum Institutes and IMPAC (Intersegmental Major Preparation Articulated Curriculum) meetings. Faculty members increasingly looked to their own organization, the Academic Senate for California Community Colleges, for support and guidance in these areas. At the Fall 2006 Plenary Session, more of the focus of the organizing effort moved to the Academic Senate. Resolution F06 2.02 requested that the Academic Senate,

Provide organizational support, including organizing regular meetings, providing faculty training, and facilitating networking, for SLO/Assessment Coordinators throughout the state; and encourage local colleges and their districts to provide financial support for their SLO/Assessment Coordinators.

Responding to the resolution, the Ad Hoc Accreditation and Student Learning Outcomes Committee, created by the Academic Senate in Spring 2006, undertook a study of SLO Coordinators throughout the state. The Ad Hoc Committee conducted a survey, created an Academic Senate SLO Coordinators listserv and convened regional meetings, with help from the RP Group. Information from the survey was reviewed, organized, and validated by focus groups during the regional meetings. What follows is a discussion of the findings.

PRESENT STATUS OF SLO COORDINATORS

A SURVEY CONDUCTED BY THE ACADEMIC Senate and the RP Group in the Spring of 2007 collected information from 80 unduplicated respondents concerning their official or unofficial role as SLO Coordinator or chair (see Appendices B and C for Survey respondent results; entire results are available at the Academic Senate website <http://www.asccc.org>). The respondents represented 75 California community colleges, ranging from colleges with multiple SLO Coordinator positions to colleges where the workload was carried out by people with other designations, such as curriculum chair, and colleges with no one carrying out this function. The survey indicated that more than half the people acting as SLO Coordinators in California community colleges have no defined role, were appointed or chosen without any selection criteria, and complained of a lack of clarity concerning duties and reporting responsibilities. Given the huge institutional task that SLO Coordinators are attempting, this is troubling.

When asked how long the existing coordinators had been in their position, responses varied from less than four days to six years. Details of the answers are included in Table 1.

TABLE 1: HOW LONG HAVE YOU BEEN SLO COORDINATOR/CHAIR?

Time	Number
0-1 semester	14
1 semester-1.5 years	19
2-4 years	37
5-6 years	4
No answer	6
Total Respondents	80

Even though the new Accreditation Standards requiring outcomes and assessment were adopted in 2002, the numbers in the table indicate that some SLO Coordinators in California community colleges began carrying out their responsibilities just prior to or just after the adoption of the new standards. But the majority of coordinators have had very short tenures and 19 have been only recently appointed to the coordinator position. Overall, this is a new group of faculty leaders with little experience as SLO Coordinators.

Of concern is the fact that the majority of faculty holding these positions have no written definitions of the position. Many faculty explained that they were appointed as SLO Coordinators without a job description, term of service, position expectations, or criteria for their task. Most felt that they were chosen to fill the position for an undetermined or indefinite period of time.

TABLE 2: HOW MANY YEARS DOES YOUR ROLE AS SLO COORDINATOR LAST?

Length of Assignment	Number
1 year	5
2 years	13
3 years	4
5 - 6 years	3
Indefinite or Not Determined	39
Unofficial role or Other such as chair for another committee that covers SLOs also	4
Answers indicating position end date but no term length	6
Not Applicable	2
No Answer	4
Total Respondents	80

The method used to appoint the SLO Coordinators varied a great deal as shown in Table 3 below. By and large, the SLO Coordinators reported ambiguity about their appointment process. Approximately 50% of the SLO Coordinators were chosen without any selection criteria and another 8% simply morphed into the position from related roles such as curriculum chair or roles associated with accreditation. Unfortunately, only 6% were appointed through joint academic senate and administrative processes, which model the support and cooperative decision making processes that contribute to the eventual success in implementing outcomes and assessment.

TABLE 3: HOW WERE YOU APPOINTED TO THE POSITION OF SLO COORDINATOR?

Appointed by an administrator	17
Appointed or elected by the academic senate	16
Volunteered	8
Appointment was made by a committee, e.g. SLO or accreditation committee	8
Appointment was unique or unclear	8
Morphed into SLO role as part of another committee, e.g. accreditation or curriculum	6
Appointed by the senate and administration	5
No process	4
No response or not applicable	8
Total Respondents	80

The appointment of SLO Coordinators should be a joint venture between the administration and local Academic Senates. The implications to curriculum and campus programs, as well as the tremendous impact on the accreditation process necessitate such collaborative efforts, especially when considered in conjunction with all of the areas of faculty responsibility, as clearly defined in AB 1725. Title 5, 53200 also requires that the local senate consult collegially on the policy and implementation matters related to “faculty roles and involvement in accreditation processes, including self-study and annual reports.”

WHAT DO STUDENT LEARNING OUTCOMES AND ASSESSMENT COORDINATORS ACTUALLY DO?

MANY FACULTY ASSIGNED TO THE TASK of Student Learning Outcomes and Assessment Coordinator would also like to know the answer to this question. The task of SLO Coordinators was aptly summarized by an English professor and SLO Coordinator at a California community college:

Look carefully at the no-longer-new accreditation standards. We're to define SLOs for every one of our courses, complete assessment cycles for each of those courses, and use assessment data in each of them to improve curriculum and/or pedagogy. We're to define and assess GE outcomes, mapping GE courses to GE outcomes and (again) using data to improve. All programs are to be similarly assessed. Student services and instructional support are similarly to be assessed. Someone (or ones—there's something to be said for splitting the position between two people) has to led this effort, and it is extraordinarily demanding.

Our research revealed that very few SLO Coordinators actually operated on written job descriptions. Some faculty have compared it to the role of the Curriculum Chair. Yet, while there are some similarities, the task of training everyone in the college in assessment methods, from student services to instructional services, and bearing a major responsibility for the evidence and reporting in accreditation, sets the SLO Coordinator's duties apart from those of most Curriculum Chairs.

Accreditation requires student learning outcomes and regular assessment for all course level, program (including instructional and student service programs) level, General Education, and college-wide student learning outcomes. The purpose of these assessments is to guide changes and improvements in those specific courses or programs and provide linkage and rationale for budgetary decisions. At some colleges the outcomes and assessments task is shared between co-chairs or relegated to committees, while other colleges have successfully designated multiple SLO and Assessment Coordinators with specific areas of responsibility. Models include co-chairs from instruction and student services or from vocational and transfer education or co-chairs with one taking the lead on SLOs and the other taking the lead on assessment. The job is so large that some colleges have teams of faculty or committees with reassigned time that aid the SLO Coordinator in facilitating training and implementation. Table 4 provides a sample of the variety of SLO Coordinator models found in the colleges surveyed.

TABLE 4: VARIOUS MODELS OF ORGANIZING THE SLO RESPONSIBILITIES

-
- ▶ Some colleges have divided the SLO tasks and assigned specific duties in some of the following combinations:
 - ▶ Student services SLO chair and instructional services SLO chair
 - ▶ Vocational Instruction SLO chair and Non-vocational SLO chair
 - ▶ Administrative and Student Services SLO chair and instructional services SLO chair
 - ▶ Planning and research chair and SLO implementation chair
 - ▶ SLO Coordinator and small reassigned time for faculty SLO facilitators
 - ▶ Combinations of Curriculum chair and SLO responsibilities
 - ▶ Combinations of Program Review Chair and SLO responsibilities
 - ▶ Triumvirates with chairs from curriculum, program review and SLO
 - ▶ An SLO trainer and an SLO organizer
 - ▶ One person to organize course and program outcomes and assessment and another to do institutional/general education outcomes and assessment
 - ▶ Combinations of SLO Coordinator and Accreditation Liaison Officer (ALO)
-

A few colleges developed very specific job announcements, several of these are included in Appendix D.

CRITERIA FOR THE POSITION OF SLO COORDINATOR

AS MAY BE EXPECTED, WITH NO official selection process and no designated terms of service, there were many survey respondents that reported an absence of specific job requirements. Most were unsure that any criteria for the position existed. Some open-ended comments ranged from criteria such as “Willingness to serve” and “Find a sucker willing to do the work” to “Understanding of assessment, (measurable) objectives, instructional design cycle, curriculum, student services” to “Knowledge of SLOs as demonstrated by attendance at conferences, research, and departmental leadership.”

