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**LEARNING OUTCOMES  
ASSESSMENT COORDINATOR  
REPORT**

**FOR 2006-2007**

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For  
Vice President of Instruction  
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August 2007

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## MAJOR TASKS, ACTIVITIES AND OUTCOMES

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**TASK: ASSIST COLLEGE COMPONENTS TO DEVELOP THEIR ASSESSMENT PLANS**

**September 2006 - June 2007**

**Activities**

- Worked with President of the College to finalize the draft and timeline for the assessment of the President's component.
- Investigated potential trainers to assist Student Services with revising assessment plans.
- Assisted the Vice President of Business Services office with wording on Duplications departmental review and its tie to the four core competencies.
- Worked with the Faculty Senate to update and revise the Core 4 College competencies.

**Outcomes**

- Finalization of President's component plan.
- Trainers for Student Services found; preliminary training ideas developed for combining matriculation and student services trainings, pending approval from the new Vice President of Student Services.
- The Core 4 are updated.

**Commentary**

Almost all areas of the campus have assessment plans in place, though some are rough. More work is needed for small corners of the college, but we are almost there. The process to update the Core 4 showcased Cabrillo's commitment to shared governance and dialogue.

**TASK: ASSIST INSTRUCTIONAL DEPARTMENTS GOING THROUGH INSTRUCTIONAL PLANNING WITH ASSESSMENT**

**September 2006- June 2007**

**Activities**

- Presented Flex workshops on the Revolving Wheel of

Assessment to help departments know where they are in the cycle of assessment.

- Worked with the Vice President of Instruction and members of CIP to design a clearer presentation of the required assessment activities and due dates for the 2007 Instructional Planning group.
- Helped at the training for 2007 Instructional Planning group to clarify assessment activities.
- Over the course of the year, worked with 76% of the departments undergoing Instructional Planning in 2006 to help them write SLOs, create rubrics, write up their assessment of the Core 4 or revise what they had done per the recommendations of CIP. The departments included Anthropology, Art Photography, Business, Dental Hygiene, ECE, Engineering, Horticulture, PE, Political Science and Sociology.
- Began conversations with Sue Tappero for measures to assess learning at the MESA and the Math Center.
- Once again, revised reporting forms.
- Revised web site to update examples and forms.

### **Outcomes**

- Program chairs who attended the Flex trainings now have a written description of the specific assessment tasks for their department for the next five years.
- Transfer departments in the 2006 Instructional Planning group assessed three 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.
- The workbooks are up-to-date.

### **Commentary/Recommendations**

Though I assisted the same percentage of departments going through Instructional Planning as last year, they needed less intensive training than in the past. I believe the culture of assessment has deepened at the college. However, the Flex Workshops revealed that program chairs are very confused about what they need to do when to complete their assessment activities. In addition, no

specific training for the 2009 Instructional Planning group was provided, though they needed to begin assessing a core competency in Spring 2006. I recommend sending a letter to every program chair early in the fall, listing where they are on the Revolving Wheel of Assessment and creating a calendar that specifies the assessment activities they are required to undertake over the next 5 years.

**TASK: PROVIDE ASSESSMENT TRAINING FOR CABRILLO FACULTY DURING FLEX WEEK**

**August 2006 and February 2007**

**Activities**

- Facilitated the following workshops in Fall 2006:
  1. Core 4: Truth or Dare
  2. The Revolving Wheel of Assessment in Transfer and Basic Skills Programs
  3. The Revolving Wheel of Assessment in Occupational Programs
  4. Writing Student Learning Outcomes
  5. Rubric Writing
- Facilitated the following workshops for Spring 2007:
  1. SLO Transfer Programs
  2. SLO Occupational Programs
  3. Writing Student Learning Outcomes

**Outcomes**

- Eight flex workshops on SLO matters offered to Cabrillo faculty facilitated by the Outcomes Coordinator, in addition to eleven others offered by other faculty or administrators.

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

**September 2006 – May 2007**

**Activities**

- Presented an update to the Governing Board entitled “The State of the SLO Union” in Fall 2006.

- Presented plans for the SLO ARC Committee to the CCFT and, by email, to the classified union. Also came to Cabinet to answer questions and concerns about the committee.
- Presented the assessment plan, philosophy, SLO ARC committee and potential Core 4 revisions to the Student Senate in Spring 2007.
- Served as an interview source for a Cabrillo Voice article on the Core competency revisions.

### **Outcomes**

- The governing Board, faculty, students and administrators had a chance to review and comment on the SLO ARC committee and the revised Core 4 competencies.

### **TASK:**

#### **CHAIR THE SLO SUBCOMMITTEE OF THE COLLEGE CURRICULUM COMMITTEE**

**September 2006 – May 2007**

#### **Activities**

- Reviewed the SLOs in all Fall 2006 and Spring 2007 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 2006.
- Prepared a report on these activities, which will be presented to the Curriculum Committee in early Fall 2007.
- Assisted in the Cabrillo modifications to CurricUNet, focusing on the SLO portions, including where subcommittee approval comes into the curriculum process and the specific menu design for SLO areas.

