Recommendation 1: Student Learning Outcomes

The team recommends that the college conduct meaningful, timely, and inclusive dialogue with all constituent groups to identify, develop, and implement student learning outcomes at the course, program, and degree level. The college should determine and implement relevant assessment methodologies and procedures to evaluate student learning outcomes and enhance institutional effectiveness. (Standards I.B.1, I.B.4, I.B.7, II.A.1c, II.A.2a, II.A.2b, II.A.2e, II.A.2f, II.A.2g, II.A.2i, II.A.3, II.A.6, II.A.6a, II.B.1, II.B.4, II.C.1a, II.C.2, III.A.1b, III.A.1c, IV.A.1, IV.A.2b, IV.B.1b)

Progress and Analysis

Reedley College has focused on meaningful, timely and inclusive dialogue with the constituent groups in the implementation of Student Learning Outcomes (SLO) in order to clarify how the college would implement the entire cycle of writing, assessing, and improving student learning outcomes. As a result of dialogue in such venues as the Town Hall Meetings, Curriculum Committee, Program Review Committee, and Strategic Planning Council meetings, it was agreed that the college needed to establish a common understanding of the concept and process for implementation and assessment of Student Learning Outcomes.

In response to both this recommendation and planning agenda item 2A.1 from the Institutional Self-Study in Support of Reaffirmation of Accreditation, the Reedley College's Curriculum and Program Review committees have continued their dialogue and work on the process of identifying student learning outcomes (SLO) and assessment methodologies in the Course Outlines of Record (COR). The program review process was revised in March 2007 to include a stronger section addressing the process by which SLOs are developed, assessed and evaluated at the certificate, degree and program levels.

In November 2005, Student Service providers attended an SLO workshop sponsored by the California Community Colleges Chancellor's Office in Visalia. The presenter was Dr. Monte Perez – Vice President of Student Services at Golden West College. He discussed SLO development for student services; examples include:

     a. Admissions and Records
     b. Counseling
     c. Financial Aid
     d. Extended Opportunities Programs & Services (EOPS)
     e. CalWorks
     f. Disabled Students Programs & Services (DSPS)
     g. Assessment

Participants developed samples of SLO's for student services & assessment strategies for each program. For example, general counseling will meet with students and develop a student educational plan based on the students' interests, strengths and abilities. The assessment strategy will be completion of the student educational plan. A definition of Student Learning Outcomes was presented first, followed by assessment strategies to evaluate the degree to which SLOs were achieved.

As a result of the November 2005 workshop, a Reedley College and North Centers SLO Training for counselors was held at Fresno Pacific University and was conducted again by Dr. Perez, Vice President of Student Services at Golden West College. The objectives of this workshop, held on April 27, 2006, were to understand the meaning of Student Learning Outcomes, review examples of existing SLO's, and begin developing SLO's for Student Services/Counseling. As a result of this workshop, SLOs and assessment strategies were identified for several counseling programs and aligned with the Reedley College counseling program review planning:

- Counseling – General
- Counseling – 15% (High School Enrichment)
- Counseling – Online
- Transfer Center/Articulation
- Career Center, Employment Resource Center (ERC)
- Assessment
- Disabled Students Program & Services (DSPS)
- Orientation
- Registration to Go
- Early Alert
- Special Programs; TRIO/Extended Opportunities Program & Services (EOPS)
- Probation

During the spring 2006 semester the Curriculum Committee had several discussions on the topic of how to best help instructors understand and construct meaningful and relevant student learning outcomes (SLOs) in their course outlines. Research was conducted, the result of which was posted in the Curriculum folder on the intranet for the college community to review. In addition, dialogue on the topic occurred in several other forums, such as in North Centers Division Representative meetings, North Center Faculty Council meetings, Academic Senate Executive Committee meetings, and Fall2006 Flex Day Workshops. Through the research and discussions, the Curriculum Committee observed more complexities involved in writing SLOs and worked to help faculty better address these intricacies. For example, committee members noted that different kinds of learning can call for different kinds of SLOs, resulting in research, discussion, and dialogue about the various ways SLOs could be constructed to better apply to particular courses and distinct disciplines. The committee members also discussed the various learning domain(s) that might be involved in the SLOs. Such domains include

- The cognitive or knowledge-based domain,
- The psychomotor or skills-based domain, and
- The affective or values-based domain (which includes attitudes and behaviors and can be the hardest type of SLO to assess.)