Regional meetings, supported by the Academic Senate and attended by over 100 SLO Coordinators, interested faculty, institutional researchers and administrators, were used to review the potential criteria gleaned from the survey and develop a useable list of potential criteria for the position of SLO Coordinator. During the regional meetings, focus groups developed a list of factors that are useful in describing the expectations for an SLO Coordinator. Like any task, the person doing the work is an important component in the success of this endeavor. No one could fulfill the entire list; however, colleges can select from the list to describe the position that fits their college culture and expectations. Table 5 displays how criteria were organized by the focus groups so that colleges could look at the potential descriptions and develop a description appropriate to their needs and to their local college culture.

TABLE 5: DESIGNING AND DEFINING SLO COORDINATOR RESPONSIBILITIES

Design the Job

1. First acknowledge and distinguish the different tasks and potential job skill differences for Academic, Student Services and Administrative Outcomes Coordinators.
2. Design the selection and reporting to be faculty-led; involve senate and coordinate with administration.
3. Consider a combination of co-chairs from faculty or faculty and administration.
4. Determine a structure to allow collaborative work or use a committee; this should not fall to a single individual.
5. Design an SLO Coordinator description that matches local college needs, culture and organization.

Potential Descriptors for SLO Coordinator Knowledge and Abilities**Knowledge of**

- a. Accreditation Standards
- b. Student Learning Outcomes (SLOs) definition and quality
- c. Curriculum content and processes for the college
- d. Assessment Practices and methods (including assessment cycle)
- e. Pedagogy—practice and study of teaching
- f. Institutional Practices (e.g. program review, ability to embed assessment, etc.)
- g. College culture
- h. Diverse student populations
- i. Teaching expertise (including delivering modalities and sensitivity to program differences)
- j. Student service issues such as DSPS, EOPS and matriculation enrollment
- k. Basic descriptive statistics (e.g. sampling)

Able to

- a. Motivate
 - b. Facilitate—including groups of various sizes- Individuals/Department/Division/Work group (whole college)
 - c. Organize
 - d. Problem solve
 - e. Plan
 - f. Communicate and present
 - g. Provide resources
 - h. Chair a committee
 - i. Monitor assessment process
 - j. Collaborate or Work well with others (all groups); build rapport
 - k. Coordinate—institutional (faculty and staff)
 - l. Lead (research, faculty, administration)
 - m. Analyze and interpret data
 - n. Train others on complex processes
-

HOW ARE STUDENT LEARNING OUTCOMES AND ASSESSMENT COORDINATORS COMPENSATED?

THE MYRIAD TASKS UNDERTAKEN BY AN SLO Coordinator and the many qualities needed to successfully accomplish them indicate that this is a demanding and challenging college position. Surely, SLO Coordinators should be fairly compensated for their work. Yet when asked, “How much reassigned time does your SLO position provide?” there were a wide variety of answers. Collecting data about reassigned time is difficult. Each college refers to faculty load in different ways. For instance, three hours of full time teaching or a single three-unit class reassigned may be equivalent to 20% reassigned time, but three hours for a librarian or counselor comprises far less than 20% of a full time load. Data from 80 respondents representing 75 colleges were analyzed. These data are not exhaustive; in fact, the very act of surveying for information initiated new reassigned positions and re-evaluation of existing reassigned time at some colleges.

These data represent a sample of reassignment patterns and reveal that most colleges with people assigned as SLO Coordinators do provide some reassigned time to complete the task. Seventeen respondents (23%) were identified as coordinators with no reassigned time at the time of the survey. Narrative information supporting this question indicated that some of the respondents were not SLO Coordinators and some carried out SLO duties but were reassigned through other duties such as curriculum chairs, accreditation chairs, institutional effectiveness or research. Two of these respondents were actually funded by Title V grants. The varying reassigned time for SLO Coordinator assignments displayed in Table 6 depicts the individuality and customization of local college practices.

TABLE 6: HOW MUCH REASSIGNED TIME DOES YOUR SLO POSITION PROVIDE? N=80

Compensated by reassignment as a part of load	Compensated by reassignment by hours per week	Compensated by stipends	Compensation subsumed into other reassigned tasks	No reassignment or compensation
20-30% = 17	3-5 = 3	\$6,000 = 1	Accreditation = 1	Assigned but no compensation = 17
40-60% = 16	6-10 = 8	10,000 = 1	Research/ Institutional	No coordinator position = 5
80% = 1	11-20 = 1	*some have combined a stipend with reassigned time	Effectiveness = 2 Curriculum = 3	No response = 1
100% = 3				

In addition to these figures, comments from the survey and focus groups during the regional meetings indicated that some colleges have multiple people working either as co-chairs or committees to accomplish the tasks as stated above. In many of these cases, more than one person is given reassigned time. Table 7 provides specific examples of reassignment for multiple coordinators as reported in the survey.

TABLE 7: COLLEGES REPORTING MULTIPLE REASSIGNED SLO AND ASSESSMENT COORDINATORS

College	Number of Reassigned Roles	Reassign time
Allan Hancock College	Two Student Services Two Instruction (Total of four coordinators reassigned)	40-60% each
Cerritos College	Two Coordinators	40% each
Chaffey College	One Vocational Coordinator One Instructional non-vocational	25% each
Diablo Valley College	Two Coordinators	25% each
East Los Angeles College	One Coordinator Three SLO facilitators	60% 40% each total 180%
El Camino College	Two coordinators	33% each
LA City College	One Coordinator Six faculty SLO team (Total of seven reassigned)	100% 20% each for six faculty
Mount San Antonio College	One Coordinator Two Facilitators	100% for implementation phase 60% each
San Diego City College	Two Coordinators	8 hours each
Southwestern College	One Student Services Coordinator One Instructional Coordinator	20% each

Mount San Antonio College began its SLO process with 220% reassigned time, 100% reassigned to the coordinator and 60% reassigned time to two additional support faculty. After several years when the initial startup process was institutionalized, Mount San Antonio College re-evaluated and reduced the reassigned time. A look at its outcomes and assessment processes show extensive depth, breadth and sustainability because of the strong foundation and resources the faculty received. Allan Hancock College organized around four SLO Coordinators, two for Student Services and two for instruction with various reassigned time and stipends among the four coordinators. East Los Angeles College began with 180% reassigned time, an SLO Coordinator who received 60% and three faculty mentors who receive 40% reassigned time each.

It has become clear that colleges attempting to meet the outcomes and assessment requirements of the standards without a faculty designated position that includes reassigned time, report being woefully behind. While reassigned time does not guarantee success, a lack of reassigned time or some form of compensation appears to result in only superficial attention to the processes.

TRAINING FOR SLO COORDINATORS

BOTH THE SURVEY RESPONDENTS AND THE SLO and Assessment Coordinators who attended regional meetings were adamant that training was extremely important. The majority responded that their colleges were beyond simply writing student learning outcomes but were having difficulties with designing meaningful assessment methods. About 50% of the respondents felt confident with their knowledge about course outcomes, while many more requested training for writing and assessing program outcomes. In addition, many respondents felt their colleges had done little with General Education outcomes and very few possessed a plan for writing and assessing these General Educational or institutional outcomes. The majority of the requests for training were focused on two topics: 1) documenting institution-wide evidence and 2) completing the assessment cycle to improve teaching and learning. Improvement is the most important aspect of outcomes and assessment. Table 8 indicates the frequency of requests for training by SLO Coordinators. The good news is that many SLO Coordinators reported that they felt competent to provide some help and training to their colleagues at other institutions.