#### **Outcomes**

- 464 courses reviewed.
- During Fall semester, 53% were returned for revision. Spring semester 34% were approved.
- Most, but not all, fall revisions completed.
- CurricUNet has completed the modifications necessary for the SLO portions of curriculum program.

## **Commentary/Recommendations**

The subcommittee process and timeline for its work is still problematic. It would greatly reduce the number of returned pieces of curriculum if subcommittee approval was required before the curriculum goes to the full committee. This will be implemented when we switch to CurricUNet. In the meantime, we will continue to struggle with motivating faculty to complete required SLO revisions in the current timeline and process since those course have already been approved by the full Curriculum Committee.

## **TASK: ASSIST WITH ACCREDITATION SELF-STUDY September 2006 – May 2007**

### **Activities**

- Work with the Theme Team to read drafts of each standard chapter for mention of the themes and the evidence provided about them. Since the team had lost Mary Soltis, the Outcomes Coordinator covered her portion of the themes as well.
- Met with Michael Mangin and Rock Pfothenauer to discuss Institutional Effectiveness chapter in detail..
- Helped write the opening chapter on the History of SLOs at Cabrillo.
- Read each revision of self-study chapters multiple times to look at presentation of the themes and SLO issues.
- Helped assemble SLO evidence.
- Became a member of the “Accredibles,” the small group working on production details of the Self-Study.

### **Outcome**

- The Self-Study is complete!

### **Commentary**

This was the major focus of my work for the year.

**TASK: REPRESENT CABRILLO IN STATEWIDE ACTIVITIES**

**August 2006 – July 2007**

**Activities**

- Member, Accreditation and Student Learning Outcomes Ad Hoc Committee, statewide Academic Senate: surveyed SLO Coordinators across the state, held regional meetings of SLO Coordinators, drafted a paper on SLO Coordinators and helped planned and facilitate two Senate Institutes (see below).
- Planning Committee for “Accreditation Institute,” Statewide Academic Senate, January 2007: Planned the SLO strand (5 workshops) and presented Cabrillo’s method, history and dialogue process at several.
- Planning Committee for “SLO Institute,” statewide Academic Senate, July 2007: Planned the SLO Coordinators training and presented workshops on the Cabrillo GE assessment method.
- Planning Committee for GE Assessment Strand, “Strengthening Student Success Conference” October 2006 and October 2007. Organized all workshops on GE assessment and made a presentation with Rory O’Brien on Cabrillo’s method at the 2006 conference. I will be presenting a workshop on Cabrillo’s dialogue process plus providing training to SLO Coordinators at the 2007 conference in October.

**Outcome**

- Cabrillo’s methods are becoming known across the state and have been adopted by two schools.

**TASK: TRANSFER LUNCH**

**October 2006 – May 2007**

**Activities**

- Worked with the Student Senate, the Transfer Center and the Dean of Student Services to plan, organize and fundraise for this annual activity to honor transfer students.
- Students were surveyed about their transfer experiences at Cabrillo.

## **Outcomes**

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

## **Commentary/Recommendations**

The Dean of Student Services has raised a concern that the transfer students who are attending the luncheon are also attending graduation. Therefore, we are not reaching the group the lunch is intending to honor, which are those transfer students who did not choose to get a degree. He questions the expense of the event given who is currently attending. The Student Senate will take up this issue in the fall. I would welcome undertaking some research to discover why non-graduating transfer students are not attending and if they would like the event to occur.

## **TASK: SERVE ON COUNCIL ON INSTRUCTIONAL PLANNING October 2006 – May 2007**

### **Activities**

- Participated in CIP discussions about revamping the Instructional Planning process and creating a “visioning” component.
- Actively worked to help create forms and calendars that detail the SLO assessment requirements.
- Participated in the Flex workshops to solicit feedback from program chairs about the Instructional Planning process.
- 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.

**TASK: PREPARE MATERIALS FOR SLO WEBSITE  
February 2006 – July 2007**

**Activities**

- 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 complete.

**Commentary**

Once again, kudos to Rick Fillman for his assistance and patience with helping me post this material.

**TASK: CHAIR SLO ASSESSMENT REVIEW COMMITTEE  
Spring 2007**

**Activities**

- Solicited members for the committee from the representative groups who compose the committee.
- Held first meeting; discussed committee purpose, activities and timelines.

**Outcomes**

- The committee has finally come to be. More extensive meetings will take place in Fall 2006.

**TASK: TRAIN INCOMING LEARNING OUTCOMES ASSESSMENT  
COORDINATOR**

**July 2007**

**Activities**

- Began training Winifred Baer (who will replace me when I got on sabbatical in Spring 2007) through the SLO Institute, sponsored by the statewide Academic Senate.

**Outcomes**

- According to Winnie, she now has a beginning understanding of the job and “I know more than I thought I knew.” Her training will begin in earnest in Fall 2007.

**Commentary/Recommendations**

It would be helpful for the Faculty Senate and Vice President of Instruction to design a more formal appointment process for this role. It does require intensive training in general SLO assessment theory and methodology as well as knowledge of the “Cabrillo way” of assessing. Next time the job changes hands, who will decide who should hold it? How will that process occur? This is one area we need to develop a little further.