When considering how much the college accomplished in terms of updating all Course Outlines of Record (CORs) to be current within the last five years and to contain separate, specific and assessable SLOs, the Curriculum Committee concentrated during the 2005-2006 academic year on transfer-level CORs. The Committee progressed from having 55% of the transfer-level CORs updated as of one academic year ago to having 86% of them updated. Committee members started the academic year with a list of 236 CORs to update for the year, and ended with 32

remaining, thus completing 87% of the targeted outlines. Meanwhile, as the year passed, a few more courses moved into the range of being older than five years. At the conclusion of 2005-2006, Reedley College had approximately 75 transfer-level CORs (out of well over 700 CORs) older than five years, and these outlines were revised and updated the 2006-2007 academic year, all as a part of the program review process, as well as moving from the stage of constructing SLOs and into the assessment stage.

In June 2006, the college contracted with an acknowledged expert, Dr. Norena Badway, to conduct a series of workshops through the 2006-2007 academic year. Dr. Badway is a nationally renowned expert on student learning outcomes, program review, and assessment. She is an Associate Professor at the University of the Pacific. She conducts workshops with constituent groups to develop strategies for identifying key learning objectives and assessment techniques to measure improvement at the course, program and degree levels.

Her first series of workshops, "Learning About How Students Learn," focused on detailing the steps in assessing SLOs. The first series of workshops targeted the current programs going through the Program Review cycle, although all faculty and other interested staff were invited to attend.

- The first workshop was held June 12, 2006, focusing on the Automotive Technology and Dental Assisting Programs.

- The second workshop was held June 13, 2006, focusing on the Agriculture, Natural Resources and Manufacturing Programs.

- The third workshop was June 28, 2006, focusing on the Aviation Maintenance Technology and Business Programs. Interested faculty, administration, and classified staff from Counseling, Reedley Strategic Planning Council and the North Centers Institutional Oversight Budget Committee (IOBC) were in attendance. The counselors brought the SLOs and assessment strategies they developed at the Perez workshops and received feedback from Dr. Badway.

Within each of these workshops, every participant planned out the assessment cycle for at least one student learning outcome in one of their courses or program area. Participants worked on choosing a key student learning outcome, determining a method of assessment and the evidence of learning which might include a rubric, and deciding on acceptable learning standards. The implementation strategy in the first series of workshops was presented as follows: 1) identify key outcome or outcomes in selected gatekeeper courses or program areas, 2) measure the students' mastery of each outcome using the assessment method and acceptable learning standards previously determined, 3) devise a plan to improve student performance, and 4) reassess. This strategy of teaching, evaluating, analyzing the results, implementing an improvement strategy, re-teaching, and re-assessing holds real promise for effectively and systematically improving student learning. One of the main keys for this strategy to be successful is that, as Dr. Badway states, it is collaboratively authored and that the expectations for student learning are collectively accepted. This process can be effective in all aspects of the college: instruction, student

services, and administrative services. A positive formal evaluation conducted at the end of the workshops resulted in broadening the presentations to all constituency groups.

As a follow-up to the Dr. Badway workshops, on August 22, 2006, the Vice President of Instruction facilitated two discussions, one with the Agriculture, Natural Resources and Manufacturing Department and the other with the Business Department to review the assessment cycle and apply it to program level student learning outcomes. A four-step process was developed as follows (the statements in parenthesis are the terminology from Dr. Badway's workshops):

- **Step One**: Identify program student learning outcomes and determine in which certificates and/or degrees these learning outcomes are anticipated [Identification and Norming (collaboratively authored and collectively accepted expectations) of Student Learning Outcomes].
- **Step Two**: Determine in which courses elements of the program student learning outcomes are incorporated.
- **Step Three**: Identify which program student learning outcome will be assessed.
- **Step Four**: Complete the Assessment Grid which includes the following elements:
  - Course(s)
  - Assessment Method, Evidence and Rubric Elements [Identification/Prioritization and Norming Assessment (Evidence of Learning, Evaluation of Evidence, Acceptable Standard of Student Performance)]
  - Standard of Learning
  - Assessment Evaluation and Improvement Strategies Timeline [Implement & Evaluate Improvement Strategy]

Dr. Badway conducted two additional workshops on September 6-7, 2006. The focus of the September 6 workshop was the Instructional Group 3 in the Program Review cycle—Fine Arts & Humanities—along with other interested faculty and staff. The objective of the September 7 workshop was to provide information to the Curriculum Committee, the Program Review Committee, and Academic Senate to help those groups clarify their roles in refining and institutionalizing the assessment of the student learning outcomes process. A subcommittee of the Program Review Committee met on September 18 and October 2 to draft revisions to the review elements and process. The Program Review Committee discussed the proposed revisions on October 6, 2006. After review by the various constituency groups, the revised program review process and corresponding handbook was approved in March 2007.

