

DRAFT O&A Committee Recommendation: Outcomes Assessment and Alignment

Updated ACCJC standards emphasize use of student learning outcomes to improve student learning and support program cohesion. Review criteria for these standards emphasize the need to provide students with “accurate, current, and consistent” SLOs for courses and programs.

As the college moves to a new system for outcomes assessment management, the O&A committee has reviewed our current processes for accuracy and consistency. The committee recommends identification of a single “source of truth” for SLOs, and that other systems should be aligned to this source so that information provided to students is accurate and consistent.

The committee recommends:

- The Curriculum Management System (Courseleaf) serve as the source of truth for SLOs.
- The Catalog and the CMS serve as the source of truth for PLOs.
- The Assessment Management System (Nuventive Improve) should align to the CMS. Outcomes will not be “editable” in this system. Reports from Improve will be used to check syllabi for accuracy.
- The Curriculum process should be updated to allow simple updates to the SLOs for courses. SLO-only updates will not impact the official course outline or its currency review cycle. Curriculum committee will develop review criteria for these changes – effective dates will align to schedule publication.
- The Curriculum process for program updates should include evidence of outcomes mapping to align course and program assessment.

Reference:

ACCJC Standard 2.2:

The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

Review Criteria:

- The institution’s processes for curriculum design and development include appropriate faculty oversight for ongoing review, monitoring, and revision of programs in order to close identified gaps in student achievement.
- The institution’s processes for curriculum design and development includes dialogue around student equity and maximizing equitable student success outcomes.
- The institution defines student learning outcomes for courses and academic programs (including degree and certificate programs).
- Development of learning outcomes includes consideration of feedback from workforce/industry partners, as appropriate for the institution’s mission and program discipline.

- The institution provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled.

Possible Sources of Evidence Could Include:

- Program information (from catalog, website, etc.) showing program learning outcomes for degree and certificate programs
- Documents outlining institution's processes for communicating learning outcomes to students
- Sample syllabi and corresponding course outlines