
ASSESSMENT COORDINATOR REPORT

FOR 2004-2005

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For
Vice President of Instruction
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MAJOR TASKS, ACTIVITIES AND OUTCOMES

TASK: SERVE ON ACCREDITATION PLANNING COMMITTEE

Activities

- Met monthly to develop an institutional timeline for the 2007 accreditation, a plan for all college components to assess SLOs and a process to implement dialogue.
- Planned the agenda for the meetings with the chair of the committee, Jing Luan, Vice President of Instruction Claire Biancalana and Faculty Senate President Rory O'Brien.
- Drafted the guidelines for campus dialogue and for the SLO Assessment Review Committee that were approved by the committee.
- Organized the "Chewing On Learning Outcomes" flex workshop to introduce the college assessment plan and get feedback on it from the Cabrillo community.
- Analyzed feedback results and made changes in the plan.
- Began an educational program to address concerns about the plan by writing the "SLO Corner," a section of the Vice President's Instruction notes. This answered FAQ's about assessment and was included in the Instructional Notes for 3/7, 4/4 and 5/12/05. I also wrote an article for the CCFI newsletter.
- Helped plan Cabrillo's approach to accreditation and to find the Accreditation Faculty Lead and chairs for some committees with the Vice President of Instruction, the Faculty Senate President and Vice President and Jing Luan.

Outcomes

- A well-defined timeline for accreditation, the beginnings of a good assessment plan, the creation of the SLO Assessment Review Committee and a plan and structure for campus-wide dialogue.
- A well-attended "Chewing on Learning Outcomes" flex workshop; the breakout sessions where the college community raised concerns were especially successful.
- An educational campaign to address those concerns.
- A follow-up flex workshop, "Digesting Learning Outcomes" that is scheduled for Fall 2005 flex to share

what has been done.

- Leadership identified and an organizational structure and process created for writing the Accreditation Self-Study.

Commentary

One big issue that came up in the committee was classified participation in the assessment process. Some members of the committee expressed concern that they were being left out. As a result, all administrative services on campus were grouped together as one sector of the assessment plan. The President of the College and the Vice Presidents of Instruction and Business Services were asked to develop an assessment plan for those services. This led to a key **new** understanding that the evaluation of services in offices where no evaluation has ever occurred before is now considered part of the assessment of the campus as a whole. The committee dealt less successfully with another on-going issue: adjunct participation in the assessment process. There is still great concern about asking adjuncts to participate without compensation. The committee attempted to find some compromise to this situation and failed. We are leaving it to the negotiation process between the faculty and classified unions and the administration.

TASK: ASSIST OTHER COLLEGE COMPONENTS TO DEVELOP THEIR ASSESSMENT PLANS

Activities

- Met with the Vice President of Business Services and her managers and helped them to revise their existing departmental review plan; we included language asking Business Services departments to show how they indirectly support student learning and agreed that their elaborate process for evaluating their services is their most appropriate assessment activity.
- Met with the Student Services managers and the counseling department to educate them about how to assess their services.
- Met with the Library to help them develop their plan.
- Met with the President of the College to educate him about SLOs and discuss methods for assessing the departments

that compose his component.

- Met with Admissions and Records to help them develop a five-year assessment review cycle and plan.
- Edited the one page summaries all sectors produced for the booklet included as part of the “Chewing on Learning Outcomes” flex workshop in February 2005.

Outcomes

- Completion of Business Services and Admissions and Records assessment plans. Some progress in the other sectors.
- Production of the “Chewing on Learning Outcomes” booklet.

Commentary

I have continuing concerns about the lack of progress in developing plans in some areas of the campus. I hope that our upcoming accreditation will provide an incentive for the very busy folks in some sectors to give this project some time and attention.

TASK: CONDUCT FOCUS GROUPS TO GET FACULTY FEEDBACK ON THE INSTRUCTIONAL COMPONENT OF THE ASSESSMENT PLAN

Activities

- Wrote a two-page handout that summarizes the Instructional Assessment Plan.
- The Faculty Senate President and I presented it to the BELA, HASS and VAPA Divisions during Fall 2004. Unfortunately, we were not able to meet with NAS and HWPEA.
- Wrote up the results and presented them to the Accreditation Planning Committee.

