

RESPONSE TO ACCREDITATION RECOMMENDATION #2

Recommendation 2: The team recommends that the institution accelerate its efforts to develop and implement Student Learning Outcomes (SLO) assessment measures at the course, program and institutional levels to ensure ongoing, systematic, data driven improvement of student learning in order to meet the proficiency level of the Institutional Effectiveness Rubric for Student Learning Outcomes by 2012. (Standards IIA. 1.a, IIA.1.c, IIA.2.a, IIA.2.b, IIA.2.e).

Commission Reminder: The Commission expects that institutions meet standards that require the identification and assessment of student learning outcomes, and the use of assessment data, to plan and implement improvements to educational quality, by fall 2012. The Commission reminds Glendale Community College that it must be prepared to demonstrate that it meets these standards by fall 2012.

Resolution:

A system is in place to establish SLO/outcome data as a primary source for informing decision-making for college planning and resource allocations. The SLO/outcome data on student learning needs at the course and program levels is documented and reported via a revised program review process, which has gone from a 6 year cycle to an annual cycle. Therefore, qualitative and quantitative data on student learning needs is to be systematically and annually reported from divisions and programs on an annual basis. Divisions and programs must support all resource requests with student learning outcome data.

Institutional SLO/outcome assessment data is also embedded in the revised planning processes, and is documented and forwarded via the college's unit plans to inform institutional planning and budgeting.

Analysis:

The institution has established the existence of SLO/outcome assessment data as a key criterion in evaluating programs and plans and in determining the validity of accompanying resource and funding requests. Programs that are granted resources are required to evaluate and report their impact and effectiveness on student success, thereby closing the assessment cycle. This evaluation cycle is to occur systematically and on an ongoing basis. Program Review and the IPCC evaluate the effectiveness of this institutional process annually, and make adjustments to the implementation framework for quality assurance. In order to support the infrastructure for faculty and staff to conduct assessment cycles, the institution has increased the released time of the both the SLO Coordinator and the eLumen Coordinator to 40% each. The eLumen Coordinator is leading faculty training efforts to use the software to run assessment reports of SLO/outcomes on the course, program, and institutional levels. Additionally, she is working with the IT department to align the college's enrollment management system with elumen. The Office of Research and Planning maintains an ongoing webpage that tracks the completion rates of SLOACs in all divisions, according to both courses and programs.

Additional Plans:

Faculty Teaching and Learning Center Workshops will include assessments of student learning on all levels, with an emphasis on institutional outcomes.

Staff Development retreats and workshops on program assessments

Implementation of the BRIC Inquiry Guide on Assessing SLO's, specifically the section on evaluating the effectiveness of campus assessments

Evidence:

Revised annual program review document

Integrated Planning, Program Review, and Resource Allocation Model

Program Review Validation Rubric

Basic Skills Assessment Strand

SLO rtp position increased to 40%

eLumen rtp position increased to 40%

Elumen pilot group

Office of Research and Planning's ongoing report of percentages of completed SLOACs

SLO Committee's actions and motions