

# **SLO Assessment Review Committee 2010 Annual Report**

Respectfully Submitted by:

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## **Introduction and Background**

In response to new accreditation standards established in 2002, the Faculty Senate, working closely with the Student Learning Outcomes Coordinator and with administrators, designed a comprehensive SLO assessment plan: assessment of student learning outcomes would occur in all sectors of the college as part of on-going Departmental Review and Instructional Planning processes. Departments in each assessment sector of the college—Transfer and Basic Skills Instruction, Career Technical Education, Library, Student Services, and Administration—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>).

Programs and services undergo Program Planning (or departmental review) or 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 began by phasing in SLO assessment. Now that this phase is complete, the full scope of assessment, called The Revolving Wheel, is being implemented. All Instructional departments are now in the process of assessing students' mastery of course, certificate, and degree SLOs within the on-going Instructional Planning process. See the SLO website for a detailed description of each stage of the Revolving Wheel of Assessment (<http://pro.cabrillo.edu/slos/index.html>).

Student Services has also been phasing in SLO assessment, first by writing and then revising their departmental SLOs and, once those tasks are complete, developing assessments for them. Some departments have undertaken some initial assessment, but most will begin this activity in Spring 2011. A grant received by the college, the Bridging Research Information and Culture Technical Assistance Project, (sponsored by the Research and Planning Group and funded by the Hewlett Foundation) is providing needed training in Student Services assessment methods. The results of this effort will not be available until next year.

Administration (composed of departments or administrative offices in the President's component, Administrative Services, Student Services and Instruction) has spent the last

three years discussing how their departments contribute to student mastery of the college core competencies and how to measure it. Because they provide a wide range of services that enable teaching and learning to occur, but are not directly involved in the formal learning process, their role in assessing SLOs has proven difficult to define. However, the extensive dialog has provided an opportunity for Administration to create a more sustainable, data-defined planning and review process, though actual assessment measures are still being developed. This year, the plan written by the Instructional Office created a template that will provide a consistent process for program planning across all components of Administration.

No matter the assessment sector, all college departments completing program planning and/or Instructional Planning in a given year forward their assessment reports to the SLO Assessment Review Committee. This committee is chaired by the Student 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 Administration, Student Services, Library, and Instruction (both Transfer & Basic Skills and CTE). 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 Master Planning Committee, the College Planning Council, the Faculty and Student Senates and both unions, CCFT, CCEU and ultimately to the Governing Board. For more detailed information on ARC's charge, membership and duties, please see the SLO website (<http://pro.cabrillo.edu/slos/index.html>).

This report reflects ARC's review of the assessment results for those departments who completed Instructional Planning or Program Planning in the 2009-2010 academic year.

