
**ASSESSMENT COORDINATOR
REPORT**

FOR 2002-2003

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For
Vice President of Instruction
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MAJOR TASKS, ACTIVITIES AND OUTCOMES

TASK: FACULTY SENATE SUBCOMMITTEE ON LEARNER OUTCOMES AND ACCREDITATION

Activities

- Met all year to monitor the statewide Senate stance on learner outcomes and to develop an approach for Cabrillo.
- Began developing a plan for how Cabrillo can meet the new accreditation standards, taking apart each standard and looking at what Cabrillo already has in place and what it needs to add.
- Brainstormed and then debated different assessment instruments and techniques. Committee members were particularly enthusiastic about developing both a proposed “Transfer Breakfast” for transfer students and a “Cabrillo Festival of the Arts and Sciences” on graduation day to use as a way of assessing our effectiveness. The breakfast would gather views of transfer students and the festival would be a means to assess the local community. Other more traditional methods of assessment were advocated by some members of the committee. No consensus on them was reached.
- Conducted a further informational interview with Linda Umdenstock, Administrative Dean of Planning, Long Beach City College about her interpretation of the new standards and how to meet them.
- Worked to interpret and translate the new accreditation standards into plain English.
- Reviewed and revised the new GE outcomes as they were being developed by the Vice President, Faculty Senate President and Assessment Coordinator.

Outcome

Cabrillo possesses as current and informed an interpretation of the new standards as possible and now has the beginning of a plan for assessment (see the last section of this report). The committee served as a great support while the Faculty Senate debated the new GE outcomes

that were developed.

Commentary

The committee lost steam in the spring when everyone's focus had to turn to the budget. This is a crucial committee, however, whose work needs to continue as we develop a more detailed assessment plan. Rory and I have different approaches as to what we think is best for Cabrillo, and it would be good to get those differences hashed out in the committee before they are debated on the Faculty Senate floor.

TASK: GATHER INFORMATION ON MODELS USED FOR ASSESSMENT AND ACCREDITATION

Activities

- Attended the AAHE national Assessment Conference (June 20-23, 2002) in Boston and California Assessment Institute in Palms Springs (September 29-October 1, 2002).
- Conducted a further informational interview (by email) with Janice Denton, Raymond Walters Community College in Ohio for even more details on that school's model.

Outcomes

I learned about a new approach being used across the country that considers GE as all one program, defining and assessing general or "meta" outcomes for it as a whole rather than looking at discrete departments or divisions. Cabrillo now has plenty of models from which to craft our own assessment plan. However, none of the conferences I attended provided models for developing and assessing outcomes in Student Services. This is a new area for most schools.

Commentary

It's time to stop gathering info and settle down to the task of developing a plan for our school. No one else's plan will work for us, and we need to be creative in our approach.

TASK: SERVE AS A RESROUCE AND REPRESENTATIVE FOR CABRILLO'S LEARNER OUTCOMES ACTIVITIES BOTH ON AND OFF CAMPUS

Activities

- Presented the Learner Outcomes approach and Institute to new faculty.

- Conducted a one-day “Learner Outcomes Institute” as part of the Instructional Planning process during Flex Week Spring 2003.
- Presented Cabrillo’s approach on learner outcomes and assessment to the UCSC Writing Program (9/20/03).
- Presented a Fall 2002 Flex workshop entitled “What the !@#\$\$% is a Learner Outcome?” to educate more Cabrillo faculty on outcomes and assessment.
- Presented Cabrillo’s approach at the California Assessment Institute (September 29-October 1, 2002) and at three one-day conferences sponsored by the statewide RP group at West Valley College (, San Francisco City College (2/28/03) and Santa Rosa Junior College (3/28/03).
- Presented various assessment methods and Cabrillo’s methodology to the Learning Community Regional Consortium workshop (April 25, 2003).
- Presented Cabrillo’s approach at All-College day for the Peralta Community College District (August 18, 2003).

Outcomes

Increased visibility for the learner outcomes approach used at Cabrillo for both our own faculty and other faculty throughout the state.

Commentary

The Instructional Planning workshop was quite a challenge, the first time I’ve taught this approach to very resistant faculty. It re-enforced my belief that looking at GE as all one program will work better for our school. As a result of my experience, I’ve come up with ways to streamline infusing learner outcomes into the process for instructional planning while still meeting accreditation standards (see my recommendations at the end of this report). Cabrillo has made quite a name for itself statewide with our approach to using learning outcomes. We’re seen as both innovative and progressive.

TASK: DEVELOP GE OUTCOMES

Activities

- Worked with the Vice President of Instruction, the Faculty Senate President and Academic Council President to draft

three outcomes for the GE program as a whole.

- Presented and received the approval of the Academic Council for those outcomes.
- Presented and eventually received the approval of the Faculty Senate for those outcomes with some revision.

Outcomes

We now have three firm outcomes for the GE program.

Commentary

This was the major work for the semester. I was surprised by the **time** it took, but am mostly pleased with the overall result. In my opinion, the third outcome is now a little unwieldy and doesn't make sense, but I am glad for the shared governance process that created it and hope the new wording allays the fears that led to its revision.

TASK: REPORT TO CABRILLO BOARD OF GOVERNORS

Activities

- Surveyed Learner Outcome Institute alumni on the effectiveness of the Institute and how they evaluate the learner outcomes approach.
- Presented the results of the survey and a fact sheet about learner outcomes (see the end of the this report) to the Governing Board on May 5, 2003.

