
**LEARNING OUTCOMES
ASSESSMENT COORDINATOR
REPORT**

FOR 2005-2006

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For
Vice President of Instruction
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August 2006

MAJOR TASKS, ACTIVITIES AND OUTCOMES

TASK: ASSIST COLLEGE COMPONENTS TO DEVELOP THEIR ASSESSMENT PLANS

September 2005 - June 2006

Activities

- Created a template for presenting SLO assessment plans on the SLO web site.
- Met with Student Services managers to discuss what was required; worked intensively with Dean Sesario Escoto to gather drafts of plans; assisted individual managers with writing their plans.
- Worked with Georg Romero of the Library to finalize their plan and ready it to be posted on the SLO Web site.
- Met with the President of the College to talk about developing a plan for the President's component; wrote a draft for his consideration.
- Met with the new Vice President of Instruction to educate her about Cabrillo's approach to SLOs in general, the well-developed assessment plans for transfer, basic skills and occupational programs and to discuss the Administrative Departmental Review process, an assessment plan for the administrative aspects of her component, developed by the former VPI and Deans Council last year.

Outcomes

- Completion of drafts of assessment plans for most departments in Student Services. Some are very rough.
- Completion of a draft for the President to consider.
- Finalization of the Library Assessment Plan and the Administrative Departmental Review for Instruction.

Commentary

Due to the medical leave of the Vice President of Student Services, progress on the student services plans was slowed. The plan for the President's component is still being developed.

**TASK: ASSIST INSTRUCTIONAL DEPARTMENTS GOING THROUGH INSTRUCTIONAL PLANNING WITH ASSESSMENT
September 2005- June 2006**

Activities

- Trained 2006, 2007 and 2008 departments scheduled for Instructional Planning during Fall and Spring Flex weeks. Training for the 2008 group as a whole was not offered as in the past. Later on, I offered it to individual departments; the Biology department met with me.
- Worked with the Vice President of Instruction and CIP to design a process for occupational programs to apply for a one-time year extension for Instructional Planning the first time they undertake assessment activities due to the additional work required.
- Over the course of the year, met with 75% of the departments undergoing Instructional Planning in 2005 to help them write SLOs, create rubrics or learn how to assess the Core 4. The departments included Etech, English, ESL, Geography, Meteorology, Learning Skills, Theatre Arts, Dance, CABT and History.
- Worked intensively with areas of Instruction that do not fall into already-developed assessment modes, such as Learning Skills and the Writing Center, to develop assessment plans, methods and reporting forms.
- Worked with Occupational programs and the Occupational Education Council to problem-solve assessment issues around required and recommended GE courses for those departments. Presented the solution for approval to CIP.
- Revised the Instructional assessment cycle due to difficulties experienced by departments who had just completed it. This new “Revolving Wheel of Assessment” was presented to CIP for approval.
- Once again, revised reporting forms and had them approved by CIP.
- Revised workbooks on the web to update examples and forms.

Outcomes

- Occupational Programs who need it may now take an extra year when they begin the new

- assessment activities as part of Instructional Planning.
- Transfer departments in the 2005 Instructional Planning group assessed two core competencies and wrote SLOs for every course. Occupational Programs wrote SLOs for every course, developed them for each certificate and degree and designed an assessment process to measure them.
 - Occupational Programs now have a process for evaluating the effectiveness of required and recommended GE courses for their certificates and degrees.
 - Learning Skills and the Writing Center now have an on-going assessment process and the forms to record and report it.
 - Created the new “Revolving Wheel of Assessment,” a description of the assessment cycle undertaken by all instructional departments on campus.
 - The workbooks are up-to-date.

Commentary

Like last year, this work was more intensive during fall semester; the number of departments that asked for help in the spring were far fewer. In part, this was due to not scheduling a specific training for the 2008 Instructional Planning departments during Spring 2006 Flex Week.

TASK: PROVIDE ASSESSMENT TRAINING FOR CABRILLO FACULTY DURING FLEX WEEK

August 2005 and February 2006

Activities

- Facilitated the following workshops in Fall 2005:
 1. Digesting Learning Outcomes
 2. Analyzing SLO Assessment Results in Transfer and Basic Skills Programs
 3. SLO Assessment in Occupational Programs
 4. Writing Student Learning Outcomes
 5. Rubric Writing
- Planned the following workshops for Spring 2006:
 1. Get on Board the ARC
 2. Writing Student Learning Outcomes
 3. Rubric Writing

Outcomes

- Eight flex workshops on SLO matters offered to Cabrillo faculty.

Commentary

I was out on bereavement leave during Spring 2006 Flex week and am grateful to Rory O'Brien, Susan Hoisington, Michael Mangin and Dave Schwartz for facilitating the workshops, using the plans we'd developed together.

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

September 2005 – May 2006

Activities

- "Digesting Learning Outcomes" Flex workshop was offered in Fall 2005 to present changes to the campus assessment plan. Attendees were surveyed about their response to the changes.
- Wrote an Assessment Philosophy statement to accompany our Assessment Plan and presented it to the Faculty Senate for approval.
- Presented plans for the SLO ARC Committee to the Faculty Senate.
- Made plans to make similar presentations to CPC, Instructional Council, CCFIT, the Student Senate and the Board for Fall 2006.

