

## **SLO Assessment Review Committee 2008 Annual Report**

Respectfully Submitted by:

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### **Introduction and Background**

Assessment of student learning outcomes occurs in all sectors of the college as part of our regular Departmental Review and Instructional Planning processes. Departments in each assessment sector of the college (Transfer and Basic Skills Instruction, Occupational Programs, Library, Student Services, and Administrative Services) measure individually their contributions to students' mastery of the college's core competencies. Each sector of the college uses a different method to assess student success. See the SLO website (<http://pro.cabrillo.edu/slos/index.html>) for a detailed description of the methods used in each area.

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, a subcommittee of the Faculty Senate, is chaired by the Learning Outcome 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 SLO Assessment Review Committee's job is to read and analyze these assessment reports, looking for student needs and issues that may be occurring across the campus and also scanning for possible issues for campus-wide dialog. ARC is then charged with writing a report about its analysis, a state of the SLO union, if you will. This report is sent to campus governing bodies, including the Governing Board, the Master Planning Committee, the College Planning Council, the Faculty and Student Senates and both unions, CCFT and CCEU. These are the groups that can take action about the issues that

ARC has observed. 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 2007-2008 academic year. As a relatively new committee, we are still analyzing our own process as well.

### Assessment Process: Facts and Figures

Participating in this year's assessment were seven departments serving Transfer and Basic skills and two Occupational programs.

| Assessment Sector         | Department  |
|---------------------------|---|
| Transfer and Basic Skills | Geology/Oceanography<br>Music<br>The Stroke Center<br>Chemistry<br>Communications Studies<br>English as a Second Language<br>MESA |
| Occupational Programs     | Archaeological Technology<br>Radiological Technology  |
| 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

In Transfer and Basic Skills, program plans record that at least 44 faculty members altogether participated at least once in their respective departmental assessment dialogs in the last planning cycle, with at least 42 faculty members sharing results of their SLO

assessments.<sup>1</sup> Occupational Program plans included newly developed SLO Assessment processes.

## **Assessment Goals: Met and Unmet**

- **Transfer and Basic Skills**  
Three of the six instructional programs met their goal and submitted assessment analyses of all four core competencies; two programs submitted three analyses, and one submitted two. One instructional support service articulated its SLOs and its support of the Core Four.
- **Occupational**  
In keeping with Phase One of the assessment cycle for occupational programs, the two programs in this sector wrote SLOs for all certificates and degrees and created assignments and measurement tools to assess them.
- **Student Services**  
The Office of Vice President Student Services was scheduled to undergo the planning and review process in 06-07. Though all departments and services in Student Services have made significant progress in defining SLOs and developing assessment plans, no plans were completed in 07-08. ARC has requested an updated schedule for Departmental Review in the Student Services component.
- **Library**  
The library completed the planning cycle last year 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 06-07. Though PRO worked with the President's Office 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.

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<sup>1</sup> ARC recognizes a lack of precision in data for participation. Given the analysis forms in the reports we received this year, we are not able to account for every faculty member who participated in the departments that completed Instructional Planning. ARC acknowledges that there are many dialogs taking place among faculty in the ongoing SLO assessment process that are not recorded here. The committee has recommended a revision in the analysis forms so that we can gather more useful and comprehensive data regarding faculty participation.

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

The most frequently cited steps to improve student learning in the classroom among instructional departments are to increase in-class discussions and activities and to increase student collaboration and/or peer review. At the department level, among the six instructional departments, there is an almost universal recognition of the value of collegial exchange. Several departments cite the need for more or improved facilities, equipment and/or supplies.

Like last year, 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 continue to operate well overall. Our challenge now is to sustain the momentum that we had going into the recent accreditation process. In ARC's first year of operation, 06-07, the whole campus was energized by that accreditation process, which culminated in the site visit in October 2007. ARC is proud that the Accreditation Report affirmed the college's excellence in January 2008.

ARC can support 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 efforts of all programs and departments that have undergone Instructional Planning in the 2007-2008 academic year. We recognize that producing reports and conducting ongoing assessment requires a great deal of dialog and follow-up work.

ARC recognizes the outstanding work of the Stroke Center in embracing Student Learning Outcomes Assessment with extraordinary care and attention to the spirit of the process.

## Recommendations

1) New recommendations:

The college can better ensure sustainability of SLO Assessment processes by:

- Instituting a practice of offering an intensive SLO Assessment workshop for all faculty in instructional departments two years in advance of Instructional Planning;
- Providing similar workshops for non-instructional departments and components;
- Developing 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.
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2) Recommendations carried over from the 2007 ARC Report:

- 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.