The Cabrillo Way:

Taking Charge of Assessment

Marcy Alancraig,
Learning Outcomes Assessment
Coordinator
Cabrillo College
maalancr@cabrillo.edu

Core Competency Descriptions
Cabrillo College

Upon completion of Cabrillo College's General Education program, a student will demonstrate competency in the following areas:

I. Communication
Students will communicate effectively, which means the ability to:

A. Reading – Students will be able to comprehend and interpret various types of written information in (1) prose and in (2) documentation, such as manuals and graphs

B. Writing – Students demonstrate the ability to:
- Communicate thoughts, ideas, information, and messages in writing
- Compose and create documents, such as: letters, reports, memoranda, manuals and graphs with correct grammar, spelling, punctuation, and appropriate language, style, and format
- Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar

C. Listening—Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) nonverbal messages

D. Speaking and/or Conversing – Students have the ability to:
- Organize ideas and communicate verbal, or non-verbal messages appropriate to the audience and the situation
- Participate in conversations, discussions, and group activities
- Speak clearly and ask questions

II. Critical Thinking and Information Competency
Thinking critically is characterized by the ability to perform:

A. Analysis – including:
- Applying rules and principles to new situations
- Discovering rules and applying them in the problem solving process
- Using logic to draw conclusions from information given
- Differentiating between facts, influences, assumptions, and conclusions

B. Computation – demonstrated by an ability to:
- Use basic numerical concepts, such as: whole numbers, percentages, estimates of math without a calculator
- Use tables, graphs, charts, and diagrams to explain concepts or ideas
- Use basic geometrical shapes, such as: lines, angles, shapes, and space

C. Research – demonstrate abilities to:
- Collect Information
- Identify the need for data
- Obtain data from various sources
- Organize, process, and maintain records of the information collected
- Analyze the information for relevance and accuracy

- Synthesize, evaluate and communicate the results
- Determine which technology resources will produce the desired results
- Use current technology to acquire, organize, analyze, and communicate information

D. Problem Solving – Students demonstrate the ability to:
- Recognize whether a problem exists
- Identify components of the problem or issue
- Create a plan of action to resolve the issue
- Monitor, evaluate, and revise when necessary

III. Global Awareness

Students will demonstrate a measurable understanding and appreciation of the world including its:

A. Scientific complexities – Students demonstrate an understanding of:
- The scientific method
- How experiments work
- The major differences between social, natural and physical sciences

B. Social diversity and civics – Students demonstrate an ability to:
- Interface with people from a variety of backgrounds
- Understand different cultural beliefs and behaviors
- Recognize important social and political issues in their own community

C. Artistic variety – Students have been exposed to:
- The visual arts, including: drawing, painting, sculpture, photography and digital media, and/or music of one or many cultures.
- Analytical techniques for understanding the meaning in art, or they have
- Hands-on experience with creative endeavors

IV. Personal Responsibility and Professional Development

A. Self-Management and Self-Awareness – The student is able to:
- Accurately assess his/her own knowledge, skills, and abilities
- Motivate self and sets realistic goals
- Accept that taking feedback well is important to success
- Respond appropriately to challenging situations

B. Social and Physical Wellness – Students make an appropriate effort to:
- Manage personal health and well being
- Demonstrate appropriate social skills in group settings

C. Workplace Skills – Students understand the importance of:
- Being dependable, reliable, and accountable
- Meeting deadlines and completing tasks
- Maintaining a professional attitude

General Education and Basic Skills Assessment Method

Key Organizing Decisions

- o The General Education program is considered as one complete program. Any **transfer courses,** and the **basic skills classes** that build the skills that lead to transfer, are part of that program. Unlike some other schools, individual transfer or basis skills departments are not considered separate programs with their own student learning outcomes.

- o The student learning outcomes for the GE program are the four college core competencies. The Core Four are the SLOs for our AA and AS degrees.

- o The on-going Instructional Planning process is used as the vehicle for this assessment process. Approximately twelve transfer, basic skills and occupational programs embark on Instructional Planning each year. Departments link their plans for improvement and budgetary requests to their assessment results.

- o In addition to the Core Four, each individual course at Cabrillo has student learning outcomes. The course outline forms were revised to include a section on the core competencies and student learning outcomes (see the Curriculum Handbook and Fiesta for details).

Assessment Method

The Faculty Senate developed a course-embedded assessment method to assess the Core Four and the SLOs for individual courses. Extensive details about this process can be found in the Instructional Planning Workbook on the Cabrillo web site. In general, faculty:

- ❖ Choose one major assignment that measures aspects of one of the Core Four or specific course SLOs.

