Local Senate Visit - Santa Rosa Junior College SLOs and Accreditation

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Overview of Presentation

- Introduction
- Some ACCJC SLO Standards
- Ways to Disaggregate Learning Outcomes
- Discussion/Questions
- Resources

Introduction

- **Christopher J. Howerton, M.A., Ed.S.**
  - College: Woodland Community College
  - Discipline: Communication Studies
  - Local and Statewide Service Experience
    - Senate President
    - SLO Coordinator
    - ASCCC Committees
  - Experience with ACCJC

Some of the ACCJC Standards That Specifically Call Out SLOs (Institutional Efectiveness)

- I.B.2.
  - The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

- I.B.5.
  - The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Some of the ACCJC Standards That Specifically Call Out SLOs (Instructional Programs)

- II.A.1.
  - All instructional programs, <mark>regardless of location or means of delivery, including distance education</mark> and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

- II.A.3.
  - The institution identifies and <mark>regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures.</mark> The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Some of the ACCJC Standards That Specifically Call Out SLOs (Instructional Programs)

- II.A.11.
  - The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

- II.A.12.
  - The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Some of the ACCJC Standards That Specifically Call Out SLOs (Instructional Programs)

- II.A.13.
  - All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Some of the ACCJC Standards That Specifically Call Out SLOs (Library and Learning Support Services)

- II.B.3.
  - The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that ==they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.==
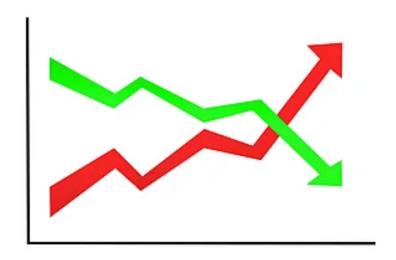
Some of the ACCJC Standards That Specifically Call Out SLOs (Student Support Services)

- II.C.1.
  - The institution regularly evaluates the quality of student support services and demonstrates that these services, <mark>regardless of location or means of delivery</mark>, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

- II.C.2.
  - The institution identifies and assesses learning support outcomes for <mark>its student population</mark> and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Disaggregation of Learning Outcomes and Achievement

Standard I.B.6. *(Institutional Effectiveness)*

The institution **disaggregates** and analyzes learning outcomes and achievement for **subpopulations** of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Let's Chat about Disaggregation

- What are the benefits of disaggregation?
- What are some ways you can disaggregate?
- What type of questions can you answer?

Disaggregation of Student Learning Outcomes Data

- Remember that what works at one college may not work at your college

- Be purposeful in conducting data disaggregation. Consider how this information will provide new insights in the teaching-learning process.

Possible ways we can disaggregate

- ***Section Attributes***
  - Online vs. face-to-face vs. Hybrid
  - Compressed vs. full-term
  - Evening vs. Day
  - Main Campus vs. Off-sight location or center
  - Learning Community vs. non-learning community
  - Dual Enrollment vs. non-dual enrollment
  - Accelerated curriculum vs. non-accelerated curriculum

Possible ways we can disaggregate

- ***Student characteristics***
  - Declared vs. non-declared
  - Students with prior learning credit vs. students who have completed a sequence
  - Working vs. non-working
  - Dual enrollment vs. non-dual enrollment
  - Ethnicity, Gender, DSPS status, Veteran status, age groups, other.

Discussion and Questions

- As an institution how do you foster dialogue and use of disaggregated data?

- How is it used in the Program Review process?

- Do you have examples of how looking at disaggregated data has impacted resource allocation or curricular delivery? At the course level? Program level? Institution level? Across sites?

- If not fully implemented, is there a plan to scale it up and monitor?

Final Thoughts

- Accreditation is a peer process
- The ISER is a "snapshot" of where your institution maybe in multiple processes
- Be authentic and plan assessments that are meaningful to help your college achieve it's established mission
- In an effort of Continuous Quality Improvement use your disaggregated data to support student success and respond to any noted achievement gaps

Other Questions?

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Additional Resources:

- [ACCJC Guides and Manuals](#)
- [ACCJC Accreditation Standards](#)
- [ASCCC Rostrum Article "The Genie in the Bottle: Disaggregation of Student Learning Outcome Data (Sept. 2015)](#)
- [ASCCC Student Learning Outcomes (SLO) Symposium Collective Works](#)
- [ACCJC Educational Series (Preparing the ISER)](#)
    - [Interpreting the Standards](#) – Kevin Bontenbal