## **Assessment Process: Facts and Figures**

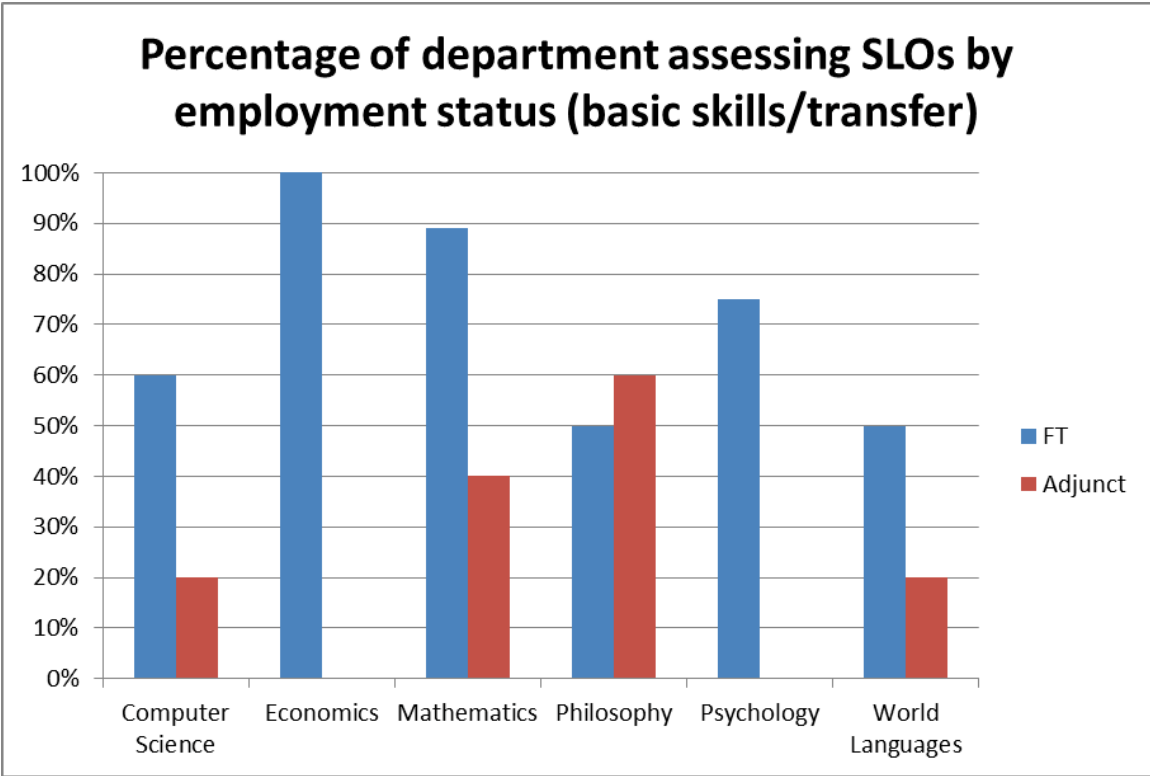
Participating in this year's assessment were ten instructional departments, six serving Transfer and Basic skills and four in CTE, and two in Administration.

<b>Assessment Sector</b>	<b>Department</b>
Transfer and Basic Skills	Computer Science Economics Math Philosophy

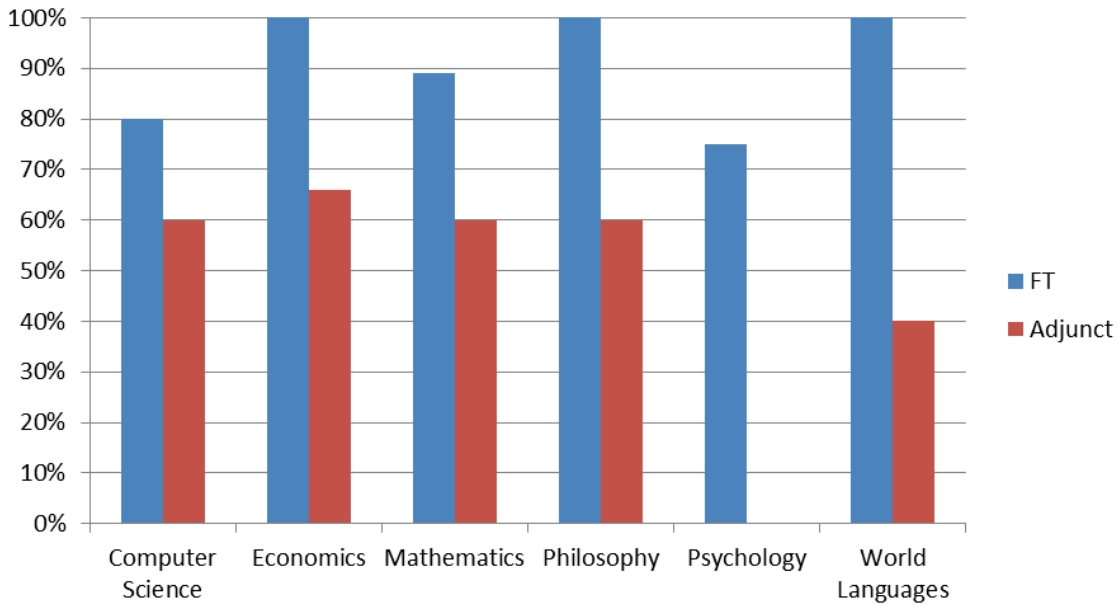
	Psychology World Languages
Career Technical Education Programs	Criminal Justice Fire Technology Journalism Real Estate
Library	Completed process in 06-07; continuing with annual survey and Library 10 assessment but no completed plans or reports were required to be submitted to ARC for this year.
Student Services	Though some assessment has occurred, no completed reports were submitted to ARC for this year.
Administration	Instructional Development Office of Instruction.

