

Nurtured

Directed

Focused

Valued

Engaged

STUDENT SERVICES

Connected

Directory

Institutional Assessment Plan

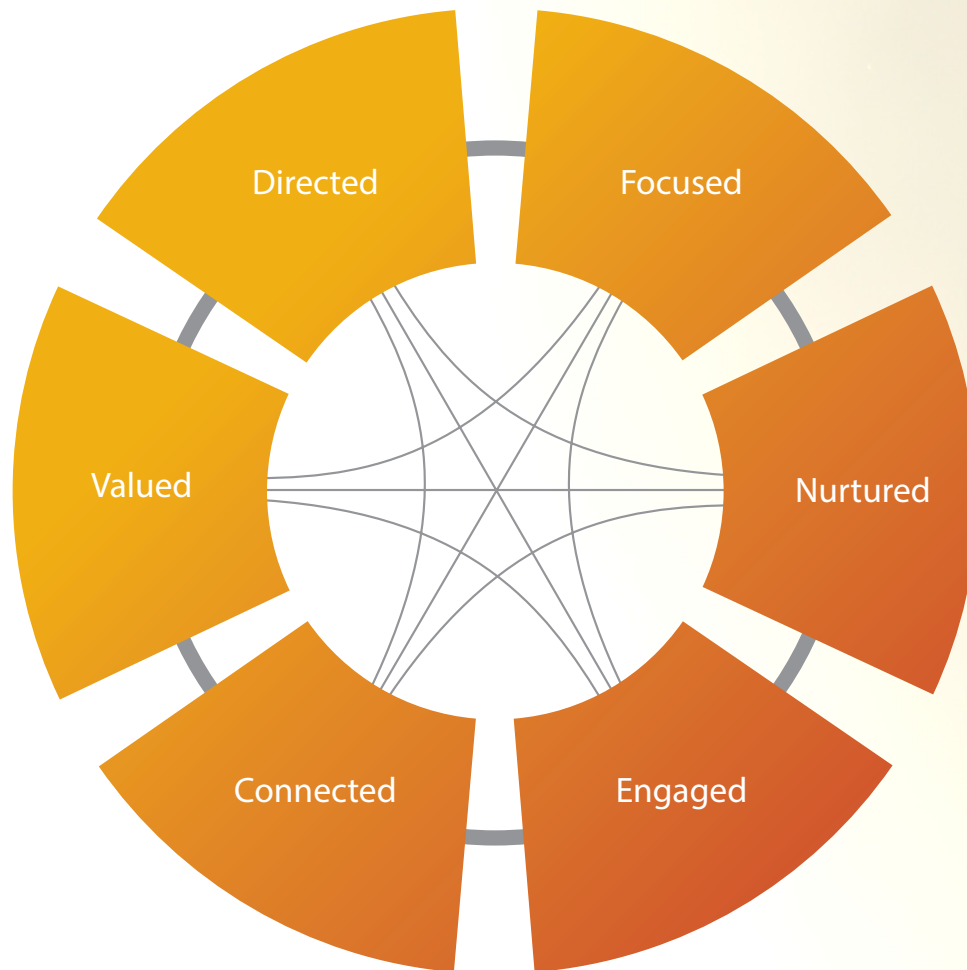
May 2017



**ALLAN
HANCOCK
COLLEGE**

Start here. Go anywhere.

SIX FACTORS FOR STUDENT SUCCESS



Directed

Students have a goal and know how to achieve it.

Focused

Students stay on track, keeping their eyes on the prize.

Nurtured

Students feel somebody wants them to succeed and helps them achieve.

Engaged

Students actively participate in class and campus activities.

Connected

Students feel like they are part of the college community.

Valued

Students' skills, talents, abilities and experiences are recognized by others; they have opportunities to contribute on campus and feel their contributions are appreciated.

