Report to ACCJC on SLO Implementation

In March, MVC will submit its first college status report on SLO implementation to ACCJC, the focus of which is to address how the college is reaching the proficiency level of assessment. The ACCJC rubric for proficiency states:

- Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.
- There is widespread institutional dialogue about the results of assessment and identification of gaps.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Comprehensive assessment reports exist and are completed and updated on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

This document, which must be completed by the end of the Fall 2012 semester, will be extremely important in terms of our next accreditation site visit in 2014. We have to write narratives that describe how we assess course, programs, and degrees, and how we review and discuss these assessments. We must also demonstrate to ACCJC how we use assessment in our program reviews and institutional planning.

In addition to the narratives, we are asked to state some purely quantitative information, such as the percentage of courses having SLOs and the percentage of courses with ongoing assessment of SLOs. We currently have about 75% of all of our course offerings with at least one assessment report submitted (see attached report). There are 53 courses being offered this semester that have not submitted assessments, so instructors teaching these courses will be contacted directly for their assistance in getting our percentage as close to 100% as possible.

The MVAC is recognizing that it is not feasible to review, analyze, and discuss course assessments for every course, every semester. To be able to report to ACCJC that assessment efforts are ongoing, we are asking that each discipline establish minimum assessment cycles for their courses and include the cycle in this year’s annual program review, through the use of the attached form. We are proposing that assessment project reports be submitted at least once every four years, the year before comprehensive program review. We are also proposing that assessment plans be incorporated into the comprehensive program review. These plans should indicate how they will be collecting and analyzing the data throughout each cycle. There will be a summary form in the annual program review (similar to one that is in the current form) with a column that will indicate that the assessment plans are on target.
Program Level Outcomes Retreat

MVC will be holding a Program Learning Outcomes retreat on Sept. 28 at the Ayres Hotel in Moreno Valley. The retreat agenda is attached. The retreat will focus on two topics that are of primary importance in reaching the proficiency level of assessment: (1) how to conduct authentic assessment and (2) the development and/or mapping of program level outcomes to course SLOs.

ACCJC Workshop

A District-wide workshop was held September 20 with Dr. John Nixon, Associate VP for ACCJC, presenting. Faculty, administrators, and staff from all three campuses, as well as the district office, attended to hear the latest news from ACCJC about accreditation. The major takeaways:

- We should not only be measuring student achievement (degrees, certificates, transfers) but also student learning (SLO assessment)
- Achievement and learning outcomes should drive program outcomes. Program outcomes should drive institutional level outcomes and planning
- The college’s mission statement is at the core of our accountability. We should be looking closely at our mission statement to be sure that it’s reflecting where the college is currently, and not where we have been in the past. Nixon stated that we can no longer be “all things to all people”, so we may want to revise elements about life-long learning in the mission statement. We should also include an assertion regarding our commitment to student learning, there is currently no such statement in our mission.
- We are expected to be at proficiency level for SLO assessment. We are expected to be at the sustainable, continuous quality improvement level (and remain there) for program review and planning. We are working towards these goals, but are not there yet.
- ACCJC sanctions were most often given to colleges recently because of Board of Trustees governance and fiscal stability. However, if the college has received recommendations in the past and the visiting team finds that these issues have not been resolved, it might result in sanctions. The last recommendations from ACCJC for MVC were:
  1. In order to increase effectiveness, MVC needs to: develop and implement methods for assessing and measuring institutional goals, and evaluate whether the goals have been achieved. MVC also needs to ensure that institutional goals are integrated with the strategic planning process.
  2. In order to meet the Commission requirement that student learning outcomes (SLOs) be fully developed and implemented by the 2012 deadline, MVC needs to develop a timeline for this implementation for all courses, programs, and degrees to reach proficiency by 2012. The campus also needs to make its SLO assessment data available to the community and demonstrate how it is using this data to improve learning.
3. In order to increase effectiveness, the team recommends that the campus implement a comprehensive assessment of student needs and student satisfaction as an ongoing tool for strengthening student support services. The team further recommends that MVC provide comprehensive services to all students regardless of location or means of delivery.

4. In order to increase effectiveness, the team recommends that MVC develop and implement regular evaluation of governance and decision-making processes and ensure broad constituent understanding of pathways for recommendations and decision-making. The results of the evaluations should be made available to all campus constituencies and should be used as a basis for making improvements to governance and planning processes.

- We should be carefully looking at our online courses. Faculty development for online teachers is an important concern, as are comprehensive student services for online students.