Dr. Badway conducted one additional general workshop in November 9, 2006. She returned to conduct additional workshops on May 3 and 4, 2007. The May 3rd meeting she conducted an advanced workshop on the process by which the full cycle of inquiry for the creation and assessment of student learning outcomes can be completed and incorporated as necessary into the curriculum. On May 4th, she was available for individual assistance to all faculty and staff.

A Student Learning Outcomes Coordinator position was created in fall 2008 to continue working with faculty and staff on the development, assessment, and evaluation of student learning outcomes at the course, program, certificate, and degree levels. The Reedley College Program Review Process is well-established and institutionalized and emphasizes the development,

assessment, and evaluation of student learning outcomes. Thus, the role of the Program Review Committee Chair was expanded to include the duties of the Student Learning Outcomes Coordinator. This position is a faculty position with reassigned time to complete the program review and student learning outcomes coordinator duties and responsibilities.

Following is a summary of progress to date:

- *Courses* – As reported in the April 2008 ACCJC annual report, 99% of Reedley College's course outlines of record include student learning outcomes (725 out of 731 courses). The assessment methodologies incorporated into the course outlines of record include types of writing requirements, problem-solving assignments, skill demonstrations, and objective exams that are used to measure student achievement. Faculty must provide specific examples of these measures when submitting curriculum proposals. The college acquired *Class Climate* software in August 2008 so as to facilitate the assessment of student learning in courses for which there are multiple sections at multiple locations. *Class Climate* is a product of Scantron that can be used to create custom surveys and once created and scanned statistically analyze and graph the data which can then be exported as a PDF file.

- *Degrees and Certificates* – As reported in the April 2008 ACCJC annual report, 62% of Reedley College's degrees and certificates have identified student learning outcomes (58 out of 94 degrees and certificates). The timeline developed by the program review committee and listed in the Program Review Handbook calls for all degrees and certificates to have identified student learning outcomes, the methods of the assessment, and the methods of evaluating of those outcomes by the conclusion of Cycle 2 of program review in fall semester 2009.

  The college is using the program review process to develop program-level student learning outcomes. Starting in spring semester 2008 units that completed the program review process in prior years began submitting an annual progress report responding to the following:
    o Expected student learning outcomes identified
    o Programmatic student learning outcomes mapped to courses in the certificate and/or degree
    o Assessment of expected student learning outcomes defined
    o Student learning outcomes assessed: methodology, course section(s), faculty involved
    o Results of the assessment defined
    o Description of how the analysis of the assessment is being used to plan and implement changes to pedagogy to improve learning

- *Programs* – As reported in the April 2008 ACCJC annual report, 60% of Reedley College's student services and instructional support services have identified student learning outcomes (6 out of 10 service programs). The timeline developed by the program review committee and listed in the Program Review Handbook calls for all programs to have identified student learning outcomes, including the assessment and subsequent evaluation of those outcomes by the conclusion of Cycle 2 of program review in spring semester 2010.

Similar to degree and certificates, beginning spring semester 2008 programs that completed the program review process in prior years began submitting an annual progress report responding to the following:

- o Expected student learning outcomes identified
- o Assessment of expected student learning outcomes defined
- o Student learning outcomes assessed: methodology, course section(s), faculty involved
- o Results of the assessment defined
- o Description of how the analysis of the assessment is being used to plan and implement changes to pedagogy to improve learning

Those programs that have completed program review and have submitted progress reports are:

Instructional Programs

Agriculture Business	Animal Science	Environmental Horticulture
Mechanized Agriculture	Forestry/Natural Resources	Manufacturing
Plant Science	Dental Assisting	Automotive Technology
Aviation	Maintenance Technology	Accounting
Business	Information Systems	Office Technology
History	Sociology	Philosophy
Political Science	Food & Nutrition	Art
Psychology		

Student Services

Disabled Students Programs and Services	Counseling
Extended Opportunity Programs and Services	School Relations
Health Services	

In addition to its role in incorporating SLOs and assessment methodologies into each course outline of record, the Curriculum Committee also has been addressing numerous state-mandated changes. Among these changes was the restructuring of the General Studies degree to include areas of emphasis. The revised interdisciplinary degree, Liberal Arts and Sciences, was approved by the SCCCD Board of Trustees at its June 2008 meeting and was subsequently approved by California Community College Chancellor's Office in September 2008. An ad hoc committee of the Curriculum Committee was created in September 2008 for the purpose of developing SLOs and assessment methodologies for this new degree. The Curriculum Committee also began working on developing general education SLOs in fall semester 2008.