### Participation

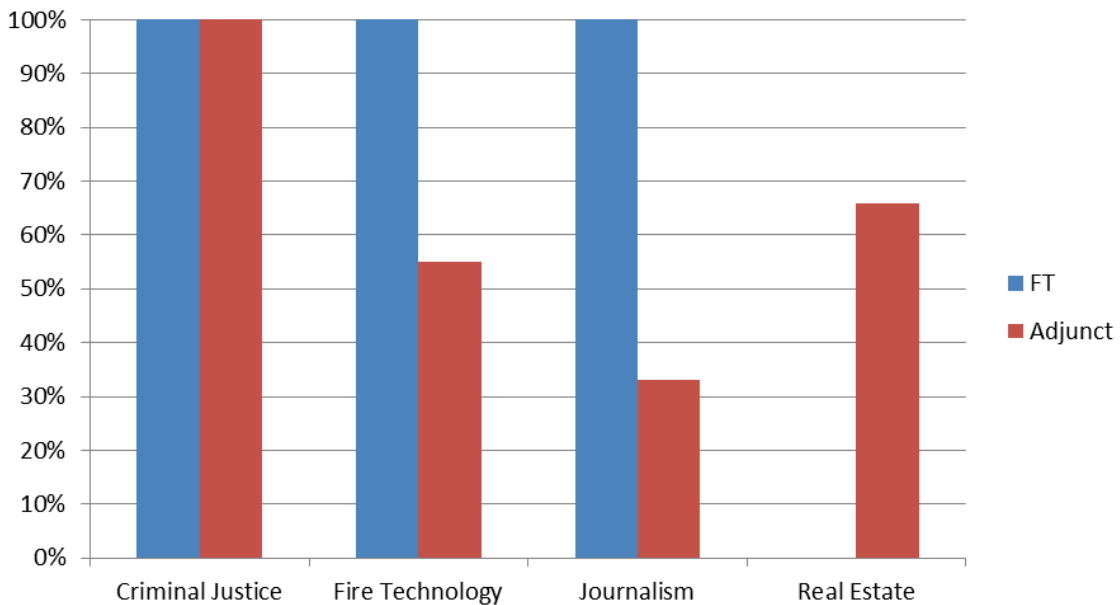
The charts below capture the participation of Cabrillo faculty in assessment activities. Since this assessment took place over a number of years, an average rate was calculated.

