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**ASSESSMENT COORDINATOR  
REPORT  
SPRING 2002**

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For  
Vice President of Instruction  
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## MAJOR TASKS, ACTIVITIES AND OUTCOMES

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**TASK: PLAN LEARNER OUTCOMES INSTITUTE IV  
JUNE 10-JUNE 18, 2002**

**Activities**

- ◆ Publicity, scheduling, catering, securing presenters and workshop design; will include convening and leading the Institute.
- ◆ Offered space in the Institute to faculty from HELP colleges and West Valley College.

**Outcomes**

- ◆ 17 Cabrillo faculty are enrolled; five are on a waiting list with more calling every day. This means by the end of this summer's Institute, the total number of faculty attending over the last four years will be 60.
- ◆ Condensed scheduling and use of Cabrillo faculty as presenters kept project under budget while allowing two more faculty than originally budgeted to attend.

**Commentary**

I'm excited by the enthusiastic enrollment in this year's Institute! Faculty are still calling to ask if there's room. Those enrolled represent a wide variety of disciplines and a nice balance between full-time and adjunct faculty. I was particularly pleased at the number of new tenure-track faculty who will be attending. I was very disappointed that HELP faculty and West Valley College did not take up our offer to attend. If we hold another Institute next year, more publicity and outreach in advance to those colleges may boost their enrollment.

**TASK: GATHER INFORMATION ON CALIFORNIA'S NEW  
ACCREDITATION STANDARDS**

**Activities**

- ◆ Attended California State Academic Senate Conference (April 4-6,2002) and Research and Planning Group Conference (May 1-3,2002) to gather information.
- ◆ Conducted informational interviews with Linda Umdenstock, Administrative Dean of Planning, Long

Beach City College and Ken Meier, Vice President of Student Learning, Bakersfield College for their interpretation of the new standards.

- ◆ Worked with Faculty Senate subcommittee to interpret and translate Draft B into plain English
- ◆ Currently working to translate and interpret Draft C

### **Outcome**

- ◆ Cabrillo possesses as current and informed an interpretation of the new standards as possible and will be able to serve as a regional leader in this area.

### **Commentary**

It doesn't seem that the Accrediting Commission is willing to change much of the standards in response to feedback from California's community colleges. Fulfilling the new standards will involve a huge change in campus culture and may prove expensive since the Commission is holding firm to asking for assessment on the degree and certificate, program and classroom levels. We need to begin planning the changes that this will entail right now. I am relieved to learn that Cabrillo is so far ahead of other colleges with what we already have in place, but our task is daunting, none the less. We need to redefine our college-wide outcomes for degrees and certificates so that they are actually assessable, generate assessments for programs and educate faculty on how to use outcomes in their courses. My informational interviews were VERY helpful. I regret not getting a chance to interview Jing Luan at length about the approaches he would recommend.

## **TASK: GATHER INFORMATION ON MODELS USED FOR ASSESSMENT AND ACCREDITATION**

### **Activities**

- ◆ Attended HELP min-conference on Assessment (March 1, 2002) and Research and Planning Group Conference (May 1-3, 2002) to learn about models at other colleges.
- ◆ Will be attending the AAHE national Assessment Conference (June 20-23, 2002) in Boston
- ◆ Conducted an e-mail informational interview with Janice Denton, Raymond Walters Community College in Ohio for further details on that school's model.

- ◆ Received and evaluated Ken Meier's assessment plan for Bakersfield Community College.

### **Outcomes**

- ◆ Cabrillo now can borrow aspects from a bevy of models as we design our own assessment plans.

### **Commentary**

I'm sorry to report that many of the models studied don't seem very practical for Cabrillo. They either involve masses of paper work, which I believe our faculty will reject, or are so vague that it's hard to tell what actual assessments are being used. Many schools are spending most of their time defining outcomes, but are not actually assessing them, especially on the degree and certificate level (except for occupational programs). From what I've seen, I don't believe that any one existing model will work for Cabrillo. I predict that we will borrow from several. The most problematic area in all models studied is the assessment of general education programs.