- ❖ Assess the assignment using a rubric that articulates specific standards and criteria.

❖ If the assignment is a major exam, faculty instead look at specific groups of questions that address the SLO or core competency.

❖ Faculty evaluate the results of the students' assessments, note what student needs and issues were revealed and how the assignment or teaching activities could be altered to improve student learning. Faculty can fill out the Individual Assessment Analysis form to help them with their evaluation, but this is optional and the results are not recorded.

❖ Faculty dialogue about their results in department meetings, sharing their assignments, their evaluation of the results and their ideas for improvement, including what assistance the college could provide to improve student learning.

❖ Program chairs record the issues and suggestions that arise during the discussion on an Assessment Analysis form , which is attached to the department's Instructional Plan and forwarded to the SLO Assessment Review Committee.

The Revolving Wheel of Assessment

The Faculty Senate and the Committee for Instruction Planning decided that this new assessment method would be implemented gradually and tied it to the Instructional Planning schedule.

➤ The twelve departments scheduled for Instructional Planning in 2004 piloted the process by assessing one of the core competencies.

➤ The 2005 group assessed two core competencies and revised all departmental course outlines to include SLOs.

➤ The 2006 group will assess three core competencies and will rewrite all departmental curriculum to include SLOs.

➤ The 2007 group and all groups thereafter will assess the entire Core Four and will add SLOs to all curriculum.

Transfer/Basic Skills
Assessment Analysis Form For Individual Faculty

Analyze the results of your assignment/assessment using the form below.

Department	
Course	
Competency or Course SLO	
Assessment Tool/ Assignment (Describe briefly)	
Assessment Results **In general, how did students do on the assignment?** **What student needs and issues were revealed?** **Were there any areas where student performance was outstanding?** **Any areas where it can be improved?**	

Next Step in the Classroom to Improve Student Learning **How will you address the needs and issues that were revealed by your assignment? How might student performance be improved?** **Check all that apply**	o State goals or objectives of assignment/activity more explicitly o Revise content of assignment/activities o Revise the amount of writing/oral/visual/clinical or similar work o Revise activities leading up to and/or supporting assignment/activities o Increase in-class discussions and activities o Increase student collaboration and/or peer review o Provide more frequent or fuller feedback on student progress o Increase guidance for students as they work on assignments o Use methods of questions that encourage competency o State criteria for grading more explicitly o Increase interaction with students outside of class o Ask a colleague to critique assignments/activities o Collect more data o Nothing; assessment indicates no improvement necessary o Other (please describe)
Next Step in the Department to Improve Student Learning **What steps can the department take to address the needs and issues revealed by your assignment? Check all that apply**	o Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods o Consult teaching and learning experts about teaching methods o Encourage faculty to share activities that foster competency o Write collaborative grants to fund departmental projects to improve teaching o Prove articles/books on teaching about competency o Visit classrooms to provide feedback (mentoring) o Create bibliography of resource material o Have binder available for rubrics and results o Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses o Nothing; assessments indicate no improvements necessary o Other (please describe)

Transfer and Basic Skills
Departmental Assessment Analysis Form

Use the form below to summarize the results of the department meeting in which you discussed the core competency assessment process or the assessment of course SLOs. Append this form to your Instructional Plan and incorporate the results into the narrative of your plan.

Department	
Meeting Date	
Number of Faculty/Staff in Attendance (how many adjuncts? How many full-tme?)	
Number of Faculty/Staff sharing Assessment Results	
Core Competency or Course SLOs measured	
Assessment Tools (Give examples of major assignments your faculty/staff used to measure the competency or course SLOs)	
Assessment Results (Summarize the overall results of your department **What student needs and issues were revealed?** **Were there any areas where student performance was outstanding?** **Any areas where it can be improved?**	

Next Step in the Classroom to Improve Student Learning **(check all the items faculty/staff felt would help them address the needs and issues that were revealed by the assessment.** **How might student performance be improved?**	o State goals or objectives of assignment/activity more explicitly o Revise content of assignment/activities o Revise the amount of writing/oral/visual/clinical or similar work o Revise activities leading up to and/or supporting assignment/activities o Increase in-class discussions and activities o Increase student collaboration and/or peer review o Provide more frequent or more comprehensive feedback on student progress o Increase guidance for students as they work on assignments o Use methods of questioning that encourage the competency you measured o State criteria for grading more explicitly o As an instructor, increase your interaction with students outside of class o Ask a colleague to critique assignments/activities o Collect more data o Nothing; assessment indicates no improvement necessary o Other (please describe)
Next Step in the Department to Improve Student Learning **(check all that the department felt would help them improve student learning)**	o Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods o Consult teaching and learning experts about teaching methods o Encourage faculty to share activities that foster competency o Write collaborative grants to fund departmental projects to improve teaching o Purchase articles/books on teaching about competency o Visit classrooms to provide feedback (mentoring) o Create bibliography of resource material o Have binder available for rubrics and results o Analyze course curriculum,, so that the department can build a progression of skills as students advance through courses o Nothing; assessments indicate no improvements necessary o Other (please describe)

