Administrative Procedures
Student Learning Outcomes and Assessment

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EXPECTED OUTCOME:

Campus wide learning outcomes assessment engagement with persistent and ongoing assessment cycles enriched with widespread dialogue integrated in planning and budget cycles.

RATIONALE:

To meet the ACCJC standard of proficiency across the college in ongoing assessment, dialogue, and integrated planning and budgeting.

INTENDED PARTICIPANTS:

All college constituencies, including faculty, administrators, staff and students.

CALENDAR:

Overview:

There are four types of learning outcomes:
- Course Student Learning Outcomes (SLOs): what students will be able to do once they successfully complete a course
- Program Learning Outcomes (PLOs): what students will be able to do upon completion of the requirements of a particular degree or certificate.
- Service Area Outcomes (SAOs): what students are expected to achieve and are able to demonstrate in terms of knowledge, skills, and values upon completion of receiving a service, attending a workshop, or participating in a program
- Institutional Learning Outcomes (ILOs): what all Merritt College students will be able to do upon completion of a degree or certificate or upon transferring to a four-year university.

Merritt College is on a three-year, rolling assessment cycle for all learning outcomes. All outcomes should be assessed at least once within any three-year period.

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The Student Learning Outcomes and Assessment Committee (SLOAC) is charged with keeping track of assessment work, organizing professional development activities, reviewing data, educating the college, and determining the ILOs.

Course Assessment: Each semester at least one Student Learning Outcome (SLO) from each offered course is assessed per the discipline assessment plan. Courses are assessed fall, spring and summer terms.

Service Area Outcomes (SAO)/Student Services/Administrative Unit Assessment:: Each department/program assesses at least one Service Area Outcome (SAO) every fall and spring term so that each SAO is assessed at least once every three years.

Program Assessment (PLO): At least one PLO is assessed each fall and spring semester.

Institutional Learning Outcomes (ILOs)Assessment: Merritt College has six Institution Learning Outcomes (ILOs). One ILO is assessed every fall and spring term so that each ILO is assessed once every three years.

College Wide Dialogue: Dialogue regarding ILO assessment occurs in at fall and spring flex day in college wide setting whereas instructional course and program outcomes dialogue occurs in the joint division and department meetings. Student services holds a dialogue session as part of a division wide meeting each September and February.

Program Review and Annual Program Updates (APUs)/SLO Assessment Integration: Program Review occurs on a three-year cycle and includes assessment data and results/improvements for the previous three years as well as other relevant data. Annual Unit Plans are developed each Fall semester. This annual snap shot includes assessment data and results/improvements from the previous academic year along with other program relevant data.

Assessment Integration with Budget Cycle: Budget development commences every January after program reviews and annual program updates are complete. Funding requests are tied to baseline instruction, student services, and administrative department costs as well as SLO assessment.

SLO Assessment Calendar and Process Review: The SLOAC consistently assesses and adjusts the assessment process to refine for ease and flow in support of faculty and staff.

Timeline:

Fall: August/September; Spring: January/February
- The curriculum and student learning outcomes assessment specialist/SLOAC chair compile and distribute assessment completion data for the assessment cycle and distribute to chairs, administrators, and key staff members.
- Department chairs review assessment completion and create a department course and program assessment schedule and plan for the term.
- Faculty plan SLO assessments and assessment instruments; administrators and staff plan SAO assessments and assessment instruments; faculty, led by department chairs, plan PLO assessment and assessment instruments.

- SLOAC, with the assistance of department chairs, determine which courses are at the advancing level for the ILO being assessed that term.

Fall: October/November; Spring: March/April
- Updated assessment completion data is disseminated to department chairs at the Council of Department Chairs and Program Directors (CDCPD) and via email.
- The SLOAC website is continually updated with the latest assessment completion data.
- Faculty teaching courses that are determined to be at the advancing level for the term's ILO are invited to an initial meeting to discuss assessment plans and instruments.
- Faculty, staff and administrators begin entering completed assessments in Taskstream (or send a completed Word documents to SLOAC for entry.)

Fall: December; Spring: May
- The SLOAC website is continually updated with the latest assessment completion data.
- Faculty participating in the term's ILO assessment meet to share/aggregate results and discuss recommendations and action plans.
- Faculty, staff and administrators enter completed assessments in Taskstream (or send a completed Word documents to SLOAC for entry.)

DESCRIPTION OF PROCESS:

I. Instruction:
   a. Course assessment occurs fall, spring, and summer terms and is conducted by fulltime and part time faculty as part of their professional duties and to ensure quality instruction.
   b. Program Assessment is conducted in the fall and spring by department faculty led by the department chair or designated assessment lead.
   c. Data/analysis/ program improvements are all documented in Taskstream (soon to be CurricUNET Meta) and available for the campus community as well as public for transparency and open communication.
   d. Dialogue occurs in Division and department meetings formally as well as informally amongst faculty within departments.
   e. Assessment results and improvements are aggregated and reported in annual unit plans as well as in program review reports. Assessment results are tied to budget requests and allocations for each instructional unit.

II. Student Services
   a. All student service departments assess one Service Area Outcome (SAO) each fall and spring semesters.
   b. Data/analysis/ program improvements are all documented in Taskstream (soon to be CurricUNET Meta) and available for the campus community as well as public for transparency and open communication.
   c. Dialogue occurs with faculty and staff in Division and department meetings formally as well as informally.

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d. Assessment results and improvements are aggregated and reported in annual unit plans as well as in program review reports. Assessment results are tied to budget requests and allocations for each student services unit.

III. Administrative Services

a. All administrative service departments assess one Service Area Outcome (SAO) each fall and spring semester.

b. Data/analysis/ program improvements are all documented in task stream (soon to be Meta) and available for the campus community as well as public for transparency and open communication.

c. Dialogue occurs in Management meetings as well as in a fall dialogue session dedicated to Administrative outcomes assessment across the college.

d. Assessment results and improvements are aggregated and reported in annual unit plans as well as in program review reports. Assessment results are tied to budget requests and allocations for each administrative unit.

REFERENCE:

- **BOARD POLICY:** BP 4210 (January 2013)
- **ADMINISTRATIVE PROCEDURES:** 4210
- **TITLE 5:** N/A
- **CALIFORNIA EDUCATION CODE:** N/A
- **ACCJC ELIGIBILITY REQUIREMENT:** N/A
- **ACCJC STANDARD:** IB, II.A.1, II.A.6, II.B, II.C, III.B, III.C, III.D, IV.A.2.b, IV.B.1.b, IV.B.2.b, IV.B.2.b, IV.B.3.b, IV.B.3.c

OTHER:

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