

ACCJC Annual Report 2014 Narrative Responses

#23: Effective Practice to Share with the Field

Alan Hancock College (AHC) has been holding regular “Assessment Days” since August of 2010. These are either ½ day or full day activities to hold institution-wide dialogs on student outcomes and achievement. A highlight has been reports from our seven Institutional Learning Outcome (ILO) Evidence Teams, who discuss (anonymously) student artifacts and assessments. This has enabled the college community to consider (from the course and service outcomes levels on up) our most successful approaches as well as areas which still need improvement.

It has been common for some departments to meet after the half day sessions to discuss outcomes and improvement plans at the discipline and program levels, and how they relate to curriculum and instruction. The Spanish instructors have done an exemplary job of working on assessment as an entire department, including adjunct instructors. The department chair has facilitated this by creating an assessment template to assist part-timers; and showing how to include assessment results online in Blackboard, in a column hidden from student view.

#35: Effective/Innovative Practices, Measuring ILOs and Informing the College Community

AHC has utilized multidisciplinary evidence teams who use rubrics to measure ILOs. The benefit of various disciplines on every team is the different perspectives a science instructor and English instructor might bring to an ILO such as Global Awareness. These ILO teams have reported their results at Assessment Days, at Learning Outcomes and Assessment Committee (LOAC) meetings, and in other settings.

AHC has placed ILOs prominently in the catalog, on the same pages that have the mission, vision and shared values statements. They are also accessible on the Learning outcomes page on the website at the [Institutional Research website](#).

The College has made a special effort to reach out to students and inform them of the ILOs. One way they did this was a looped Power point about our ILOs that scrolled continuously on a large screen in the student center. Another method was a grant-funded student planner that featured our mascot, Spike the Bulldog, explaining each of the ILOs. The planners were free to students, with a portion set aside specifically for evening students and distributed through the campus libraries.

#36: Alignment of SLOs

The Institutional Assessment Plan (IAP) clearly outlines the four stages of the assessment process—the final step, reflect and revise, comes into play here.

The eLumen system at AHC records SLOs assessment and improvement plans at all levels. This allows program coordinators and department chairs to view individual course section results and how they align with outcomes from other sections and at other levels. Discipline

faculty are using an identical course outline of record with identical SLOs for each course; when SLO assessment results for a particular course vary a great deal from section to section, it signals the need for review and dialog within the department to consider changing either assessments or outcomes. At times, the revision is needed at the program level based on assessment analysis.

SLOs and their assessment are reviewed annually, in either full program review (every 6 years) or the program review annual update. Curriculum and instruction changes resulting from this review are documented both in improvement plans in the ELumen system and in program review.

#37: Communication Strategies for SLO Assessment

Among the most effective strategies at AHC are the use of faculty SLOs Liaisons and a SLOs Coordinator, whose roles are clearly spelled out in the Institutional Assessment Plan. These faculty attend meetings of the Learning Outcomes and Assessment Committees (LOACs) (either for Academic Affairs or Student Services) to promote regular dialog and provide progress updates from departments to LOAC, and vice versa. The SLOs Coordinator informs the Academic Senate on LOAC and SLOs activities. The LOAC committees report to the Student Learning Council or Student Service Council (co-chaired by Vice-Presidents), which in turn report to College Council. The shared governance College Council makes recommendations to the Superintendent/President, facilitates communication on policy and planning, and assigns college-wide goals, objectives and priorities. In addition, SLOs are reported as part of the program review process, as described in #36.

Information received on SLOs Assessment through either the committee/council process or program review process can directly impact student achievement and behavior by impacting strategic goals and resource allocation. For example, in 2011-12 improving the outcomes of basic skills/remedial students was selected as a major strategic direction following SLOs assessment data analysis.

#38: SLOs Assessment Results Dialog/Reporting and the Impact

SLOs assessment results dialog and reporting occur in a number of venues at AHC. One is at the Assessment days, mentioned earlier. Another is at the regular meetings of the LOAC Committees and various Councils, also mentioned earlier. There have also been presentations on assessment during all staff convocation days, and periodic reports in campus newsletters.

Planning and resource allocation linked to SLOs occurs through program review and program review annual updates. Resource requests based on outcomes assessment in program reviews are forwarded to appropriate Vice-Presidents and Cabinet-level administrators prior to the annual strategic planning retreat. The annual planning retreat often takes several days and usually has around 100 participants representing all constituencies and programs, including students and the governing board. At the retreat, program review requests based on SLOs impact

both the future planning directions and resource allocation from various sources, including district, grant, foundation, and categorical funds.

#39: Success Stories about SLO Impacts

One of the activities on Assessment Days involves specific faculty reporting on their SLOs assessment experiences. A memorable demonstration of assessment leading to reflection and revision was presented by an accounting instructor, who shared his own surprise at unexpected assessment results and the revisions they led him to make. The best aspect of his presentation was sharing the concept of improvement planning with instructors who were not quite at that level yet.

Another excellent presentation was by a math instructor who utilized a student response system, AKA “clickers” to conduct part of her assessments. One of the challenges and learning curves tied to SLOs assessment has been the integration of technology, including the use of the eLumen system. Her demonstration led other teachers to consider integrating appropriate technology into assessment, whether in the form of e-portfolios, online quizzes, clickers, tablets or other methods.