Outcomes

- Faculty had a chance to comment on the evolving assessment plan during the Flex workshop.
- A missing portion of our campus assessment plan was developed and approved.
- The ARC Committee's name was revised to be the "SLO ARC Committee" and some of its duties were refined by the Faculty Senate.

Commentary

I believe the Governing Board needs an update on Cabrillo's assessment progress. I did not get

enough time to schedule updates with the various groups on campus.

**TASK: CHAIR THE SLO SUBCOMMITTEE OF THE COLLEGE CURRICULUM COMMITTEE
September 2005 – May 2006**

Activities

- Reviewed the SLOs in all Fall 2005 and Spring 2006 proposed curriculum with other subcommittee members, Michael Mangin (History) and David Schwartz (Oceanography and Geology).
- Worked with faculty who were asked to revise their SLOs in Fall 2005.
- Prepared a report on these activities and presented it to the Curriculum Committee.

Outcomes

- 409 courses reviewed.
- During Fall semester, 72% were returned for revision. Spring semester showed a reverse; 75% were approved.
- Fall revisions completed.

Commentary

It was very encouraging to see the decrease in the number of SLOs returned for revision in Spring 2006. However, two problems emerged with curriculum process this year.

First, the current process requires the SLO Coordinator to read and sign off on proposed curriculum as part of Administrative Review and then to later meet with the subcommittee to read the SLOs and suggest revisions. The timing of this means that the curriculum is often approved by the full Curriculum Committee before the SLOs are revised, creating frustration among the faculty. I suggest asking faculty to send SLOs to the Coordinator as the curriculum is being developed. The SLO coordinator and committee should sign-off on it before it goes to the Division curriculum committees and before Admin review.

The second problem developed during Spring

2006, when the SLO report generated by Fiesta left off some of the Core Competencies and was thus incorrect. This was not discovered until after the subcommittee had met. As a result, after the committee had completed its work, the SLO Coordinator had to go into Fiesta to look at each individual course to make sure that we weren't asking for revisions that were actually unnecessary. This time-consuming work caused a delay in contacting faculty whose SLOs needed revision. A more steam-lined process is needed.

TASK: ASSIST WITH ACCREDITATION SELF-STUDY

September 2005 – May 2006

Activities

- Assembled and convened the Theme Team to analyze the required themes and develop a plan for integrating them into the self-study.
- Each member of the team chose a theme and read through the Standards looking for places where that specific theme appeared; not surprisingly, the SLO Coordinator took on SLOs.
- Assembled each committee member's work into the Theme Graph which lists where portions of each theme appear in the standards.
- Presented and explained the draft to the Standard Chairs.
- Assisted self-study writers with information on SLOs; commented on the emerging drafts for each standard.

Outcome

- Standard Chairs now have a guide to the themes to assist their writing and research.
- SLO information is now available for writing the self-study.

Commentary

This was more time-consuming than I expected. The theme team is a top-notch group, a true pleasure to work with.

TASK: TRANSFER LUNCH
October 2005 – May 2006
Activities

- Worked with the Student Senate, the Transfer Center and the Dean of Student Services to plan an activity to honor transfer students. In a change from last year, the activity was upgraded to a lunch, rather than breakfast, in the hopes that it would encourage more students to attend.
- Helped with fundraising for the activity through the Faculty and Student Senates.
- Planned and organized the lunch with help of the Student Senate President, the Transfer Center Director and the Dean of Student Services. Students were surveyed about their transfer experiences at Cabrillo.

Outcomes

- 70 students and faculty attended, double the number from last year.
- The surveys provided us with student feedback.

Commentary

This was the highlight of the year for me. It was gratifying to see the attendance double and to see it become an annual tradition. Long may it continue!

TASK: SERVE ON COUNCIL ON INSTRUCTIONAL PLANNING
February – May 2006
Activities

- Participated in the annual CIP review of Instructional Plans, reading all plans, serving as resource to the committee about SLOs and assessment and being present for the presentations from each department.

Outcomes

- The few departments who had assessment issues were asked to work with me during the coming fall to correct them.

Commentary

This was a most illuminating experience. It was satisfying to see how all the assessment work that Cabrillo has undertaken over the last seven years has come to fruition in these plans. It was especially gratifying to note how departments were beginning to link their assessment results with their requests for funding.

TASK: PREPARE MATERIALS FOR SLO WEBSITE

February 2006 – July 2006

- Worked intensively to prepare new materials for the SLO web site.
- Updated all work books; wrote up all new aspects of the campus assessment plan and philosophy; updated the history of SLOs at Cabrillo.

Outcome

- The web site is more complete.

Commentary

This is a work in progress. The web site is about 50% complete. Kudos to Rick Fillman for his assistance and patience with helping me post this material.

TASK: PROVIDE INFORMATION ON SLO COORDINATOR POSITION FOR CCFT SIDE LETTER

May – July 2006

Activities

- Presented Faculty Senate with a complete job description per the Senate's request.
- Revised and detailed that description for negotiators Debora Bone (CCFT) and Renee Kilmer, Vice President of Instruction.

Outcomes

- A side letter to the contract was written, extending this position at 50% reassign time through Spring 2010.