TABLE 8: WHICH OF THE FOLLOWING TRAINING OPPORTUNITIES WOULD ASSIST YOU IN YOUR ROLE AS AN SLO COORDINATOR? WHICH WOULD YOU BE WILLING TO ASSIST OTHERS WITH? (CHECK ALL THAT APPLY)

Want help	Give help		Want help	Give help	
10	33	writing student learning outcomes basics	44	7	general education outcomes
42	15	assessment basics	38	13	institutional outcomes
56	4	closing the assessment loop	59	5	documenting evidence
22	23	course outcomes	46	6	developing quality dialogue
38	14	program outcomes			

Focus groups at the regional meetings confirmed the survey results and further discussed training needs. The attendees organized training needs into four major topic areas: 1) assessment methods and models, 2) processes and strategies, 3) working with faculty, and 4) tools for assessment. See Appendix E for the detailed requests for training identified by SLO Coordinators at the regional meetings and on the survey.

CONSIDERATIONS AND RECOMMENDATIONS

THE RESEARCH UNDERTAKEN BY THE AD Hoc Accreditation and Student Learning Outcomes Committee reveals an emerging leadership group at California community colleges, Student Learning Outcomes and Assessment Coordinators. These faculty are attempting to undertake a huge task: designing and implementing a sustainable, learning-centered, institution-wide assessment process that addresses the expectations in the new ACCJC-WASC Accreditation Standards. The enormous nature of the task is complicated by the variety of assignments, working conditions, training and preparation of those serving in this position. These variations are not surprising because they speak to the unique cultures, governance policies, and organizational structures of California community colleges. The Accreditation Standards state that no one method or organizational strategy be used; colleges must create ones that suit their institutions and mission. In spite of the local differences, a careful examination of the data gathered through surveys and in the regional meetings, reveals a commonalities and areas of concern that local senates should use when considering the role of the SLO Coordinator and assessment oriented towards processes, not products. The recommendations, in bold, are followed by considerations that include questions and statements intended to help guide you in a manner appropriate for your institution.

1. In order for the SLO Coordinator position to be effective, its placement within the college organizational structure must be adequately defined and carefully considered.

One way to begin this analysis is to define a college's assessment tasks and the best way to organize them. Institutions beginning SLO and assessment work should scrutinize the strategies used by other colleges across the state that may be further along. The SLO listserv created by the Academic Senate, the Academic Senate website, and the RP Group website, Center for Student Success (<http://css.rpgroup.org/>) are sources to gather information, data and examples. Begin by considering existing committees on your campus. Some colleges connect Program Review committees with program outcomes; others connect Curriculum Committee work with course outcomes, and still others create new committees that interface with existing college governance committees. As always, individual college culture is the key. What will work at your college?

2. The college must determine how it will assign responsibility for the major areas of assessment: student services, library, and instruction (courses, programs, General Education and degrees).

Will it work best for your college to have only one person as SLO Coordinator, or two, or a team? Should there be a committee with equal responsibilities? Who will guide and direct student services areas? Will it be the same person coordinating instructional outcomes? Will your campus include administrative services in creating and assessing outcomes? Is one person able to bridge all these areas? What will be most effective considering your college dynamics?

3. A clear job description with expectations for the SLO Coordinator position is essential.

The local senate should be the principal author for the SLO Coordinator description. What level of authority will the SLO Coordinator will have? Will he or she act as mentor or manager, as SLO czar or outcomes

facilitator? Does participatory governance flourish if the coordinator is more a manager than a mentor or coordinator? Will he or she be the keeper of the data or trainer of faculty chairs who instead will keep the data? Determine the importance of qualifications and knowledge for the job, as well as scope of institutional knowledge and experience. Carefully define the expectations for this position and then prudently determine how much time is required to meet the task. Work cooperatively with administration to establish this important faculty role.

4. A clear selection process for the SLO Coordinator with a specified length of service will assist in making the position viable.

In most cases, this position should be selected through a process which involves the local senate in order to establish early faculty buy-in. Since reassigned time and research resources are essential, focus group members suggested that cooperation between the local senate and the administration is very helpful. Who will review the applications? Will this process include an interview? How will the administration be involved in the selection process?

5. Clear lines of reporting and accountability make the position more successful.

There are many questions that must be clearly answered if the SLO Coordinator position is to work effectively. To whom does the SLO and Assessment Coordinator report? Should there be standing reports to the local senate, the college Vice President, the Board of Trustees? When? How often? If difficult suggestions or decisions have to be made (such as to meet accreditation standards or recommendations) is it better coming from an individual or a committee or the senate?

6. The SLO Coordinator should be fairly compensated in some way for this work.

Outcomes and assessment tasks cannot be accomplished by a faculty member in addition to a full teaching load. Some colleges have advanced in limited areas without the reassigned position; however, to cover the breadth of the accreditation requirements for assessment, some type of reassigned time, equivalent to the job assignment, is essential. Local senates should help determine these parameters in conjunction with the administration in a method similar to the reassigned time for other faculty positions related to local senate and legally mandated faculty tasks such as curriculum and program review.

7. The process will not be successful without other significant dedicated resources.

The implementation of student learning outcomes is not a trivial task. It cannot proceed without the allocation of significant resources. It is necessary to determine accessibility and use of research data and research staff and to clarify the administrative and clerical support that will be available (e.g. to document evidence). How are institutional research data made available? SLO Coordinators need to be able to work with faculty in departments on an individual level to write and develop SLOs and assessment. What resources are available for faculty training and staff development? Is there a budget for outside speakers? Will stipends be given to faculty doing pilot projects or special work? Is there funding to attend conferences?

SLO Coordinators must also work with and educate administrators about outcomes and assessment; most administrators have very little background in the process other than accountability reporting. Working

cooperatively with administrators is essential to assure resources and authority. It is imperative that the SLO Coordinator be a liaison to the local academic senate as a whole. However, other considerations should also be examined, such as the SLO Coordinator participating in or reporting to other operational and governance committees such as the curriculum, program review, the institutional effectiveness, planning, or the budget committee. The relationship and responsibility for work with the accreditation team and Institutional Researcher should be understood by all.

8. SLO Coordinators need ongoing training in various aspects of their assignment.

The literature review provided in this paper describes the importance of ongoing training for SLO and assessment leaders. The Ad Hoc Accreditation and Student Learning Outcomes Committee, in cooperation with the Research and Planning Group, has held trainings for SLO Coordinators and will continue to provide more. A plan is being considered to develop a statewide training process for SLO Coordinators, perhaps with certification, to identify and provide instruction in the core skills and issues necessary to accomplish and sustain this task locally. After a literature review we believe this may be the first statewide attempt to train faculty-leaders that are coordinating student learning outcomes and assessment efforts.

9. SLO Coordinators and the assessment processes should be regularly evaluated.

Consistent with the intent of regular assessment and evaluation that leads to improved teaching and learning, institutions should develop a regular evaluation process for the SLO Coordinator position coupled with an evaluation of the effectiveness of the institutional processes.

TABLE 9: SUMMARY OF RECOMMENDATIONS FOR SLO COORDINATOR POSITIONS

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1. In order for the SLO Coordinator position to be effective, its placement within the college organizational structure must be adequately defined and carefully considered.
 2. The college must determine how it will assign responsibility for the different major areas of assessment: student services, library, and instruction (courses, programs, General Education and degrees).
 3. A clear job description for the SLO Coordinator position is essential.
 4. A clear selection process for the SLO Coordinator with a specified length of service will assist in making the position viable.
 5. Clear lines of reporting and accountability make the position more successful.
 6. The SLO Coordinator should be fairly compensated in some way for this work.
 7. The process will not be successful without other significant dedicated resources.
 8. SLO Coordinators need ongoing training in various aspects of their assignment.
 9. SLO Coordinators and the assessment processes should be regularly evaluated.
-

CONCLUSION

IN CONCLUSION, WITHOUT ADEQUATE RESOURCES, ORGANIZATION and training, outcomes assessment will not achieve its goal of improving teaching and learning. This institutional commitment is essential, including commitment from the college administrators, Board of Trustees, and faculty leaders. Without such a commitment, SLOs and outcomes assessment will become another half-hearted effort memorialized by a dusty report on a shelf or another fizzled college effort or another unrealized national or state initiative. The increasing focus on student learning outcomes and assessment by the federal government, accreditation standards, and the newly instituted ACCJC annual reporting format mandate the development of a complex, and potentially difficult to implement, set of processes. Yet if SLO Coordinators continue their efforts within their institutions with adequate support, our research and the testimony of regional meeting attendees indicates that positive dialogue and curricular changes will result in improved learning by both students and faculty.