Priorities to Improve Student Learning **(List the top 3-6 things faculty/staff felt would <u>most</u> improve student learning)**	
Implementation **(List the departmental plans to implement these priorities)**	
Timeline for Implementation **(Make a timeline for implementation of your top priorities)**	

Activity

To understand Cabrillo's course-embedded assessment of general education, try this exercise.   Using the description of the Core 4, fill in the chart below, listing major assignments in particular classes that can be used to assess if students are making progress in mastering each core competency.

Core competency	Major classroom assignment that measures competency

1. Communication
   A. Reading
   B. Writing
   C. Listening
   D. Speaking and/or Conversing	

2. Critical Thinking and Information Literacy
   A. Analysis
   B. Computation
   C. Research
   D. Problem Solving	

3. Global Awareness
   Scientific Complexities
   Social Diversity and Civics
   Artistic Variety	

4. Personal and Professional
   A. Self-Management and Self-Awareness
   B. Social and Physical Wellness
   C. Workplace Skills	

Cabrillo's Web Home Page for Assessment
http:www.cabrillo.edu/services/pro/assess/assessweb/index. html.

Student Learning Outcomes
Assessment & Accreditation

If you are only interested in placement testing, please visit Assessment Office.

Student Learning Outcomes Assessment (SLO):	**Links**

Definitions and Methods
Cabrillo's SLO Assessment Plan
College Core Competencies
See a collection of terms and methods
Keynote Presentation at Statewide Faculty Senate (*ppt*)

Background (Topsy.org)
The Standards (*pdf*)
Academic Senate on Standards
Community College Efforts
More...(from Topsy.org)

Classroom/Course Level SLO Assessment
Workbook (*pdf*)

Occupational Program SLO Assessment
Occupational Program Workbook (*pdf*)
Assessment Plan Form (*word*)
Assessment Analysis Form (*word*)
Sample Occupational SLOs (*word*)

SLO Manuals/Samples
Summaries & National Resources
Evidence guide
Levels/Categories of Assessment
ACCJC Self Study Manual
Framing paper for student services

Degree, Transfer & Basic Skills SLO Assessment
Instructional Planning Workbook (*pdf*)
Individual Faculty Assessment Analysis Form (*word*)
Departmental Assessment Analysis Form (*word*)
Sample Transfer SLOs (*word*)

Other Resources/Links
ACCJC
RP Group
CA Assessment Institute

Non-instructional Services SLO Assessment
How-to Handbook (*pdf*)
Administrative Services
Student Services

Student services SLOs
A: Mendocino
B: Bakersfield/Gavilan
C: Michigan State

Evidence
Select Quantitative Outcomes Data Listing
Documentation and Dialogue

History of SLO at Cabrillo
Brief History
Cabrillo Learner Outcomes Institute
Institute Handbook
Institute Toolkit

Accreditation & Master Plans	

Self-study
2007 Accreditation Self-study (*on-going*)
2001 Accreditation success
Student surveys (Campus Climate) (*pdf*)
Faculty/Staff surveys (*pdf*)

Select Outcome Related Statistics
Student educational goals
High school assessment
Assessment and placements
High school graduates enrollment

Master Plans
Cabrillo Master Plan
Watsonville Center Master Plan

Other Useful Statistics
College At-A-Glance
Enrollment, major, success, Load
College Fact Book
Watsonville Center Census

The Revolving Wheel of Assessment
Instructional Planning Assessment Cycle for Transfer and Basic Skills Programs

Year One

Spring As a department, choose several course SLOs to be assessed. Use the course-embedded assessment process that is also used for the Core 4.

Fall Meet during Flex to discuss assessment results. Fill out the Assessment Analysis Form for Course SLOs to record the results of the meeting.

December 15 – one page report due to Instruction Office. Report should mention any student needs and issues revealed by the assessment process and any plans made to improve student learning or teaching to address those needs.

Year Two

Spring As a department, choose several course SLOs to be assessed. Use the course-embedded assessment process that is also used for the Core 4.