"Six Success Factors" from the RP Group Student Success (Re)Defined report, Jan. 2013. www.RPGroup.org

The college's Learning Outcomes and Assessment Committees (LOAC-Academic Affairs (AA) and LOAC-Student Services (SS)) developed the Institutional Assessment plan (IAP) in April 2014. In the academic year 2015-16, LOAC-AA & LOAC-SS reviewed, revised, and submitted the plan for approval through the shared governance process. Approval by Academic Senate, Student Learning Council, and Student Services Council took place in fall 2016 and College Council approved the plan in spring 2017.

Allan Hancock College Institutional Assessment Plan

I. PURPOSE	4
II. GUIDING PRINCIPLES	6
III. ROLES AND RESPONSIBILITIES	8
A. Academic Senate	
B. Academic Senate Program Review Committee	
C. Faculty	
D. Staff	
E. Students	
F. Learning Outcomes and Assessment Committees (LOAC-AA and LOAC-SS)	
G. Student Learning Outcomes Coordinators	
H. Departmental Liaisons	
I. Learning Outcomes Analyst	
J. Institutional Effectiveness	
K. Chairs, Deans, Directors and Coordinators	
L. President's Cabinet	
IV. LEVELS OF ASSESSMENT	16
A. Course	
B. Program	
C. Institutional	
V. ASSESSMENT CYCLE	20
A. Step A: Plan for Learning: Establish course, program or department goals	
B. Step B: Identify Learning: Write outcomes that specify what students learn or the service customers receive	
C. Step C: Assess Learning	
D. Step D: Reflect and Revise	
VI. TIMELINE FOR ASSESSMENT	24
A. Academic Affairs	
B. Student Services	
C. Administrative Units	
VII. DOCUMENTATION AND DISSEMINATION OF INFORMATION	27
A. Data Collection	
B. Access to Assessment Data	
C. Documenting Student Learning Outcomes	
D. Online Resources	
E. Dissemination of Information	
VIII. EVALUATION OF INSTITUTIONAL ASSESSMENT PLAN	30
Appendices	
Appendix A: Institutional Learning Outcomes	32
Appendix B: Annual Assessment of Timeline – LOAC-AA	35
Annual Assessment of Timeline – LOAC-SS	36
Appendix C: Process for items from LOAC-AA or LOAC-SS	37



Allan Hancock College Mission, Vision and Values

MISSION STATEMENT

Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

VISION STATEMENT

Allan Hancock College will be the recognized leader in student success through excellence in teaching, learning, and services in an environment of mutual respect.

SHARED VALUES

Student Success
Innovation
Mutual Respect
Lifelong Learning

Diversity
Academic Freedom
Shared Governance
Excellence

We at Allan Hancock College express our values in all that we do. Our commitment is to find innovative ways to enhance student achievement and to always put students first. We operate in a culture of mutual respect and lifelong learning, developing relationships among students and employees to enrich our collective appreciation for diverse ideas, thoughts, and experiences. Our culture is supported by a philosophy that shared governance and academic freedom are primary vehicles in promoting excellence in all teaching, learning, and services through open and honest communication.



CALIFORNIA COMMUNITY COLLEGE MISSION

The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Gregory A. Pensa, president

Hilda Zacarías, vice president

Jeffery C. Hall

Dan Hilker

Larry Lahr

Yesenia Beas, student trustee

SUPERINTENDENT/PRESIDENT

Dr. Kevin G. Walthers



Purpose

I. PURPOSE

The mission of Allan Hancock College is to provide quality educational opportunities that enhance student learning and reflect the creative, intellectual, cultural, and economic vitality of our diverse community. Assessment processes are integral to accomplishing this end. The purpose of assessment is to improve teaching and learning at Allan Hancock College. The purpose of this document is to:

- Document the assessment policy for Allan Hancock College;
- Provide a structure and reference for campus wide outcomes and assessment efforts;
- Clearly state roles, responsibilities and timelines for outcomes and assessment activities.