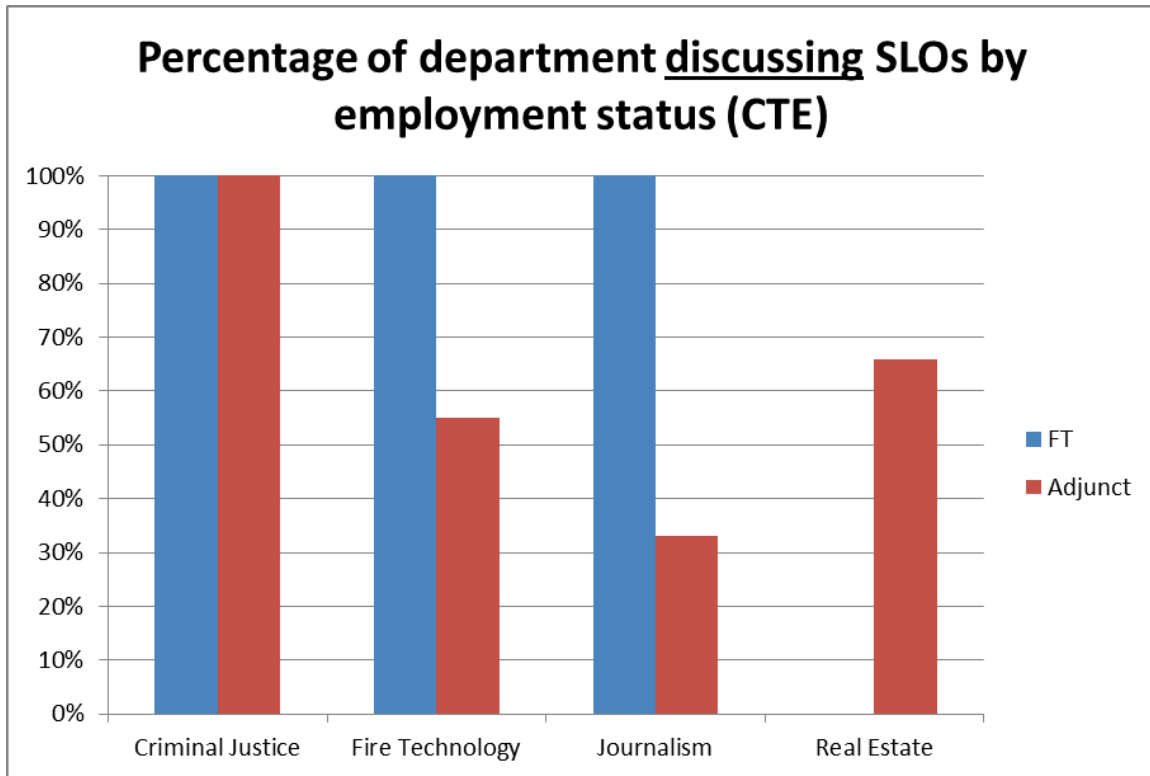


### Percentage of department discussing SLOs by employment status (basic skills/transfer)



### Percentage of department assessing SLOs by employment status (CTE)





Note: There are no full-time faculty in the Real Estate department.

While ARC was pleased to see the full engagement of all departments in SLO assessment, it notes with concern the uneven participation of adjunct faculty. As the charts demonstrate, more adjuncts participated in the **discussion** of assessment than those who undertook the assessment itself. In part, this is because the discussions occur during Flex week, when adjuncts have more opportunity to participate and collaborate with members of their department. The actual assessment takes place during the course of the regular semester. But since so many of our courses are taught by adjuncts, ARC continues to be concerned by this lack of full participation, particularly in some smaller departments.

## Assessment Goals: Met and Unmet

- **Transfer and Basic Skills and Instructional Support**

Department	All Core 4 Assessed	Course SLOs Assessed
<b>Computer Science</b>	✓	None
<b>Economics</b>	✓	None

<b>Mathematics</b>	✓	Applied problems
<b>Philosophy</b>	✓	1. Vocabulary and/or concepts 2. Evaluate arguments 3. Construct essays
<b>Psychology</b>	✓	1. Effects of biological, environmental and other variables on behavior 2. Theories of mental processes
<b>World Languages</b>	✓	None

All departments assessed each of the four college competencies. Mathematics, Philosophy and Psychology also assessed several course outcomes

- **Career Technical Education**

<b>Dept</b>	<b>Wrote Assessment Plan</b>	<b>Certificate SLOs Assessed</b>	<b>Course SLOs Assessed</b>
<b>Criminal Justice</b>	✓	Identify needed entry skills for jobs	None
<b>Fire Technology</b>	✓	Identify needed entry skills for jobs	None
<b>Journalism</b>	✓		1. Construct newspaper pages 2. Produce news stories 3. Write news leads
<b>Real Estate</b>	✓	Demonstrate ethical behavior	1. Develop understanding of lending process 2. Define role of mortgage broker

All CTE departments wrote an assessment plan or implemented the one created from their last round of Instructional Planning. This year, the budget crisis was apparent in their assessment of SLOs for the first time. Several CTE programs had to rewrite or revise assessment plans due to loss of faculty who were not replaced and/or the reduction of class offerings. Criminal Justice, Fire Technology, and Real Estate assessed a certificate SLO. Journalism assesses its