Fall Meet during Flex to discuss assessment results. Fill out the Assessment Analysis Form for Course SLOs to record the results of the meeting.

December 15 – one page report due to Instruction Office. Report should mention any student needs and issues revealed by the assessment process and any plans made to improve student learning or teaching to address those needs.

Year Three

Spring As a department, choose a Core Competency and several course SLOs to be assessed. Use the course-embedded assessment process for both. Hint – ask faculty to choose an assignment that will serve for both a course SLOs and one of the Core 4.

Fall Meet during Flex to discuss assessment results. Fill out the Assessment Analysis Form for Course SLOs and the Core 4 Assessment Analysis Form to record the results of the meeting.

As a department, choose another Core Competency and several more course SLOs to be assessed. Use the course-embedded assessment process for both.

December 15 – one page report due to Instruction Office. Report should mention any student needs and issues revealed by the assessment process and any plans made to improve student learning or teaching to address those needs.

Year Four

Spring   Meet during Flex to discuss assessment results. Fill out the Assessment Analysis Form for Course SLOs and the Core 4 Assessment Analysis Form to record the results of the meeting.

As a department, choose another Core Competency and several more course SLOs to be assessed. Use the course-embedded assessment process for both.

Fall   Meet during Flex to discuss assessment results. Fill out the Assessment Analysis Form for Course SLOs and the Core 4 Assessment Analysis Form to record the results of the meeting.

As a department, choose the last Core Competency and a final group of course SLOs to be assessed. Use the course-embedded assessment process for both.

December 15 – one page report due to Instruction Office. Report should mention any student needs and issues revealed by the assessment process and any plans made to improve student learning or teaching to address those needs.

Year Five

Spring   Begin writing Instructional Plan. Analyze assessment results from the previous four years to identify student needs and issues you will address in your plan, using them as the basis for what you need to improve teaching and learning.

Fall: Finish writing Instructional Plan.

Sample Rubrics used to Assess Core Competencies and course SLOs

Short Essay Rubric
(for a Human Genetics course.)

Score	Content	Organization	Development	Use of Language
5	Answer is appropriate to the question. Content is factually correct.	Clear sense of order. Begins with a thesis or topic sentence. Supporting points are presented in a logical progression.	Develops each point with may specific details. Answers question completely.	Uses technical or scientific terminology appropriately and correctly. No major grammatical or spelling errors.
4	Answer is appropriate to the question. Content may have one or two factual errors.	May lack a thesis sentence, but points are presented in a logical progression.	Each point supported with some details and evidence. All important points included.	Accurate word choice. No more than 2 major errors and a few minor errors.
3	Content relates peripherally to the question; contains significant factual errors.	Logic of argument is minimally perceivable. Points presented in a seemingly random fashion, but all support argument.	Sparse details or evidence. Question only partially answered.	Ordinary word choice; use of scientific terminology avoided. Some serious errors (but they don't impair communication).
2	Content unrelated to question.	Lacks clear organizational plan. Reader is confused.	Statements are unsupported by any detail or explanation. Repetitious, incoherent, illogical development.	Limited vocabulary; errors impair communication.

Developed by Denise Lim, Biology.

Sample Rubric for Assessing Photographs

1. **Concept, idea, visualization:**

   10 pts   Shows coherency of the concept with a high degree of originality and sophistication. The idea is well stated with visual elements and cues.

   9 pts   Shows coherency of the concept with some originality and sophistication. The idea is stated with visual elements and cues but needs to be more clear or more strongly evident.

   8 pts   Shows some coherency of the concept with commonly sued, cliché or stereotyped imagery. The idea is obtuse, and requires greater clarity through the use of visual elements and cues.

   7 pts   Lacks general coherency of the concept. Many of the visual elements and cues do not lead the viewer to the intended idea.

   6 pts   Lacks any coherency of the concept. Visual elements and cues do not lead the viewer to the intended idea.

   0 pts   The work was not presented to me.

2. **Composition & design:**

   10 pts   Shows strong internal integrity of the visual elements. Nothing needs to be added or removed – framing is superb.

   9 pts   Shows internal integrity of the visual elements. A visual element needs to be added, moved or removed – framing needs some slight adjustment.

   8 pts   Shows obvious weaknesses in the internal integrity of the visual elements. Many visual elements need to be added, moved or removed – framing needs definite adjustments.

   7 pts   Image is breaking apart – there is very little internal integrity of the visual elements. Most visual elements need to be rethought – framing needs major readjustment.

   6 pts   Visual integrity is nonexistent and image has broken apart. All of the visual elements need to be rethought – framing needs a complete overhaul.

   0 pts   The work was not presented to me.