Student learning outcomes (SLOs) are knowledge, skills, abilities, and attitudes that a student is expected to achieve by the end (or as a result) of his or her engagement in a given educational experience.¹



¹ *SLO Terminology Glossary, A Resource for Local Senates, Academic Senate for California Community Colleges, 2010*

A man with short dark hair and glasses, wearing a blue dress shirt and a blue and black striped tie, is smiling and speaking into a microphone at a podium. The background is blurred green foliage.

Guiding Principles

II. GUIDING PRINCIPLES

Assessment policies and practices will be developed to ensure that the college accomplishes the *Strategic Direction Goal SLS1: To ensure continuous improvement based on student learning outcomes data.*

SLOs shall be identified for all levels of the college. Course or service SLOs should align with the program SLOs identified by each discipline or student services unit and should address one institutional learning outcome with the exception of basic skills level courses.

“The primary purpose of student learning outcomes assessment is to improve student learning”
- Academic Senate for California Community Colleges (ASCCC).²

- A.** Allan Hancock College seeks to maintain sustainable continuous quality improvement by providing a campus culture where:³
- Student learning outcomes and assessment are ongoing, systematic;
 - Dialogue about student learning outcomes is ongoing, pervasive, and robust;
 - Evaluation and fine-tuning of organizational structures to support student learning are ongoing;
 - The improvement of student learning is a visible priority in all practices and structures across the college;
 - Learning outcomes are specifically linked to program review.
- B.** The college’s Learning Outcomes and Assessment Committees (LOAC-Academic Affairs (AA) and LOAC-Student Services (SS)) recommend local timelines for the collection of assessment plans and student learning outcomes data for all academic and student services assessment levels to meet accreditation standards.
- C.** The Academic Senate establishes specific processes for the integration of student learning outcomes in academic program review and works collaboratively with student services and administrative units to adopt, whenever possible, parallel program review processes to facilitate their integration into institution-level planning.
- D.** Each program is responsible for determining an assessment plan and incorporating assessment of student learning outcomes into program planning that is integrated with resource allocation.
- E.** Technology tools may be utilized to support data collection, storage, analysis, and reporting of assessment results.
- F.** Assessment will not be used as part of faculty, staff, or administrative performance evaluations, except as negotiated and contractually agreed upon. The purpose of assessment is to improve educational quality and student learning, and to improve programs and support services. The information should lead to actions intended to improve student success.

² Adapted from the 2013 Accrediting Commission for Community and Junior Colleges (ACCJC) “Rubric for Institutional Effectiveness, Part III: Student Learning Outcomes”

³ Guiding Principles for SLO Assessment, Academic Senate for California Community Colleges, 2010

A young man with dark, curly hair, wearing a green t-shirt and a red lanyard with an ID badge, is leaning over a desk. He is pointing with his right index finger at a spiral-bound notebook with handwritten notes. A young woman with glasses and a teal sweatshirt is sitting at the desk, looking at the notebook. In the background, other students are seated at desks in a classroom or computer lab, some working on laptops. A laptop is open on the desk in front of the man. The scene is brightly lit, suggesting an indoor educational environment.

Roles and Responsibilities

III. ROLES AND RESPONSIBILITIES

All constituencies have a role in assessment and learning and the reporting structure is defined by the Council and Committee Pathways to Decisions (CCPD).

A. Academic Senate

As the Academic Senate is the body that represents faculty in shared governance and academic and professional matters, the District must rely primary on the advice and judgment of the Senate in the following areas:

- Curriculum
- Degree and certificate requirements
- Grading Policies
- Educational program development
- Faculty roles and involvement in accreditation
- Policies for faculty professional development activities

The District must mutually agree with the Academic Senate in these areas:

- Standards or policies regarding student preparation and success
- District and college governance structures as related to faculty roles
- Processes for program review
- Processes for institutional planning and budget development (Board Policy and Procedures 2510)

SLOs and assessment fall under many of these categories, from the design and use of SLOs to modify curriculum and programs to the collection and use of assessment results in planning and resource allocation, including program review. All standards, practices, and policies in such matters must go through the Academic Senate.