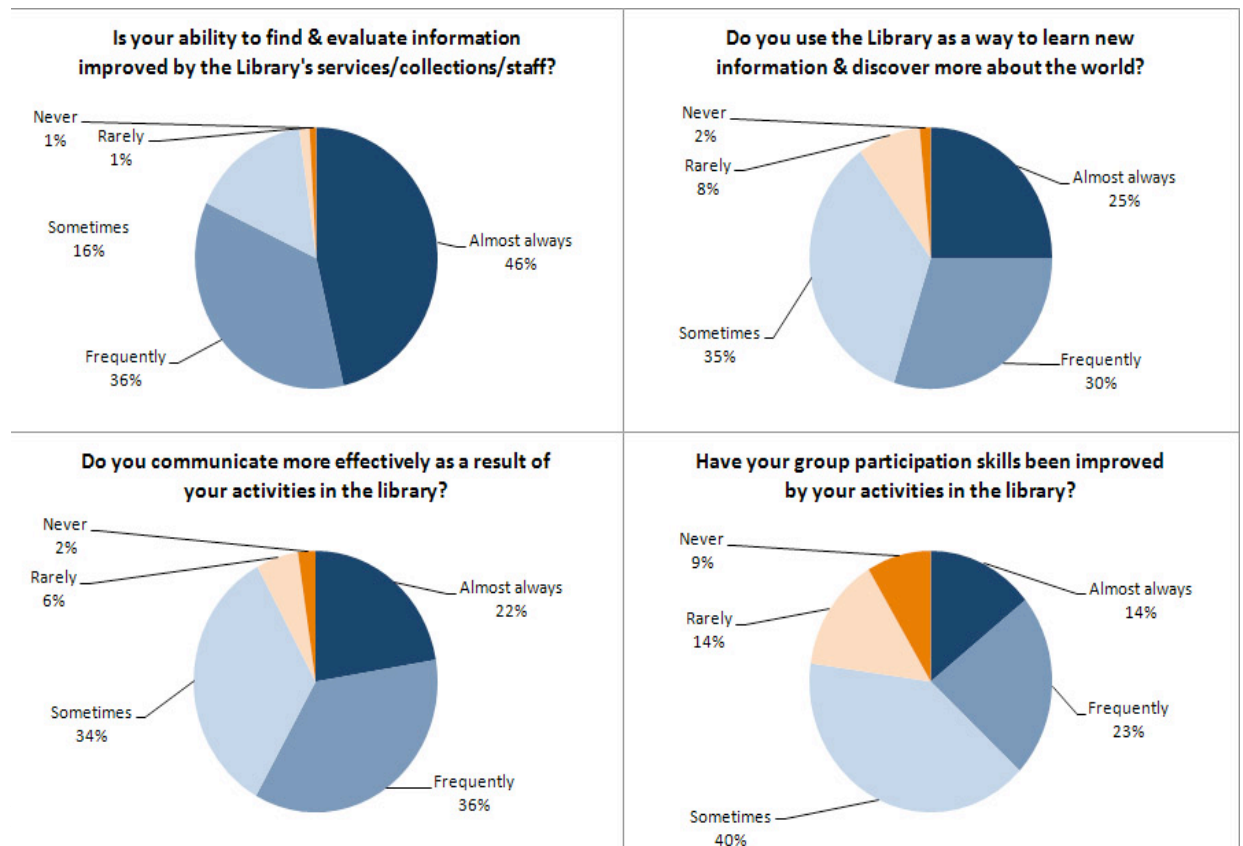
certificate SLOs through a capstone project that all journalism majors must complete. During this Instructional Planning cycle, and in part due to severe cuts to the class offerings in the program, no students were ready to undergo this assessment. Journalism and Real Estate assessed a few course SLOs.

- **Student Services**

Some assessment has occurred in some departments, but due to exciting developments within Student Services, the methods are being revised. Under the 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. Currently, programs are revising previously-written SLOs and will undergo training through the Bridging Research Information and Culture Technical Assistance Project, (sponsored by the Research and Planning Group and funded by the Hewlett Foundation) to design effective and sustainable assessments for them. This new assessment will begin in Spring 2010.

- **Library**

The library completed its program planning cycle in 2006-2007 and has proceeded according to plan. Last spring, the library assessed its Library 10 course. This fall it revised its annual survey of library users to include all four core competencies.



The graphs above summarize the student responses. However, no reports or forms were required to be turned in to ARC at this time.

