

SLO Assessment Review Committee 2009 Annual Report

Respectfully Submitted by:

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Introduction and Background

In response to new accreditation standards established in 2002, Faculty Senate, working closely with the Student Learning Outcomes Coordinator and with administrators, designed a comprehensive assessment plan: assessment of student learning outcomes would occur in all sectors of the college as part of regular Departmental Review and Instructional Planning processes. Departments in each assessment sector of the college—Transfer and Basic Skills Instruction, Occupational Programs (Career Technical Education), Library, Student Services, and Administrative Services—would measure individually their contributions to students' mastery of the college's core competencies. Each sector of the college would create its own method to assess student success. See the SLO website for a detailed description of the methods used in each area (<http://pro.cabrillo.edu/slos/index.html>).

According to the college assessment plan, programs and services undergo Departmental Review and Instructional Planning on a rotating basis; only a few departments complete the process each year. Because of the number of programs within its purview, the Instructional component is phasing in SLO assessment; each year the departments participating in Instructional Planning are given different initial assessment tasks. Once those first tasks are completed, the full scope of assessment, called The Revolving Wheel, is implemented. By 2010, all Instructional departments are scheduled to have assessed students' mastery of course, certificate, and degree SLOs within the on-going Instructional Planning process.

All departments completing Departmental Review and Instructional Planning in a given year forward their assessment reports to the SLO Assessment Review Committee. This committee is chaired by the Learning Outcomes Assessment Coordinator and is designed to include representatives from the Student Senate, Faculty Senate, CCEU, CCFT, and a manager along with representatives from Administrative Services, Student Services, Library, and Instruction (both Transfer & Basic Skills and Occupational). The Campus Researcher and Accreditation Liaison Officer serve as ex officio members of the committee.

The function of the SLO Assessment Review Committee (ARC) is to read and analyze the assessment reports submitted, looking for student needs and issues that may be occurring across the campus and also scanning for possible issues for campus-wide dialog. In addition to analyzing the collective contents of the assessments submitted each year, ARC critically analyzes and evaluates its own function and all assessment processes

on campus. ARC writes a report about its analysis, submitting this report to campus governing bodies authorized to act upon ARC's recommendations, including the Governing Board, the Master Planning Committee, the College Planning Council, the Faculty and Student Senates and both unions, CCFT and CCEU. For more detailed information on ARC's charge, membership and duties, please see the SLO website.

This report reflects ARC's review of the SLO assessment results for those departments who completed Instructional Planning or Departmental Review in the 2008-2009 academic year.

Assessment Process: Facts and Figures

Participating in this year's assessment were three instructional departments, two serving Transfer and Basic skills, and one in instructional support. .

Assessment Sector	Department
Transfer and Basic Skills	Astronomy Biology DSP&S
Occupational Programs (Career Technical Education)	No completed reports were submitted to ARC for this year.
Library	Completed process in 06-07; no completed plans or reports were submitted to ARC for this year.
Student Services	No completed reports were submitted to ARC for this year.
Administrative Services	No completed reports were submitted to ARC for this year.

Participation

The three Instructional program plans submitted reflect strong participation of full-time faculty, and inconsistent participation of adjuncts. Student Services and Administrative Services have not submitted plans. The lack of precision in data for participation was noted in the 2008 ARC report. ARC acknowledges that there are many dialogs taking place among faculty in the ongoing SLO assessment process that are not recorded here. The SLO Departmental Analysis Form has been revised so that we can gather more useful and comprehensive data regarding faculty participation; however, programs using the new form will not be completing plans until 2010.

Assessment Goals: Met and Unmet

- **Transfer and Basic Skills and Instructional Support**
Astronomy and Biology completed the assessment and analysis of all four Core Competencies, and Biology also began assessment of course SLOs. DSP&S defined program SLOs and began course-level SLO assessment.
- **Student Services**
Under the new leadership of Vice President of Student Services, all programs within this sector will go through a program planning process, including SLO assessment, over the next two years.
- **Library**
The library completed the planning cycle in 2006-2007 and has proceeded according to plan.
- **Administrative Services**
The President's Office and, in Business Services, the Business Office, Facility Development, and the Mail Office were all scheduled to undergo the planning and review process in 08-09. Though PRO worked with the President's Office in 07-08 to gather data, the planning and review process for that office is not complete. No reports were submitted by Business Services this year. ARC has requested an updated schedule for Departmental Review in the Administrative Services component.