Administrators, faculty, and staff from both Reedley College and North Centers continue to participate in training workshops focused on the development and assessment of student learning outcomes. In addition to the workshops discussed previously in this section, Reedley College faculty, staff, and administrators have attended the following:

- California Community College Chancellor's Office, EOPS Directors Training, April 23-25, 2007

- Research and Planning Group Research Institute: Introduction to Planning, Mt. San Antonio College, April 26, 2007
- EOPS Statewide Conference, October 8-10, 2007
- Central Regional Consortium, Student Learning Outcome Training, November, 16, 2007
- Student Learning Outcomes Regional Conference, November 20, 2007
- North Centers Duty Day Workshop, January 3, 2008
- Various flex day joint meeting of Reedley College and North Centers faculty and staff for the purpose of developing student learning outcomes as part of the program review process
- WASC Assessment Retreat, September 2008

Future Plans

The college further will further develop processes to determine and implement relevant assessment methodologies, based on collaborative dialogue among the Academic Senate, Classified Senate, California State Employees Association, Curriculum Committee, Program Review Committee, Strategic Planning Council, Institutional Oversight and Budget Committee, Department Chairs, and the Institutional Researcher. As a result, the program review process will be collaboratively revised and become a continual process of identification, assessment, evaluation, and improvement in student learning, leading to improved institutional effectiveness. Specific strategies are delineated below.

- Student Learning and Program Review Coordinator
  - o It is anticipated that by the conclusion of Cycle 2 of program review in fall semester 2009, all degrees and certificates will have identified student learning outcomes, the methods of the assessment, and the methods of evaluating of those outcomes.
  - o It is anticipated that by the conclusion of Cycle 2 of program review in spring semester 2010, all programs will have identified student learning outcomes including the assessment and subsequent evaluation of those outcomes.

- *Class Climate* Software
  - o This is a product of Scantron that can be used to create custom surveys and once created and scanned statistically analyze and graph the data which can then be exported as a PDF file.
  - o The Student Learning and Program Review coordinator in conjunction with the Student Success coordinator will develop a strategy and timeline by which Class Climate will be used to determine the degree to which student learning outcomes are being met.
  - o During fall 2008, basic skills classes (writing, reading, math and ESL) will pilot *Class Climate*. The pilot will include both faculty and student surveys.

- A joint ad hoc committee of the Curriculum and Program Review Committees was created in September 2008 for the purpose of creating SLOs and assessment methodologies for general education, interdisciplinary degrees and the new Liberal Arts and Sciences Associate Degree. It is anticipated that this will be completed by the end of the Spring 2009 semester.

The schedule for the completion of the second cycle of program review at which time all certificates, degrees and programs will have the SLO assessment cycle clearly delineated is as follows:

Fall 2008

Music	Reading	Speech
Linguistics	ESL	Foreign Language
English Composition & Literature		

Spring 2009

Admissions and Records	Tutorial	Business Services
Building Services	Grounds/Maintenance	Food Services

Fall 2009

Math	Biology	Physics
Computer Science	Geography	Engineering
Physical Education	Child Development	Health Science
Criminal Justice	LVN	Nursing Assistant
Health Care Interpreter		

Spring 2010

Library	Campus Police	Office of Instruction
Computer Services	Printing Services	

Conclusion

Reedley College has made significant progress in response to this recommendation. The College has been conducting meaningful dialog inclusive of all constituency groups in the development of student learning outcomes as well as in the identification of assessment strategies at the course, program and degree levels. The curriculum development and program review processes are the main vehicles by which this development has occurred and will continue to occur. It is anticipated that by the end of the 2009-2010 academic year, Reedley College will have fully implemented Recommendation 1.

Evidence

- ACCJC Annual Report, April 2008
- Academic Senate Committee Meeting Notes and Reference Materials
- Course Outlines of Record
- Curriculum Committee Minutes and Reference Materials
- Program Review Committee Minutes
- Program Review Handbook, Revised March 2007
- Program Review Reports
- Student Learning Outcome and Program Review Faculty Position Announcement
- Student Success Faculty Position Announcement
- Workshop Schedules and Materials