- **Administration**

Two areas of Administration completed plans: Instructional Development and the Instruction Office. As part of the Instructional Development report, the Assessment Center undertook a measure of its SLOs through a quiz administered to students in July 2009 and another four months later. Results were promising, though alternative methods of assessment are also being explored. As noted earlier in the report, the Instruction Office plan provides an excellent departmental review template for all departments in Administration. This review process continues to be developed, in keeping with many of Cabrillo's accreditation goals as noted in our last report.

## **Assessment Results: Emerging Needs and Issues**

The departments who assessed the college Core 4 competencies and individual course SLOs identified the following key student needs and issues:

- Under-preparedness on the part of some students in academic skills such as reading and writing, math computation, critical problem solving, recognizing arguments, and citations of sources.
- In CTE, a lack of awareness of the skills needed to secure employment in the field.
- A need for training in college success skills such as time-management.

Those departments proposed the following strategies to help meet these needs:

- Increase use of tutors, supplemental and contextualized instruction (particularly for basic skills students) and increase the use of technology such as Blackboard and clickers.
- Use cross-campus resources such as the Writing Center and Library to address student needs.
- Use student-centered teaching techniques.
- Develop new CTE courses to educate students about hiring requirements and practices.
- Create departmental agreements on classroom management policies (such as late papers, make-up exam policies, and plagiarism).

As noted earlier, while most full-time faculty participate in SLO assessment, it is more difficult to secure the participation of adjuncts, especially in smaller departments.

## **Cabrillo's SLO Assessment Process and the Role of ARC**

With all departments now embarked on the Revolving Wheel of Assessment, all course, certificate and institutional SLOs (Core 4) will be assessed by every department over a six-year period. In addition, the Council on Instructional Planning is asking departments to submit assessment results yearly, rather than at the end of their program planning process. This high level of departmental participation and increased volume of reports indicates a need to simplify the process and, if possible, make the reporting of assessment results electronic. In addition, there is some concern that reports might be more useful or better understood if a quantitative component was added to the already-existing narrative reporting style. ARC will explore the possibilities of both next year. If any changes are recommended, they will move through the established shared-governance processes of the college.

In order to better promote the participation of adjuncts in SLO assessment, ARC will undertake a survey of those faculty to determine their understanding of the SLO process, their current level of participation and what barriers they currently experience. Based on those survey results, ARC will brainstorm ways to increase adjunct participation and will develop a plan to share those ideas with the college.

The VP Student Services continues his commitment to institute a sustainable cycle of assessment and planning in Student Services. Student Services participation in the Bridging Research Information and Culture Technical Assistance Project, (sponsored by the Research and Planning Group and funded by the Hewlett Foundation) will result in the design of effective assessment measures that will begin to be into use next spring.

The creation of a template for Administration program planning and assessment is a promising development this year. The fact that this occurred despite Administration's need to continue its focus on the on-going budget crisis is particularly encouraging.

ARC's role in helping the college meet the ACCJC's 2012 deadline for Proficiency on their SLO rubric and to prepare for our 2013 Accreditation continues to be paramount. In order to do both, we must continue to support all of the offices and functions in the college to sustain ongoing and creditable planning cycles that tie student learning to budget decisions.

Finally, in order to alleviate confusion about our assessment processes on campus, ARC will recommend that the campus use the term "Program Planning" to describe the departmental review process and Instructional Planning process for all components.

## Best Practices



ARC commends the Instruction Office for creating a template for program review that can be used by all departments in Administration. The use of the grid and the list of measurables make this a particularly effective tool.



ARC salutes the Philosophy department for the rigorous nature of its assessment analysis and the concrete suggestions it came up with to meet student needs, particularly its stress on the student writing process.



ARC also lauds the Math department for its broad-based participation of both full time and adjunct faculty in the assessment process.

## Recommendations

### New Recommendations for Teaching and Learning

The Faculty Senate has primary responsibility for providing leadership in teaching and learning, particularly in areas related to curriculum and pedagogy. The recommendations below will be put into affect by Faculty Senate and college shared governance committees.