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APPENDICES

APPENDIX A: ANNUAL REPORT UPDATE ON STUDENT LEARNING OUTCOMES

2006-2007

Dear Colleague:

This 2006-2007 Annual Report Update on Student Learning Outcomes is a new addition to the Commission's annual reporting requirements. It is intended to assist you, in response to the requests the Commission has received to provide institutions with a framework of what is required for defining expected student learning outcomes, assessing learning, analyzing the assessment results, and using the results to plan and implement changes to improve learning, changes to pedagogy, facilities, etc. The 4-part template describes a framework for the process of implementing student learning outcomes requirements of the Standards. This report will provide the institution and the Commission with information about the degree of implementation since the adoption of the 2002 Standards. If you have any questions or require assistance, you may contact Deborah G. Blue, Vice President for Policy and Research at (415) 506-0234 or dblue@accjc.org.

FROM THE ACCJC 2002 STANDARDS

STANDARD I B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. See additional details in the Standards.

STANDARD II. STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. See additional details in the Standards.

2006-2007 INSTITUTIONAL ANNUAL REPORT UPDATE ON STUDENT LEARNING OUTCOMES

PART I: STUDENT LEARNING OUTCOMES FOR COURSES

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs	Disciplines
1. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for all courses?			% of Courses_____	List the courses for which identification of expected student learning outcomes is complete.	List the disciplines for which identification of expected student learning outcomes is complete.
2. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?			% of Courses_____	List the courses for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.	List the disciplines for which identification of appropriate assessment methodologies for courses with defined expected student learning outcomes is complete.
3. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses?			% of Courses_____	List the courses for which assessment of student learning outcomes is complete.	List the disciplines in which assessment of student learning outcomes is complete for all of its courses.
4. Analyzing the Results of Assessment	Has the college analyzed assessment results for the student learning outcomes for all courses?			% of Courses_____	List the courses for which analyzing assessment results for student learning outcomes is complete.	List the disciplines in which analyzing assessment results for student learning outcomes is complete.
5. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?			% of Courses_____	List the courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.	N/A

PART II: STUDENT LEARNING OUTCOMES FOR PROGRAMS LEADING TO CERTIFICATES AND DEGREES

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs
6. Defining Expected Student Learning Outcomes	Has the institution defined expected student learning outcomes for all programs leading to certificates and degrees?			% of Programs_____	List the certificate and degree programs for which identification of expected student learning outcomes is complete.
7. Mapping Programmatic Student Learning Outcomes to Courses	Has the institution mapped expected programmatic student learning outcomes to all the courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.) required to complete the certificate and degree programs?			% of Programs_____	List the certificate/degree programs for which mapping expected programmatic student learning outcomes to all the courses required to complete the certificate/degree program is complete.
8. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the programmatic expected student learning outcomes, including summative assessments where appropriate?			% of Programs_____	List the programs for which identification of appropriate assessment methodologies for courses required to complete the certificate/degree is complete.
9. Assessing Student Learning Outcomes	Has the college assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?			% of Programs_____	List the certificate/degree programs for which assessment of expected student learning outcomes for all courses required to complete the certificate/degree program is complete.
10. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses required to complete the certificate and degree programs?			% of Programs_____	List the certificate/degree programs for which analyzing assessment results for the expected student learning outcomes is complete.
11. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all certificate/degree programs?			% of Programs_____	List the certificate/degree programs for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.

PART III: STUDENT LEARNING OUTCOMES FOR GENERAL EDUCATION

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
12. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for general education ?			% of Courses _____	List the general education courses for which identification of expected student learning outcomes is complete.
13. Mapping of Programmatic Student Learning Outcomes to Courses	Has the college mapped expected general education student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.) required to complete the general education requirements of the institution?			% of Courses _____	List the general education courses for which mapping expected student learning outcomes to the expected general education student learning outcomes is complete.
14. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?			% of Courses _____	List the general education courses for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
15. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses in general education?			% of Courses _____	List the general education courses for which assessment of expected student learning outcomes is complete.
16. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses in general education?			% of Courses _____	List the general education courses for which analyzing assessment results for the defined expected student learning outcomes is complete.
17. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?			% of Courses _____	List the general education courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.

PART IV: STUDENT LEARNING OUTCOMES FOR INSTRUCTIONAL SUPPORT AND STUDENT SUPPORT SERVICES

	Yes	No	Percentage (%) of all Courses/ Programs	Courses/Programs
18. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for instructional support (i.e. library and learning resources, tutoring)?		% of Instructional Support Courses or other experiences _____	List the instructional support courses or other experiences for which identification of expected student learning outcomes is complete.
	Has the college defined expected student learning outcomes for student support services?		% of Student Support Services Courses or other experiences _____	List the student support services courses or other experiences for which identification of expected student learning outcomes is complete..
19. Mapping of Programmatic Student Learning Outcomes to Courses	Has the college mapped expected instructional support student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?.		% of Instructional Support Courses or other experiences _____	List the instructional support services courses or other learning experiences for which mapping expected instructional support student learning outcomes is complete.
	Has the college mapped expected student support services student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?.		% of Student Support Services Courses or other experiences _____	List the student support services courses or other learning experiences for which mapping expected student support services student learning outcomes is complete.
20. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in instructional support courses or other experiences?		% of Instructional Support Courses or other experiences _____	List the instructional support courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in student support services courses or other learning experiences?		% of Student Support Services Courses or other experiences _____	List the student support services courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.
21. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses or other experiences in instructional support?		% of Courses or other experiences in Instructional Support _____	List the instructional support courses or other learning experiences for which assessment of expected student learning outcomes is complete.
	Has the college assessed student learning outcomes for all courses or other experiences in student support services?		% of Courses or other experiences in Student Support Services _____	List the student support services courses or other learning experiences for which assessment of expected student learning outcomes is complete.

	Yes	No	Percentage (%) of all Courses/ Programs	Courses/Programs
22. Analyzing the Results of Assessment			% of Courses or other learning experiences in instructional support? _____	List the instructional support courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.
			% of Courses or other learning experiences in student support services? _____	List the student support services courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.
23. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.			% of Courses or other learning experiences in Instructional Support? _____	List the instructional support courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.
			% of Courses or other learning experiences in Student Support Services? _____	List the student support services courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented

APPENDIX B: SURVEY PARTICIPANTS

College	Q1_How long have you been SLO coordinator?	Q2_How many years does your role as SLO Coordinator last?
Allan Hancock College	3 yrs	tbd
Allan Hancock College	1.5 years	2 years
Antelope Valley College	10 Months	Two
Barstow Community College	Informally for 5 y	This has not been
Berkeley City College	2 years	indefinite right now
Butte-Glenn Community College	6 months	indeterminate
Canada College	2.5 years	indefinite?
Cerritos College	2 years	not yet defined
Cerro Coso Community College	4 months	Not sure
Chaffey	two years	ongoing - year-by-year
Chaffey College	3 Years	ends this year
Citrus College	3 years (informally)	3 years
Coastline Community College	2+ years	Indefinitely
College of Alameda	0, would like to be	Unknown
College of San Mateo	2 years	undetermined
College of the Redwoods	Curriculum Committee Chair, 4 years.	CC Chairs serve 2-year terms—thought they may be asked to serve more than one term
College of the Sequoias	April 2004	no limit
College of the Siskiyous	2 years	forever
Contra Costa College	2 months	2 yrs plus possible 2 more years
Cosumnes River College	2 years	not defined
Crafton Hills College	Since Sept. 2006	Now until eternity
Cuesta College	1 year	annual reappointment
Cuyamaca College	3 years	Not sure—at least one more year
Cypress College	Facilitator since spring 2004	three years
Diablo Valley College	Two years*	Ends this term
El Camino Community College	1 semester; this is my second semester	indefinite
Feather River College	2 years	Not sure
Foothill College	2 months	2 years
Folsom College	One semester	2 years
Glendale Community College	since August 2005	2
Glendale Community college		2 years
Golden West College	2years	yearly terms
Grossmont College	1 year	1 year

