

Hello Everyone: I spoke to Jennifer and she relayed some of your concerns to me about the course module. I have attached some information that I hope will help bring clarity.

- The ACCJC rubric for student learning outcomes is attached. I have highlighted the sections that pertain to course assessments.
- I have attached a course SLO report that was completed by the CHDV department. This is what will show you whoever looks in curricunet if we open the information up to everyone. This type of a report currently can only be viewed by the faculty and staff of the department. I have attached the same report in a screen shot format and as a scanned document I hope you can at least view one.
- Regarding the Question: **Does this relate to success and retention?** The answer is NO. These reports are on the assessment of your SLO's for each class. Faculty have been doing this for years the only difference is that now we are documenting the results. Success and retention numbers will still be important data to keep for the state. But SLOs show what the student learns and can do in order to stay in the course and pass.
- Regarding the Question: **What if you are the only one teaching the course?** You can still assess the outcomes with your department by sharing what you are doing and the results you have and discussing ways to improve or maintain positive results. The report on the discussion with the whole group.
- Regarding the Question: **Will this be used for my evaluation?** No. The administration has already agreed that results of course and program assessment will not be part of an evaluation. However, you are expected to participate in the assessment process in your department, including evaluations of your course outcomes. Failure to participate in the process may become part of your faculty evaluation.

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Assessment Coordinator
Bakersfield College

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See cover letter for how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes Updated May 2011 <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	<ul style="list-style-type: none"> • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. • Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • There is widespread institutional dialogue about the results <i>of assessment and identification of gaps.</i> • Decision-making includes dialogue on the results of assessment and is purposefully directed toward <i>aligning institution-wide practices to support and improve</i> student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed <i>and updated</i> 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.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • <i>Evaluation of student learning outcomes processes.</i> • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

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http://www.curricunet.com/kccd/assess/courses/csloa-report.cfm?assessments_id=21

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Course Outcome Assessment Report

Spring, 2010

Status: Active

College: Bakersfield College

Course: CHDV B36 Developmentally Appropriate Curriculum

Target of Performance: 80% of students will pass the portfolio assignment

Learning Outcome:

Student Learning Outcome #1 Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills. Objectives: Explain verbally and in writing, the sequence of play as central to development and learning for young children. Define, explain and apply constructivist theory in curriculum planning for young children. Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.

Assessment Plan:

The students will be given a portfolio assignment that covers this SLO. The portfolio assignment will be graded on a rubric.

Results:

At the end of the semester portfolio samples were collected from all the CHDV B36 sections and discussed with faculty and adjunct faculty. The faculty found that the portfolio assignment and rubric were difficult for the student to understand. In the discussion faculty mentioned that students were struggling with the assignment because of lack of organizational and writing skills. We also found that because the process was new there were still many questions about the implementation of the portfolio project process.

Analysis and Plan for Improvement:

The results of this were the modification to the portfolio assignment to improve student understanding. The portfolio process was also refined during this discussion. The family and consumer education department decided to design an academic assistance program that would help the students with the portfolio project assignments, writing and the organizational skills that were found to be needed for student success. The course was to be revisited the following year to discuss how effective changes were.

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