Student Learning Outcomes Assessment Committee (SLOAC)
February 13, 2020 1:30 – 3:00 p.m., Room S435
Minutes

Present: Marty Zielke, Evan Nichols, Laura Forlin

I. Minutes from 1/23/20 meeting revised per Marty's feedback and approved.

II. Agenda review, changes and adoption

III. SLOAC website: Remainder of the meeting used to revise and update the SLOAC website

IV. ACCJC Standards 1B1 and 1B2 updates – shelved for next meeting

V. ACCJC Standards – using ACCJC Standards Review Criteria Template, begin discussion of standards covered in fall 19 (*1B1, 1B2*, 1B5, 1B6, 1B7, 1B8, 1C3, 1C4) – shelved for next meeting

VI. ILO and PLO assessment planning – shelved for next meeting

VII. Further discussion of professional development plan for spring – Laura to reach out to John Rodriquez to see if he would like to do a professional development presentation on student learning.

The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

To accomplish it mission the College provides open access to excellent instructional programs and comprehensive support services in a culturally rich, caring and supportive learning environment.

Our purpose is to provide opportunities for lifelong learning, contribute to the economic growth of our communities while assisting students to attain degrees and certificates, earn credits to transfer and develop the skills necessary to complete their educational goals.

ACCJC Standards and Review Criteria

1B1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Review Criteria for 1B1:

- The institution has a structured dialog on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- The dialog occurs on a regular basis and stimulates plans for improvement.
- The dialog uses the analysis of evidence, data, and research in the evaluation of student learning

1B2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Review Criteria for 1B2:

- Student learning outcomes and assessments are established for all instructional programs, learning support services, and student support services.
- Learning outcomes assessments are the basis for the regular evaluation of all courses and programs.
- The institution provides for systematic and regular review of its instructional and student support services.

1B4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Review Criteria for 1B4:

- Assessment data drives college planning to improve student learning and student achievement.
- Institutional processes are organized and implemented to support student learning and student achievement.

1B5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Review Criteria for 1B5:

- The college has established and uses program review processes that incorporate systematic, ongoing evaluation of programs and services using data on student learning and student achievement. These processes support programmatic

improvement, implementation of modifications, and evaluation of the changes for continuous quality improvement.
- The program review process demonstrates how goals and objectives and the data provide information about how well the college is achieving its mission.
- Data assessment and analysis drive college planning to improve student learning and student achievement.
- Data used for assessment and analysis is disaggregated to reflect factors of difference among students, as identified by the institution.

1B6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Review Criteria for 1B6:

- The institution disaggregates learning outcome data for student subpopulations, as identified by the institution.
- The institution disaggregates student achievement data for student subpopulations, as identified by the institution.
- Student subpopulations, for disaggregation, may be defined differently for student learning and student achievement.

1B7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Review Criteria for 1B7:

- The institution has a regular review cycle for its policies and procedures to assure their continued effectiveness.
- The institution regularly evaluates its institutional planning and evaluation processes to determine their efficacy.
- The institution regularly evaluates its program review processes to determine their efficacy.
- The institution regularly evaluates its resource allocation processes to determine their efficacy.
- The institution regularly evaluates its governance structure and decision-making processes to determine their efficacy.
- The institution uses the results from assessment processes to develop and implement plans for improvement.

1B8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Review Criteria for 1B8:

- The institution demonstrates that communication of its assessment and evaluation to internal and external stakeholders occurs regularly.
- Institutional evaluation reports and program reviews can be accessed by constituencies
- The strengths and weaknesses of the institution as identified by the assessment are clearly communicated to the college community.
- The data supported discussion on strengths and weaknesses is used to set institutional priorities.

1C3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Review Criteria for 1C3:

- The institution collects assessment data on student achievement and student learning, and makes determinations regarding their meaning.
- The institution makes its data and analysis public to internal and external stakeholders.

1C4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

- The institution clearly describes its certificates and degrees in its catalog, including expected program learning outcomes.
- Program descriptions include course sequence, units or credit hours, prerequisites, admission requirements if different from college admission requirements.

2A3. The institution identifies and regularly assess learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institutions officially approved course outline.

Review Criteria for 2A3:

- The institution has established a procedure for identifying student learning outcomes for courses, programs, certificates, and degrees.
- Student learning outcomes are in place for the institution's courses, programs, certificates and degrees.
- All faculty regularly assess learning outcomes in courses and programs.
- Current, officially approved course outlines include student learning outcomes.