Outcomes

- The alumni survey revealed that all who responded have continued to use the learner outcome methodology in some manner and feel strongly that it has had a positive effect.
- The Governing Board is now aware of the effectiveness of the Institute and also its lack of funding.

Commentary

This presentation went very well. I was complimented by both individual Board members and the college president on its content and message. I hope it will result in a greater appreciation of the Institute and this work as we enter even tougher economic times.

RECOMMENDATIONS FOR THE FUTURE

I end my period as Assessment Coordinator with both gratitude and some concern. I'm thankful for the opportunity to have served Cabrillo in this capacity. However, being a worrywart, I'm also concerned that the budget crisis will force us to put learner outcomes on hold, and we will be unprepared for our accreditation visit in two years. Since I had more time this spring than I expected while the shared governance process regarding the GE outcomes took place, I used it to develop my own personal assessment plan for the college. This doesn't represent the thinking of the Senate Subcommittee or the Senate. These are my own ideas, arising from what I've seen that works at other colleges and my best assessment about what I think will suit "the Cabrillo way." As of this writing, I've been unable to download the new WASC guidebook for accreditation that was made public this summer, so I don't know if my ideas are in keeping with what they want. Consider this "Marcy's Dream Plan."

Overall Structure

1. Assessment is overseen by a campus-wide committee that has representation from GE faculty, occupational faculty, basic skills faculty, the library, student services and counseling, the Faculty Senate, CCFT, Jing's office, the administration and students. It is chaired by the Assessment Coordinator.
2. The Assessment Committee's task is to oversee assessment activities on campus, monitoring and gathering the results of the assessment of different components of the campus and keeping records of such for accreditation.
3. The following components of the college report assessment results to the Assessment committee with recommendations of what is needed to improve teaching and learning; General Education, Occupational and Certificate programs, Basic Skills and Student Services. Each component has defined outcomes and an assessment plan that measures the outcomes on a regular basis.

Learner Outcome Institute

1. Build on the interest this year by holding it one more year (2003) in the current summer format, and do enough publicity so that other colleges will send their faculty. Use the charges for off-campus faculty to help underwrite the cost of the Institute.
2. Once an even larger core group of faculty have been initiated into the process, brainstorm other shorter and less expensive formats that can be used to educate Cabrillo faculty on these issues for the following year(s) such as two-day intensive flex workshops or the class. Market these for other colleges and also K-12 teachers (who have been doing this longer and can probably educate us about what does and does not work)

Faculty Senate Subcommittee on Learner Outcomes and Accreditation

1. Continue to meet with a stable group of on-going members.
2. By the end of Fall 2002, develop a year-by-year plan to move us to readiness for our next accreditation.
3. Develop and monitor pilot projects in different disciplines for the next year (2003-03).
4. By the end of 2003-04, define a model or models to assess programs, settling the question of how to assess general education programs and recommend it to the campus at large.
5. Work with the Academic Council to simplify the current institutional outcomes (for AA and AS degrees and certificates) so that they are actually assessable. Work with Academic Council and the Planning and Research office to recommend the type of assessments to be used.

Accreditation Standards

1. Use the Program Review process to slowly convert both individual courses and programs in general to embrace outcomes and assessment.
 - ◆ Ask each program undergoing to review rewrite each of their course outlines so that course objectives become outcomes.
 - ◆ Once the model(s) are selected for assessing programs, ask each program under review to define the outcomes and assessments for their programs and to align their courses according to those outcomes.
2. Use to the Senate Subcommittee and the Academic Council to define new and assessable institutional outcomes. I recommend exploring assessments that utilize focus groups, alumni reunions, surveys, breakfasts and other creative, qualitative measures rather than expensive cumulative portfolios or time-consuming exit testing of students.

3. Continue the fight to oppose the use of outcomes in faculty evaluation.
4. Educate Student Services personnel in the learner outcome model and ask them to write outcomes and assessments for their component to meet the new accreditation standards.

Statewide Leadership

1. Sponsor a HELP mini-conference on meeting the new accreditation standards.
2. Form a local consortium of other colleges to regularly discuss approaches to outcomes and assessment (modeled after the Regional Learning Community Consortium).
3. Continue to present the Cabrillo approach at statewide and national conferences.

Assessment Coordinator

In order to move forward, someone on campus needs to provide leadership for all the activities associated with the new accreditation standards. At the risk of sounding self-serving, I recommend continuing to fund this position to:

1. Organize the Learner Outcomes Institute and whatever new (and less expensive) format evolves to replace it).
2. Work with the Senate Subcommittee to create a year-by-year plan for assessment activities leading up to our next accreditation. Write it up and present it to the campus at large.
3. Work intensively with programs going through Program Review to a) help them rewrite course outlines so that course objectives become outcomes and b) design program assessments that fit their programs.
4. Work with any other programs on campus that are embracing or requiring an outcomes based approach to educate faculty on what it is, for example Francine Van Meter's possible new grant for on-line education or James Navarro's Digital Academy.
5. Organize the proposed HELP mini-conference on the new accreditation standards.
6. Organize a regional consortium on outcomes and assessment.
7. Write up reports on the work of the Senate Subcommittee and present them to the campus at large.
8. Represent Cabrillo at statewide and national conferences, gathering information on new approaches used by other colleges and presenting our approach.