Outcomes

- We now have a concise document that explains the plan.
- Two major issues were identified: concerns about adjunct participation and concerns about how SLOs will become a part of faculty evaluations.

Commentary

These presentations and the discussions in APC that resulted from them are great examples of campus dialogue.

TASK: ASSIST INSTRUCTIONAL DEPARTMENTS GOING THROUGH INSTRUCTIONAL PLANNING WITH ASSESSMENT

Activities

- Trained 2005, 2006 and 2007 departments scheduled for Instructional Planning during Fall and Spring Flex weeks.
- During the year, met with many departments, some more than once, to train them in writing SLOs, assessing the Core 4 and/or developing assessment plans for occupational programs.
- Revised reporting forms and had them approved by CIP.
- Revised workbooks on the web to include assessing multiple-choice tests and the new forms approved by CIP.
- Provided guidance to CIP for how to evaluate the pilot assessment activities.

Outcomes

- The first departments who piloted the Core 4 assessment process successfully presented their results to CIP.
- Many more faculty are trained in the writing and assessing of SLOs.
- A great deal of curriculum was revised to include SLOs.
- The workbooks are up-to-date.

Commentary

This was my most intensive work fall semester; the number of departments asking for help in the spring were many fewer. I hope that's a good sign and indicates that the training during Flex is sufficient. What training I did during the spring was more focused on how to write SLOs for curriculum than assessment. One major issue that arose from the trainings was that occupational programs have much more work to do than transfer programs because they have to write SLOs for every certificate and degree. I recommend giving them more time to get this done. Also, there is a great deal of confusion regarding how to assess the GE classes that make up portions of occupational degrees. I worked with the Vice President of Instruction to clarify language about what is required but that hasn't seemed to help. More work is needed here. It was suggested that the Learning Outcomes Assessment Coordinator become an official member of CIP.

TASK: REPORT TO CAMPUS GROUPS ABOUT THE COLLEGE'S ASSESSMENT PLAN

Activities

- Meet with the Faculty Senate, Student Senate and CCFT to update them and get feedback on the campus-wide assessment plan.
- Planned a meeting with SEIU that was never scheduled due to the union president's on-going illness.

Outcomes

- Kept campus constituencies updated on current assessment developments.

Commentary

I believe the Governing Board needs an update on Cabrillo's assessment progress.

TASK: CHAIR THE SLO SUBCOMMITTEE OF THE COLLEGE CURRICULUM COMMITTEE

Activities

- Reviewed the SLOs in all Spring 2005 curriculum with other subcommittee members, Michael Mangin (History) and David Schwartz (Oceanography and Geology).
- Worked with those faculty who were asked to revise their SLOs.
- Prepared a report on these activities for the Curriculum Committee

Outcomes

- 157 courses reviewed; 45% sent back for revision.
- All revisions completed.

Commentary

I was surprised at how time-consuming this task was and felt discouraged that so many SLOs had to be rewritten. I recommend further training of Division Curriculum Committees so that SLOs will get rewritten before the classes comes to the full committee. A flex workshop on writing SLOs will be held in Fall 2005 to train faculty.

TASK: TRANSFER BREAKFAST

Activities

- Obtained sponsorship and funding from the Student Senate for Cabrillo's first activity to honor transfer students.
- Planned and organized the breakfast with help from the Vice President of Instruction, the Student Senate Vice President, the Transfer Center Director and the Dean of Student Services. Jing Luan designed a transfer survey to get feedback from students about Cabrillo's help in preparing them to transfer.

Outcomes

- 35 students and faculty attended.
- The surveys provided us with student feedback.

Commentary

This was the highlight of the year for me. The speeches given by the Governing Board President and the Faculty Senate President were moving and inspiring to the students; they told me that they were thrilled to be honored for achieving transfer status. This should become an annual event. Holding it later in the day may increase attendance.

TASK: REVISE FACULTY EVALUATION FORM TO INCLUDE SLOS

Activities

- Worked with Michael Mangin to draft language.
- Worked with the Faculty Senate President to draft a letter asking CCFT to take up the issue.
- Presented the letter and draft language to CCFT.

Outcome

- CCFT and the Administration successfully negotiated this change as a side letter to the current contract.

Commentary

I am relieved to have this small but crucial part of our college assessment plan completed and done in a way that fulfills the accreditation requirements but fits Cabrillo's campus culture.