Assessment Results: Emerging Needs and Issues

The department plans reviewed this year identified student needs such as academic skills in reading, research and documentation, and writing; and ethical habits, especially avoiding plagiarism. Strategies identified to address these student needs included additional instruction, increased student contact, providing of models, and continual refinement of rubrics.

Again, documents submitted to ARC reflect less than full participation of faculty, especially of adjuncts, though some departments have succeeded in including most. The difficulty of securing adjunct participation seems to be a persistent problem in departments going through instructional planning. The result of this is that our self assessment is less comprehensive than ARC would hope.

Cabrillo's SLO Assessment Process and the Role of ARC

The structures for Student Learning Outcomes Assessment at Cabrillo operate well in the Instruction component. That several program plans scheduled for 2009 were sent back for reasons including failure to complete SLO tasks is a measure of the integrity of our process in that sector.

VP Student Services, in his first two months at the college, has made a commitment and taken steps to institute a similarly effective cycle of assessment and planning in Student Services

The inability of Administrative Services to follow the planning schedule established three years ago may be attributable to the extraordinary budget crisis clouding all corners of the college, especially the Business Office. Administrative Services continues to work toward a sustainable, data-informed assessment and planning process despite the lack of existing models. As ARC is charged with monitoring assessments in all sectors, its task cannot be completed satisfactorily as long as that sector does not participate in assessment.

One role of ARC must be to help the campus prepare for Accreditation 2013 by supporting all of the offices and functions in the college to sustain ongoing and creditable planning cycles that tie student learning to budget decisions.

Best Practices

ARC salutes the Astronomy and Biology Departments for the rigor, clarity, and practicality that they bring to the assessment analysis process.

Recommendations

- 1) New Recommendations for Teaching and Learning:
 - Provide sustained faculty development for addressing student learning needs in reading, research and documentation, and writing.
 - Provide support for faculty as they confront challenges to academic ethics, such as plagiarism and other forms of cheating.
 - Share effective practices and methods for modeling strategies for assignments
- 2) New recommendations for SLO Assessment Processes:
 - Communicate to Administrative Services and the college at large the importance of maintaining and documenting a college-wide planning process that systematically considers student learning.
 - Support ongoing, sustained staff development in the assessment of student learning, including rubric development.

- 3) Recommendations carried over from the 2007 and 2008 ARC Reports:
- The Administration and CCFT, along with program chairs and Deans, need to find ways to increase adjunct participation in SLO assessment in Instruction.
 - Continue to educate the Cabrillo community about the paradigm shift from evaluating individuals to evaluating departments. Use flex activities, and campus governing bodies such as CPC and Faculty Senate as vehicles for this education.
 - Develop a system of succession for leadership in ARC and a process for disseminating expertise. For example, following the Faculty Senate model, there could be a co-chair position that would provide for overlap and continuity as leadership transitions. This will require funding.

Emerging Trends

	2007	2008	2009
Emerging Needs and Issues	Students need stronger skills in writing, reading, and college readiness; The longer a student is enrolled at Cabrillo, the more positive their association with the Library	Increase emphasis on class discussions and student collaboration;	Students need more instruction in reading, research and documentation, and writing; Concerns about plagiarism
Recommendations for Teaching and Learning	More tutorial assistance for students	Teachers want more frequent collegial exchange; Improved facilities/equipment needed.	Provided ongoing, sustained faculty development; share effective practices and strategies for modeling assignments.
Recommendations for SLO Assessment Processes	Encourage greater adjunct involvement; Continue to educate the Cabrillo community about the paradigm shift	Encourage greater adjunct involvement. SLO workshop for programs two years in advance of Instructional Planning and for non instructional programs; Develop system of succession and dissemination of expertise in SLOAC across campus.	Encourage greater adjunct involvement. Communicate to the college the importance of maintaining and documenting a planning process that systematically considers student learning.