College	Q1_How long have you been SLO coordinator?	Q2_How many years does your role as SLO Coordinator last?
Hartnell College	1 year	open-ended
Imperial Valley College	6 months	Not determined
L.A. Harbor	2 yrs.	Negotiated with senate and president
LA City College	3 years	Through Assessment/Improvement, around 2009?
Lake Tahoe Community College	9 months	not determined yet 3?
Laney College	1.5 years	Don't know
Las Positas College	since June 2006	2 years
Lassen College	1 month	June 2007
Long Beach City College	2 years	
Los Angeles Southwest College	3 years	no existing limita
Los Angeles Valley College	1 semester	2 years
Merritt College	6 years	This is not an official role.
Mira Costa	2.5 years	possibly up to 6 years
Mission College	1.5 years	indefinite
Modesto Junior College	2 years	Until May
Monterey Peninsula College	unofficially 5 years or so	don't know
Mt. San Antonio College	2 1/2 years	3
Mt. San Jacinto College	20 months	annual appointments
Napa Valley College	three years	until Sept. 2008
North Orange County Non-Credit		
Oxnard	1.5 years	5 years
Palo Verde College	not apply	not apply
Palomar Community College	1 year	2 years
Pasadena City College	3 months	not sure
Pierce College	6 months	not specified
Reedley College	Curric. Chair, 1 and .5 years	curric chair is yearly position
Rio Hondo College	1 1/2 years	indefinite
Riverside Community College District	three years	indefinitely
San Bernardino Valley College	0	NA
San Diego City College	2 years	on-going
San Diego City College	4 years	Eternity
San Diego Mesa College	18 months	2

College	Q1_How long have you been SLO coordinator?	Q2_How many years does your role as SLO Coordinator last?
Santa Ana College	5 years	not officially coordinator–chair the Teaching learning Committee, which i created at a sub-committee od teh Curriculum and Instruction Council, which I chair
Santa Monica College	2 years	Indefinite
Santa Monica College	since Summer 2005	3 years
Santa Rosa Junior College	1.5 years	2
Santiago Canyon college	4 yrs.	5
Shasta College	NA	NA
Sierra College	3 years	Indefinitely
Solano Community College		
Southwestern College	3 years	unknown
Southwestern College	3 years	unknown
Victor Valley College	3 months	undefined
West Hills College	1 year	until I tell them I'm not doing it any more!
West Hills College-Lemoore	approx. 1 year	undecided at this
West Los Angeles College	2 years	2 years
Yuba College	Three Years	Good Question

APPENDIX C: SURVEY AND NON-NARRATIVE RESULTS

STUDENT LEARNING OUTCOMES (SLO) COORDINATORS/LEADERS SURVEY

Name _____ College _____

Contact Phone Number _____ E-mail _____

1. How long have you been an SLO Coordinator and/or SLO Committee Chair?

TABLE 1: HOW LONG HAVE YOU BEEN SLO COORDINATOR/CHAIR?

Time	Number
0-1 semester	14
1 semester-1.5 years	19
2-4 years	37
5-6 years	4
No answer	6
Total Respondents	80

2. How many years does your role as SLO Coordinator last?

TABLE 2- HOW MANY YEARS DOES YOUR ROLE AS SLO COORDINATOR LAST?

Length of Assignment	Number
1 year	5
2 years	13
3 years	4
5 - 6 years	3
Indefinite or Not Determined	39
Unofficial role or Other such as chair for another committee that covers SLOs also	4
Answers indicating position end date but no term length	6
Not Applicable	2
No Answer	4
Total Respondents	80

3. How much reassigned time does your SLO position provide?

Comments: _____

4. How is the SLO Coordinator/Chair selected?

TABLE 3—HOW WERE YOU APPOINTED TO THE POSITION OF SLO COORDINATOR?

Appointed by an administrator	17
Appointed or elected by the academic senate	16
Volunteered	8
Appointment was made by a committee, e.g. SLO or accreditation committee	8
Appointment was unique or unclear	8
Morphed into SLO role as part of another committee, e.g accreditation or curriculum	6
Appointed by the senate and administration	5
No process	4
No response or not applicable	8
Total Respondents	80

5. Are any particular criteria used in the selection process? No: 29 Yes: 35 No Response: 16

Please explain: _____

6. What criteria were used to select the SLO Coordinator/Chair position? If the criteria and/or duties are documented, would you please enter them here?

7. Please evaluate the status of your campus, in your opinion, regarding the following student learning outcomes and student learning outcomes assessment benchmarks. Use 1 = not yet begun; 2 = beginning to develop; 3= developed on most of the campus; 4 = developed campus-wide; 5 = well developed and integrated into campus decision-making

Your opinion of your campus regarding:	1	2	3	4	5	Avg.
A. Course Level SLOs	6	34	26	14	3	2.7
B. General Education SLOs	18	33	11	17	1	2.4
C. Student Support Services SLOs	5	36	17	21	2	2.7
D. Institutional SLOs	16	22	13	24	7	2.8
E. The role of Student Learning Outcomes (SLOs) in accreditation	3	30	25	15	7	2.9
F. Assessing the outcomes	13	59	8	3	0	2.0
G. The role of assessment as an aid to instruction	16	55	8	4	0	2.0
H. The use of evidence to support student learning	22	47	10	3	0	1.9
I. Using assessment to create venues for dialogue	20	40	15	4	3	2.1
J. Level of faculty buy-in or participation	2	3	31	5	2	3.0

8. Would it benefit you to work with other SLO Coordinators throughout the state?
 Yes = 8 No = 1 No Response = 1

Please explain how: _____

9. Which of the following would provide beneficial support to your role as an SLO coordinator? (Check all that apply)

- a statewide listserv for SLO Coordinators/Committee chairs=64
- regional meetings for Coordinators/Committee chairs=63
- planned training institutes for SLO Coordinators/Committee chairs=76
- a web page dedicated to outcomes and assessment resources=76
- coordinated networking with other SLO Coordinators/leaders=60
- access to local experts (faculty, researchers, etc) that can facilitate workshops on your campus=66

10. List any other specific things that would provide support for your role as SLO Coordinator:

11. Which of the following training opportunities would assist you in your role as an SLO coordinator? Which would you be willing to assist others with? (Check all that apply)

Want help	Give help		Want help	Give help	
10	33	writing student learning outcomes basics	44	7	general education outcomes
42	15	assessment basics	38	13	institutional outcomes
56	4	closing the assessment loop	59	5	documenting evidence
22	23	course outcomes	46	6	developing quality dialogue
38	14	program outcomes			

12. List any other specific training that would be beneficial.

13. Do you have any comments concerning how the Academic Senate of the California Community Colleges and the RP (Research, Planning, and Assessment) Group of the California Community Colleges can meet these needs other than those mentioned above?

14. Would your college be willing to host a regional meeting? Yes 39 No 20

15. Do you know of faculty who might be presenters or workshop leaders on discipline-based SLOs or particular assessment strategies? Who _____ On
What _____

16. On which of the following dates would you be able to attend a regional meeting to gather ideas for your training needs?

17. We have planned an SLO coordinators training event and retreat on beginning the morning of Wednesday July 11 at Loews Coronado Bay in San Diego. This is the day preceding the Academic Senate Curriculum Institute

- ▶ **Plan to attend the** SLO coordinators retreat beginning Wednesday=38 YES
- ▶ **Plan to arrive Tuesday** afternoon=27 YES
- ▶ **Do you plan to** stay for the rest of the ASCCC curriculum conference July 12-14=27 YES

18. Would your position at your college be identified as:

Full-time faculty = 77

Part-time faculty = 1

Admin = 4

Please refer to the ASCCC website for the complete results including open-ended narrative responses.