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

- ◆ Presented Cabrillo's approach to Assessment at HELP Mini-Conference (March 1, 2002).
- ◆ Presented the Learner Outcomes approach and Institute to new faculty.
- ◆ Presented various assessment methods and Cabrillo's methodology to the Learning Community Regional Consortium workshop (April 29, 2002).
- ◆ Presented the learner outcome concept and implications of the new accreditation standards to the Counseling Division (April 11, 2002).
- ◆ Will present a Fall 2002 Flex workshop entitled "What the !@#\$\$% is a Learner Outcome?" to educate more Cabrillo faculty on outcomes and assessment.
- ◆ Asked to present Cabrillo's approach at the California Assessment Institute (September 29-October 1, 2002).

### **Outcomes**

- ◆ Increased enrollment in the Learner Outcomes Institute and the waiting list demonstrates increased faculty awareness. One

counselor is attending to work on an assessment project that may fulfill the new accreditation standards for the counseling portion of Student Services.

- ◆ Increased visibility for Cabrillo's Learner Outcomes Institute statewide.

### **Commentary**

I'm very pleased with the increased level of awareness about learner outcomes on campus. Much of it has been fueled by fear of the new accreditation standards, but I see that only as a first step to get faculty involved. My experiences at conferences have shown me that Cabrillo is way ahead of other colleges because there is so much faculty involvement and because of the Institute. I'm always happy to spread the word about what we're doing and find that it receives a very positive response.

## **TASK: CONVENE FACULTY SENATE SUBCOMMITTEE ON LEARNER OUTCOMES AND ACCREDITATION**

### **Activities**

- ◆ Met every three weeks for the semester
- ◆ Educated attending faculty (7- 15 different members each meeting) on learner outcomes theory, the new accreditation standards and the Institute.
- ◆ Evaluated assessment models from other colleges.
- ◆ Evaluated and interpreted the new accreditation standards.
- ◆ Explored particularities of assessment and the institutional culture at Cabrillo; identified the problem area of assessing general education programs and the need to rewrite the campus-wide outcomes defined by the Academic Council so that they are simpler and assessable.

### **Outcomes**

- ◆ Designed three pilot assessment projects for the fall, one in Political Science, one for English 1B and one for English 100.
- ◆ Created a Fall 2002 Flex workshop entitled "What the !@#\$\$% is a Learner Outcome?" to educate faculty on the concept and to help more faculty design pilot projects
- ◆ Voted to adopt the state-wide Academic Senate resolution on the new accreditation standards while going forward with Cabrillo's current process of exploration.

## **Commentary**

Overall, I was pleased by the progress made by the committee this semester. Our original goal, to explore and settle on a model that Cabrillo could use to fulfill the new accreditation standards was too ambitious. It couldn't possibly be accomplished in one semester. Instead, studying various models and creating pilot projects was more realistic and the slower approach will ultimately achieve more faculty buy-in of the expected changes when we do decide on a model. The pilot projects may reveal that one standardized model is not necessary. The subcommittee needs to continue meeting with even more intensity next semester. I am feeling concerned that Cabrillo does not have more concrete plans to address the areas that are not covered by the new accreditation standards. I had some doubts about accepting the Statewide Faculty Senate resolution, but given the lack of changes in Draft C of the new standards, perhaps their political stance is necessary. However, I do not want it to impede Cabrillo's own process in exploring learning outcomes and assessment in the democratic and faculty-driven method we have used all along.

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## RECOMMENDATIONS FOR THE FUTURE

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The following are the recommendations of the Assessment Coordinator and do not represent the thinking of the Senate Subcommittee. They are, however, my best assessment of how to build on what we are doing so that we will be able to fully meet the new accreditation standards when we are next accredited.

### **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.