Recommendation	Responsible Party	Time Line
Provide sustained faculty development for addressing student learning needs, particularly those of basic skills students, through new pedagogies, technology, the Faculty Inquiry Network and contextualized instruction	Staff Development committee; Basic Skills Learning Community Advisory Council, and the Faculty Senate	Spring and Fall 2011 flex
Provide support for the teaching of college survival skills across the curriculum.	Staff Development committee and the Faculty Senate	Spring and Fall 2011 Flex

## New recommendations for SLO Assessment Processes

Recommendation	Responsible Party	Time Line
Develop recommendations for making the SLO reporting process electronic	ARC; recommendations will then be passed on to the Faculty Senate for approval	Spring 2011
Explore adding a quantitative component to SLO reports	ARC; recommendation will then be passed on to the Faculty Senate for approval	Spring 2011
Survey adjunct faculty to assess their awareness of Cabrillo's SLO process and barriers to their participation in it	ARC with the help of the PRO office	Spring 2011
If necessary, create avenues for campus dialogue to discuss the survey results and brainstorm solutions to the issues it reveals.	ARC	Fall 2011
Inform potential hires of Cabrillo's SLO process and participation expectations in new faculty and staff trainings, mentorships and in the Faculty Handbook	Human Resources, Office of Instruction, Deans, Student Services, Administration and SLO Coordinator	Summer 2011
Use the template created by the Instruction Office for program planning for all Administration departments	Administration	Program Planning cycle begins Spring 2011
Create a venue or reporting mechanism for Administration's Program Plans	Administration	Spring 2011
Adopt the name "Program Planning" to describe the departmental review process for all components	Cabinet and Administration Council	Spring 2011

## Recommendations carried over from the 2008 and 2009 ARC Reports

Past Recommendation	Action Taken	Next Steps
Communicate to the college at large the importance of maintaining and documenting a college-wide planning process that systematically considers student learning, including non-instructional areas.	“Breakfast with Brian” flex workshop; development of the Faculty Inquiry Network; start of Bridging Research Information and Culture Technical Assistance Project	Utilize findings from Bridging Research Information and Culture Technical Assistance Project
Assist the Administration to develop a program planning model that includes relevant student learning outcomes and that can be utilized consistently across non-instructional departments	Creation of template by Instruction Office	Adopt and/or revise template for use by the rest of Administration; create a venue or reporting mechanism for Administration Program Plans
Support ongoing, sustained staff development in the assessment of student learning, including rubric development.	Flex workshops on rubric writing, SLO assessment	Continue with flex workshops; SLO Coordinator to work more closely with program chairs to help train new faculty in SLO assessment methods
Provide sustained faculty development for addressing student learning needs in reading, research and documentation, and writing.	Flex workshop on the Research paper (Fall 2010); revision of Library 10 and creation of Library 100 classes.	Pilot Library 100 as part of STARS learning community
Provide support for faculty as they confront challenges to academic ethics, such as plagiarism and other forms of cheating.	Flex workshop on plagiarism (Spring 2011)	Continue to offer professional development and opportunities for campus dialogue
Share effective practices and methods for modeling strategies for assignments	Flex workshops on using clickers, Teachers Trade Tricks; OnCourse and FELI trainings.	Continue professional development

Find ways to increase adjunct participation in SLO assessment in Instruction.	No progress	ARC will survey of adjuncts and create venues for campus dialogue to discuss survey results
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## Emerging Trends

	2007	2008	2009	2010
<b>Emerging Needs and Issues</b>	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	Some students need more instruction in basic academic skills and college survival skills.
<b>Recommendations for Teaching and Learning</b>	More tutorial assistance for students	Teachers want more frequent collegial exchange; Improved facilities/equipment needed.	Provide ongoing, sustained faculty development; share effective practices and strategies for modeling assignments.	Provide faculty training in new pedagogies, technology, and contextualized instruction. Support the teaching of college survival skills across the curriculum.
<b>Recommendations for SLO Assessment Processes</b>	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.	Encourage greater adjunct involvement. Embed SLO assessment expectations in faculty hiring, new hire training and mentoring practices. Develop an electronic means for SLO assessment result reporting. Explore adding a quantitative component.