APPENDIX D: SAMPLE SLO COORDINATOR JOB DESCRIPTIONS AND EXPECTATIONS

COORDINATOR OF STUDENT LEARNING OUTCOMES

The Coordinator of Student Learning Outcomes will be responsible for providing leadership and guidance to faculty and staff for the development, content, and application of Student Learning Outcomes at the department, school and college level. In collaboration with the college's Title V Grant Coordinator, the Coordinator of Student Learning Outcomes assignment will entail 24 hours a week (60%) of reassigned time to complete the duties identified below. The appointment will be for a period of two years with the possibility of renewal. The duties and responsibilities will be readdressed and evaluated annually.

The appointment is a 10-month assignment open to all tenured full-tithe faculty members and is anticipated to begin in the Spring of 2006, with a potential for summer stipend. An annual evaluation of the coordinator will be conducted by a committee of five: the Vice President, Academic Affairs; Title V Activity 2 Coordinator, Title V Grant Coordinator; the Academic Senate President; and the chairperson of the Committee on Curriculum and Instruction.

The Coordinator is responsible to the Academic Senate's Committee on Curriculum and Instruction for the development, content, and application of student learning outcomes in the instructional process. The Coordinator reports to the Vice President of Academic Affairs for employment obligations.

DUTIES AND RESPONSIBILITIES

1. Chair the college-wide Assessment of Student Learning Outcomes Committee (ASLO), a standing Sub-Committee of the Committee on Curriculum and Instruction,
2. Prepare an annual report that summarizes, analyzes, and evaluates the past year's student learning outcomes assessment activities and accomplishments across the campus, including instructional and non-instructional areas, and use the report to make necessary improvements and adjustments to the assessment effort.
3. Work with members of the college community in promoting, developing, and implementing student learning outcomes assessment and related activities such as departmental initiatives and grant development.
4. Work collaboratively with the Student Learning Outcomes Coordinator at CSULB to fulfill goals and responsibilities outlined in the Title V grant.
5. In collaboration with the Office of Institutional Research/Academic Services, promote research pertaining to assessment of student learning outcomes and the use of such data to make improvement in teaching and learning.
6. Work with the Faculty Professional Development Coordinator and the Committee on Curriculum and Instruction to help faculty and departments improve teaching and enhance student learning based upon assessment results.

7. Provide educational and training activities pertaining to the assessment of student learning outcomes for faculty and staff.
8. Keep abreast of developments in the field and actively disseminate this knowledge to faculty and staff as needed.
9. Assist faculty, department heads, and deans to integrate assessment of student learning outcomes activities and data into the program planning and review process.
10. Serve as a member of the Committee on Curriculum and Instruction, attend meetings as the Assessment of Student Learning Outcomes Committee liaison, and report on ASLOC activities.
11. Serve as a member of the Instructional Planning Committee and a liaison to the Faculty Professional Development Committee.

DESIRED QUALIFICATIONS

12. Experience in planning and coordinating college-related activities.
13. Willingness and ability to work closely with the Academic Senate and appropriate administrative offices.
14. Good organizational skills and a demonstrated ability to plan and follow through on Projects.
15. Ability to solicit and use input from faculty department heads and administration in planning and implementing a faculty development program related to Student Learning Outcomes.
16. Participation in faculty development activities.
17. Strong written and verbal communication skills.
18. Basic budgeting and record keeping skills.
19. Familiarity with developing college policies.

APPLICATION PROCEDURES

Each Applicant will submit a letter of interest and resume describing his/her qualifications and experience in providing college-wide leadership in assessing learning outcomes. The appointment will be made by a committee composed of the Vice President, Academic Affairs; the Title V Activity 2 Coordinator; Title V Grant Coordinator; the Academic Senate President; the chairperson of the Committee on Curriculum and Instruction; and two faculty members.

APPLICATION DEADLINE

Applications are due in the Office of Academic Affairs, Room A182, LAC on Friday, November 18, 2005.

PASADENA CITY COLLEGE

FACULTY COORDINATOR(S) OF STUDENT LEARNING OUTCOMES

To improve learning and teaching, the Faculty Coordinator(s) of Student Learning Outcomes will, in conjunction with the Student Learning Outcomes Steering Committee and the Student Learning Outcomes (SLOs) Division Council, provide both guidance and leadership in ensuring the development, assessment, and review of SLOs at the course, program, and institutional levels. The coordinator(s) will be given a total of 100% reassigned time for the first year (ten months) of the assignment. At the end of the year the responsibilities of the coordinator(s) (listed below), the amount of time reassigned, and the length of the assignment will be reevaluated.

The position(s) is/are open to all full-time tenured faculty members beginning the spring semester 2006. The coordinator(s) will be evaluated at the end of the fall semester 2006, by a committee composed of six members: the chairs of the SLO Steering Committee; the division dean and faculty member representing the Division Council on the SLO Steering Committee; and the Chair of the Curriculum and Instruction Committee (C and I).

The position(s) of the coordinator(s) is/are within the responsibility of the Office of the President. The coordinator(s) will report monthly to the chairs of the SLO Steering Committee.

Each faculty member applying will submit a letter indicating interest in the position and a resume in which he/she describes experience and education that qualify the applicant for the position. A committee composed of the chairs of the SLO Steering Committee (Vice President of Student and Learning Services, Vice President of Instruction, and President of the Academic Senate), the division dean and faculty member representing the Division Council on the SLO Steering Committee, the Chair of the C and I, and one faculty member appointed by the Academic Senate shall determine the successful applicant.

RESPONSIBILITIES:

1. COMMUNICATION:

- a. Serve as a member of the SLO Steering Committee and as a member of C and I (resource) and as a liaison between/among the Steering Committee, the Division Council, the C and I, CAPM, and the Academic Senate Board.;
- b. Work on campus to promote SLOs as basic to the learning process.
- c. Serve as liaison and collaborate with non-instructional departments of the college as they develop SLOs.
- d. Work with faculty, deans, and administration to support the incorporation of SLOs and their assessment into the planning and program review processes.

2. PLANNING AND IMPLEMENTATION:

- a. Provide training opportunities for C and I so that its members have the knowledge to assess course and program student learning outcomes as they are presented to C and I for review.

- b. Encourage all faculty to be involved in the SLO process by:
 - 1) Coordinating with the Academic Senate Faculty Development Committee to plan and implement formal and informal SLO and assessment development opportunities;
 - 2) Planning and implementing SLO development activities specifically for adjunct faculty;
 - 3) Serving as a resource for faculty, individually and collectively, as they develop written SLOs, assessment tools, evaluation processes, and data analysis for feedback to improve each course and program, while ensuring the institutional SLOs are addressed.
 - 4) Encouraging collaboration within and across departments/divisions.
- c. Work with the Institutional Planning and Research Office to develop institutional, program, and course SLO assessment data that can be used to improve learning and teaching, demonstrate linkages between/among the three SLO levels, and provide evidence of institutional effectiveness.

3. RESOURCE DEVELOPMENT AND USAGE

- a. Prepare an annual report/presentation that provides a summary, evaluation, and documentation of progress made on campus towards the integration of institutional, program, and course SLOs, and their assessment, into both the college's curricular and co-curricular areas.
- b. Collaborate with the Library and Media Center to create and maintain a collection of SLO and assessment resources.
- c. Stay current in SLO scholarship, including appropriately attending conferences, and ensure that SLO information is disseminated effectively through the campus community.
- d. Coordinate with the web developer to ensure that the college's SLO website is maintained to reflect the current state of SLOs on campus.
- e. Maintain a SLO office

DESIRED QUALIFICATIONS

1. Demonstrated knowledge of written SLOs and the SLO assessment and review process.
2. Demonstrated involvement in SLO activities, including off-campus conferences.
3. Demonstrated good organizational skills with experience in planning and coordinating activities, especially on campus.
4. Ability to work with various campus constituencies in planning, assessing, and reviewing SLOs.
5. Demonstrated verbal and written communication skills

6. Familiarity with office management: budgeting, supervisory, and record-keeping skills.
7. Commitment to ensuring that student learning outcomes are woven into the fabric of the college's learning process at every level.