3. **Technical:**

   10 pts   Shows master in the use of photographic equipment and techniques to attain the assignment parameters.

   9 pts   Shows a good command of the use of photographic equipment and techniques to attain most of the assignment parameters.

   8 pts   Shows some command of the use of photographic equipment and techniques to attain some of the assignment parameters.

   7 pts   Shows limited command of the use of photographic equipment and techniques to attain a few of the assignment parameters.

   6 pts   Shows little or no command of the use of photographic equipment and techniques to attain a few or none of the assignment parameters.

   0 pts   The work was not presented to me.

Developed by Susan Hoisington, Photography.

English1A Essay Rubric

W0W!!! (90-100 Points - Grade A)

- Begins with an introduction that shows your understanding of the issues, grabs your readers' attention, and presents a strong and insightful thesis or point of view.
- Engages the topic in a thoughtful and individual way, showing originality, elegance and clear thinking.
- Develops the topic using a strong detail, quotes from other sources, and a unique synthesis of ideas.
- Utilizes library research and quotes from outside sources, always properly citing them using the MLA format.
- Possesses a fully explained and logical progression of ideas that indicates the writer's sensitivity to different ways of looking at the topic with an awareness of key counter arguments and a consideration of how those alternate positions shape your understanding of the topic.
- Ends with a strong conclusion that clarifies the significance of the paper's lessons
- Chooses words aptly and sometimes inventively.
- Demonstrates mastery of most of the grammar and usage conventions of Standard English.
- Uses phrasing, tone, and expression that reflects a unique personal voice.

Good! Almost There (80-89 Points - Grade B)

- Begins with an introduction that shows some understanding of the issues, gives some background and has an adequate thesis or point of view.
- Presents a thoughtful response to the topic, using appropriate reasoning and a partially realized analysis that is accurate.
- Develops the topic showing appropriate details, a sense of orderly progress between ideas, and use of references that reveal a familiarity with the topic.
- Uses words precisely if not creatively.
- Varies sentence structure enough to read smoothly.
- Utilizes library research and quotes from outside sources, usually properly citing them using the MLA format.
- Uses competently the conventions of written English, containing few, if any, errors in sentence structure, punctuation and capitalization or usage.
- Uses mostly consistent phrasing, tone and expression that reflects a personal world view and style.

Developed by Marcy Alancraig, English. Note grading sheet at the end.

Getting there (70-79 Points - Grade C)
- Presents an adequate response to the topic, using superficial analysis and weak point of view.
- Uses logical reasoning, but the supporting evidence is general and imprecise with few examples. There may be some small factual errors.
- Uses a less precise vocabulary and may contain awkwardness of expression.
- Utilizes library research and quotes from outside sources, with fairly consistent use of the MLA citation format. May make some errors.
- Contains minor errors in mechanics and usage, and perhaps one or two more distracting errors in sentence structure.
- Uses fairly consistent phrasing, tone and expression that reflect a personal world view and style with occasional inconsistencies.

Try Again (60-69 Points - Grade D)
- Responds to the topic illogically, without a coherent structure or focus.
- Has no point of view, uses mostly summary and lacks evidence and support.
- Makes several large, factual errors.
- Makes enough errors in usage and sentence structure to cause a reader serious, if occasional, distraction.
- Improperly uses the MLA format for citations. Makes major errors in quoting and uses few sources.
- Uses frequently inconsistent phrasing, tone and expression, often formulaic and imitative; lacks evidence of a personal worldview and style.

Let's not even go there (50-59 Points - Grade F)
- Doesn't attempt the task or distorts it
- Lacks organization or detail.
- Contains many distracting errors in sentence structure, simplistic or inaccurate word choice, many repeated errors in grammar and usage.
- Not enough is written to get a sense of personal worldview and style.

English 1A Grading Sheet

Paper #1-7 Grading Sheet

Name: _____   **Total Grade:** _____

This paper is one of the pieces of evidence for Outcomes #3 and 4:
- Write essays, including researched based writing on the ecological, anthropological, historical and literary aspects of the Monterey Bay region, demonstrating academic rhetorical strategies and documentation.

Based on the grading rubric listed under Grading Requirements, your grade is divided into the elements listed in the chart below.

Elements of Grade	Wow!	Good	Getting There	Try Again	Let's Not Go There
Introduction					
Thesis or Claim					
Response to Topic					
Evidence to support thesis					
MLA citation and documentation					
Awareness of counter arguments					
Flow and order of Ideas					
Conclusion					
Word Choice					
Grammar and Punctuation					
Personal Voice					

<u>Comments:</u>