SAMPLE SLO COORDINATOR JOB DESCRIPTION SKYLINE COLLEGE

Prospectus on Student Learning Outcomes Coordination

INTRODUCTION

Skyline College has taken some initial steps toward developing and implementing Student Learning Outcomes at the course, program and college level.

- ▶ **Division faculty and staff** have held initial conversations regarding the new accreditation standards and the implications for curriculum and program development.
- ▶ **The curriculum committee incorporated** the content in the program review workshops to encourage faculty to incorporate student learning outcomes in their revised course outlines and their overall program review.
- ▶ **The Curriculum Committee has** revised the new course outline format and form to require student learning outcomes be included with the submission of new courses.
- ▶ **Teams of faculty and** administrative staff have participated in two University of California Convocations that introduced student learning outcomes and recommended approaches to implementation.
- ▶ **A campus-wide forum was** held to introduce the dialogue, generate interest and participation in the dialogue and provide an opportunity for inquiry regarding student learning outcomes, their etiology and the academic, social and political forces that accompany the nationwide accountability and assessment movement that resulted in the incorporation of student learning outcomes in the accreditation standards.
- ▶ **A retreat of instructional** and student service administrators and the Academic Senate President resulted in a collection of ideas on how to approach the large undertaking.

NEED

One of the overall recommendations includes the appointment of an SLO Taskforce Chair. The chair would serve as a central point of campus-wide coordination of the activities necessary to expand the dialogue, implement the many ideas toward student learning outcomes and coordinate with existing efforts (such as faculty and staff development) to effectively implement student learning outcomes at Skyline College.

DUTIES AND RESPONSIBILITIES OF STUDENT LEARNING OUTCOMES COORDINATOR

Provide overall coordination and leadership for the SLO Taskforce to:

- ▶ **Increase the awareness of** the standards and expectations of student learning outcomes in the accrediting process at the college.
- ▶ **Develop processes used to** facilitate the development of student learning outcomes at the course, program and college level.
- ▶ **Consider existing processes in** order to place student learning outcomes at the center of the college's key processes and allocation of resources.
- ▶ **Develop processes to assist** the college to demonstrate its overall effectiveness in student learning outcomes and institutional and program performance in collaboration with responsible faculty and administration.
- ▶ **Implement processes that will** increase and enhance the communication and exchange of information during the campus-wide dialogue of student learning outcomes
- ▶ **Collaborate with the Director** of Planning and Research to address the approach to institutional assessment of student learning outcomes.

OUTCOME

The successful outcome of implementing this position will be:

- ▶ **A successful campus-wide dialogue** on student learning outcomes.
- ▶ **Student learning outcomes at** the course, program and college levels.
- ▶ **Institutional assessment of student** learning outcomes.

PROCESS

The Academic Senate has been asked to recommend one or more faculty members that have the ability to perform the duties and responsibilities to the Vice President of Instruction. In consultation with the Vice President of Student Services, a recommendation will be forwarded to the President.

COMPENSATION

The faculty member will receive 40% reassigned time to serve as the coordinator of the Student Learning Outcomes Coordinator.

LINE OF REPORTING

The Student Learning Outcomes Coordinator will work under the auspices of the Office of Instruction and report to the Vice President of Instruction.

SAMPLE SLO COORDINATOR JOB DESCRIPTION CABRILLO COLLEGE

Learning Outcomes Assessment Coordinator Position

Job Responsibilities

1. Train all Cabrillo faculty through on-going flex workshops (3-4 per each flex week—see attached list) and division and departmental meetings and individual sessions to:
 - ▶ **Assess class, program and** institutional SLOs (the Core 4).
 - ▶ **Write SLOs for individual** courses, degrees and certificates.
 - ▶ **Create assessment plans for** occupational programs.
 - ▶ **Create rubrics to assess** student work.
 - ▶ **Use assessment data in** Instructional Planning.

2. Work intensively with departments undergoing Instructional Planning through departmental meetings and individual sessions to:
 - ▶ **Write SLOs for courses** and occupational programs.
 - ▶ **Assess course and program** SLOs and the Core 4.
 - ▶ **Use assessment data for** planning.

Example: the LOAC met with 75% of the groups who just completed Instructional Planning in sessions separate from the flex week trainings listed in #1 to help with at least one of above activities (and sometimes all): Etech, English, ESL, Geography, Meteorology, Learning Skills, Theatre Arts, Dance, CABT and History.

3. Work intensively with areas of Instruction that do not fall into already developed assessment modes to develop assessment plans, methods and reporting forms.

Example: The LOAC helped Learning Skills develop assessment plans and the forms to record them for both its classes and its services through several individual sessions with the program chair.

Example: The LOAC worked with the English program chair to develop assessment plans for the Writing Center.

4. Problem-solve issues that emerge through Instructional Planning assessment activities and present solutions to appropriate bodies.

Example: When problems arose about the assessment of GE courses that comprise occupational degrees, the LOAC met with several occupational programs chairs individually, then worked with a small committee to propose a solution, met with the Occupational Council for approval of the solution and presented it for approval to CIP.

Example: This semester, when departments who had just completed Instructional Planning found it difficult to begin their next assessment cycle immediately, the LOAC prepared a revision of the Instructional assessment cycle (the Revolving Wheel of Assessment) that will soon be presented to CIP for approval.

5. Serve on CIP.

- ▶ **Read all plans.**
- ▶ **Work with any program** chairs whose SLO portions of the plan need revising

Example: The LOAC will meet individually with the CEM chair to write SLOs for all that programs certificates.

Example: The LOAC will meet with the ETECH chair to revise one program SLO.

6. Work with faculty to revise SLOs in all course proposals seeking approval from the Curriculum Committee.

- ▶ **Convene the SLO Subcommittee** of the Curriculum Committee to evaluate all SLOs in courses before the Curriculum Committee each semester (currently ranging from 150-300 courses each time).
- ▶ **Present suggestions for revision** to the faculty who originated the course; work with them through individual sessions to complete those revisions.
- ▶ **Write a report each** semester that includes each course, its status and revision activities and present it to Curriculum Committee.

7. Educate the college community about SLO matters.

- ▶ **Plan Flex activities** to present assessment plans and get feedback on them

Example: Chewing on Learning Outcomes and Digesting Learning Outcomes flex workshops.

- ▶ **Make presentations to Governing** Board, both unions, Senates, Divisions and departments.

Example: This semester's presentations on the SLO Assessment Review Committee, currently planned for the Governing Board, CPC, both Unions, both Senates and Instruction Council.

8. Finish campus assessment plan.

- ▶ **Work intensively with those** portions of the campus that do not yet have assessment plans (President's component and Student Services) to develop them.
- ▶ **Write descriptions of all** new plans.

9. Produce materials for SLO web page.

- ▶ **Prepare campus assessment plan** for web posting.
- ▶ **Revise training manuals** to reflect current plans and to use current examples.

- ▶ **Produce a training manual** for Student Services assessment.
- ▶ **Write any sections of the web page** that are currently missing.

10. Assist with Accreditation Activities.

- ▶ **Chair the Theme Team.**
- ▶ **Serve as a resource** for any standard team writing about SLOs.
- ▶ **Scrutinize portions of the self-study** that deal with SLOs to check for accuracy and evidence.
- ▶ **Write an introductory chapter** that details Cabrillo's history with SLOs.
- ▶ **Write a final chapter** that deals with Cabrillo's dialogue practices and the results of the survey about it.

11. Work with non-Instructional portions of the college (Student Services, Administrative Services and the Library) to:

- ▶ **Conduct assessments using appropriate** assessment tools.
- ▶ **Use assessment results in** departmental planning.

Example: the LOAC met with Library staff to develop assessment plans, produce an assessment calendar and look at assessment results.

12. Create reporting forms for all assessment activities on campus.

- ▶ **Produce forms for Instruction, Student Services, Library and Administrative Services** and present them for approval to appropriate bodies.
- ▶ **Attempt to maintain some consistency** in format and reporting.

13. Provide oversight for all campus assessment activities.

- ▶ **Convene and chair, SLO Assessment Review Committee**, beginning Fall 2006.
- ▶ **Read campus assessment reports** from all departments going through Instructional Planning or Departmental Review in Instruction, Student Services, Administrative Services (Business Services, President's Component and administrative areas of Instruction) and the Library (approximately 20 per year).
- ▶ **Assemble and copy those reports** for committee members; provide analysis.
- ▶ **Write yearly report on campus assessment activities** and present it to the Governing Board, CPC, Master Planning Committee, both Senates, both Unions, and other campus bodies.
- ▶ **Archive these assessment materials** for accreditation.

- ▶ **Initiate dialogue process when needed:**
 - ▶ **Assemble evidence for 2-3 think tanks.**
 - ▶ **Write up think-tank findings.**
 - ▶ **Facilitate 2 campus forums.**
 - ▶ **Write up forum results** in a report.
 - ▶ **Present the report to** the Governing Board, CPC, Master Planning Committee, both Senates, both unions, and other campus bodies.
14. Produce the annual Transfer Lunch
- ▶ **Coordinate with Student Services,** the Student Senate and the Transfer Center to fund, plan, publicize, cater and emcee the program.
15. Serve on Master Planning Committee.
- ▶ **Provide overview on campus** assessment activities and data for planning.
16. Archive all campus assessment activities.
- ▶ **Keep written records.**
 - ▶ **Archive activities on SLO** web site.
17. Assist with Production of the Cabrillo Festival (whenever it happens).
- ▶ **Coordinate activities with all** departments.
 - ▶ **Help all those involved** in producing the event to fund, plan, publicize, and hold this new assessment activity.

Timeline

- | | |
|--------------|---|
| August 2006 | Convene SLO Assessment Review Committee. |
| June 2007 | Finish campus assessment plan. |
| June 2008 | Finish initial materials for SLO web page. |
| October 2008 | Finish assisting with Accreditation Activities. |
| June 2010 | Finish work with the final departments assessing and writing SLOs for the first time as part of their Instructional Planning process and presenting those plans to CIP. |

June 2010 Finish work with the final departments in Students Services, the Library, and Administrative Services assessing services for the first time as part of their departmental review process (This date is only an estimate as all components have not yet made up a schedule for departmental review and assessment).

Sample SLO combined Job Description Cosumnes River College

The CASSL faculty leader works under the Dean of Research and Planning on all CASSL tasks, which include SLO development as well as other functions. The roles and functions of CASSL are defined in the CASSL program review as follows: Center for the Advancement of Staff and Student Learning (CASSL) Roles and functions of the Program: 1. Campus Data- Institutional research development: Development of research providing data that will assist college staff in planning campus processes and improving the teaching/learning environment of CRC. The key functions of CASSL in this context will be to (1) disseminate the results of campus research to faculty members for use in activities such as program review and SLO assessment, and (2) train interested faculty to conduct practitioner-based campus research activities. 2. Professional Development—Linking research to PD and facilitating PD activities as recommended by the PD Committee: Support for professional development for all CRC staff that will assist college staff in improving the teaching/learning environment of CRC. This role has been filled by a variety of groups, most notably the Professional Development Committee along with efforts from several other sources (e.g. the Curriculum Committee). CASSL will assist in the overall coordination of these efforts. The key functions of CASSL in this context will be (1) Initiate professional development activities that link educational research and teaching practitioners, (2) Facilitate ongoing professional development activities in conjunction with the Professional Development Committee. 3. Educational Research—Information dissemination: The information from broad-based educational research sources can assist college staff in improving the teaching/learning environment of CRC. This is a new role that is currently occurring only as the result of occasional individual efforts. The CASSL will develop this role at the college by reviewing current educational research and disseminating summaries of relevant information to campus staff. We expect that CASSL will assist staff in finding and using information about the college, our students, our jobs, and ourselves by (1) providing professional development on topics that will all staff to engage in effective interactions with students and colleagues, for example topics related to cultural competence and the use of SLOs, (2) assisting staff in finding and understanding information from external sources relevant to the improvement of the teaching/learning environment, for example by exploring model programs supporting cultural competence or assessing SLOs and (3) assisting the college in developing a research-based approach to the improvement of the college processes.

APPENDIX E: TRAINING NEEDS ACCUMULATED FROM THE SLO SURVEY AND REGIONAL MEETINGS

Training Needs from SLO Survey and Regional Meeting Focus Groups

ASSESSMENT

- ▶ **Different models for different** courses/programs
- ▶ **How to assess, especially** beyond the course level; assessing institutional and general education outcomes
- ▶ **Discipline specific and occupational** outcomes.
- ▶ **Discussions on movement from** course level to program and then to AA/AS
- ▶ **More training specifically focused** on student services.
- ▶ **Coordinating academic SLOs with** Non-instructional and Student Services.
- ▶ **Institutional Effectiveness Models**
- ▶ **Tips on accounting SLOs,** Tips on how SLOs relate to grading system.

PROCESS AND STRATEGIES

- ▶ **How to work our** way through the SLO assessment and instructional improvement cycle.
- ▶ **1) Models of the** process used by other colleges would be helpful 2) Discussion of the challenges and opportunities faced in outcomes development would be helpful
- ▶ **Strategies for successful implementation**
- ▶ **Establishing realistic and meaningful** timelines (assessment) to achieve “full” coverage—and how to define “full”
- ▶ **Work on accumulating data** and assessing outcomes. What are quick easy methods which can be tied to grading and still cost and time efficient in our overworked understaffed system?
- ▶ **How to institutionalize the** process
- ▶ **Analysis of common issues** or themes and strategy development at all levels of the SLO paradigm, identifying resource tracks for disciplines and services
- ▶ **A written outline of** how some of the colleges have begun the process and any pitfalls they encountered. A kind of manual to follow, written by those who are a few steps ahead of us
- ▶ **The organization of evidence.**
- ▶ **Training about how best** to present findings and conclusions
- ▶ **Training for ACCJC compliant** models of assessment, Linkage with accreditation/Self-Study.

WORKING WITH FACULTY

- ▶ **How to overcome faculty** fears of SLOs as evaluation tools.
- ▶ **To help faculty buy-in**, I would love to hear of examples where the SLO process actually benefited faculty. What benefits are there to faculty for engaging in this process? I need some specific (real) examples not theories. 2. A glossary of terms.
- ▶ **Faculty/Staff “buy-in” and strategies** to get them involved in SLOs.
- ▶ **I would like to** know more about approaches to taking the activities college-wide. How to do an all-college Flex Day training. How to begin with individual departments regarding courses. How to promote and support ongoing attention by departments/programs.
- ▶ **How do I convince** faculty who are accustomed to just teaching their classes and then leaving—that developing and assessing program outcomes are a worthwhile activity?
- ▶ **Successful strategies for getting** faculty to follow-through with agreed-upon assessments documentation and use of results

TOOLS FOR ASSESSMENT

- ▶ ***ePortfolios: specifics about the** technology and practical tips for implementing use of portfolios for program and degree-level SLO documentation *Classroom responders (clickers) and their use in assessing and tracking SLOs *Technology solutions to facilitate course, program, and degree-level tracking
- ▶ **An opportunity to find** out more about nationally normed GE assessments—even to have a side-by-side comparison of various features offered by the handful of assessments available
- ▶ **Resources on program, general** education, and institutional outcomes is of interest.
- ▶ **I think all SLO** coordinators need to get savvy about institutional data and its uses for outcomes purposes. I’m going to try to take some online classes in institutional research next year (via Penn State) while I’m on sabbatical, and I’m asking some of our researchers to give me some training in understanding IPEDS data, SPSS software, etc.

TRAINING OF TRAINERS

- ▶ **Training on how to** give workshops and writing rubrics
- ▶ **Different levels of SLOAC** would need different levels of training. Make available training for varying levels of coordinators.