B. Academic Senate Program Review Committee

This body represents the faculty voice on matters involving the integration of SLOs assessment, program review, and resource allocation. Its charge is

- Annually review and recommend to the Academic Senate changes to the Program Review Resource Guide (PRG).
- Annually review and recommend to the Academic Senate changes to Program Review Board Policy 3255 and related procedures.
- Review the program review inventory report of annual updates and program reviews, which lists each program/discipline, a link to its most recent program review and update, and the date of its next review. Provide a copy to Academic Senate.
- Annually prepare and deliver a report of accomplishments, challenges, and recommendations for improvement to Academic Senate at its first meeting in May.

This committee oversees the development and maintenance of forms and timelines for the six-year Program Review, the Annual Update, and Course and Program Assessments and works with the office of Institutional Effectiveness to recommend data elements to support faculty in performing these reviews and assessments.

C. Faculty

Effective learning outcomes and assessments are faculty-owned and driven. Faculty participation needs to be active and ongoing in all aspects of the assessment cycle. Faculty members use the results of assessment data to strengthen and improve the curriculum, textbooks, and pedagogy, and thus improve student learning. Faculty members' collective responsibilities include:

- Design assessment plans for the college's courses and programs, with goals, outcomes/objectives, and assessment measures.
- Design assessment measures according to the assessment plans.
- Implement instructional strategies that promote student learning outcomes and conduct assessments that ascertain levels of student learning.
- Gather and archive assessment data according to the appropriate course and program assessment plan.
- Collaborate with colleagues to analyze, adjust, and improve all aspects of program design, delivery, and services based on assessment results.
- Provide representation on the Learning Outcomes and Assessment Committees (LOAC-AA and LOAC-SS), which coordinate program assessment efforts at the college.

D. Staff

In many areas, staff are responsible for defining learning outcomes, identifying measures, collecting data, analyzing results, and determining improvement plans. Staff members' collective responsibilities include:

- Design assessment plans for the college's departments and programs, with goals, outcomes/objectives, and assessment measures.
- Design assessment measures according to the assessment plans.
- Implement strategies that promote student learning outcomes and conduct assessments that ascertain levels of student learning.
- Gather and archive assessment data according to the appropriate department and program assessment plan.
- Collaborate with colleagues to analyze, adjust, and improve all aspects of department/program design, delivery, and services based on assessment results.
- Provide representation on the Learning Outcomes and Assessment Committees, which coordinate program assessment efforts at the college.

E. Students

Assessment information that demonstrates student learning starts with the students' full participation in course and/or program activities. Our students participate in direct assessment activities (tests, papers, projects, portfolios, etc.) and indirect assessment activities (surveys, focus groups, etc.). Other roles in assessment that students might assume include:

- Facilitate assessment activities by acting as assessors themselves (critiquing class projects and presentations of other students, group work evaluation, conducting campus surveys, etc.).
- Provide feedback and comments on assessment activities.
- Participate in departmental analyses of assessment data and deliberations about program improvements (e.g., exit interviews).



F. Learning Outcomes and Assessment Committees

The Learning Outcomes and Assessment Committees (LOAC-Academic Affairs (AA) and LOAC-Student Services (SS)) support curricular practices at AHC that incorporate the learning outcomes assessment cycle³ including the creation of SLOs, data collection, improvement plans and implementation through the following functions.

The functions of LOAC-AA include:

- Assist departments to develop strategies to implement assessment cycle at the course, program and institutional levels.
- Oversee assessment of the institutional learning outcomes (ILOs).
- Monitor and maintain the institutional assessment plan (IAP) to link the assessment cycle to the college's planning processes.
- Provide training for faculty and staff on all parts of the assessment cycle.
- Work with program review participants to implement improvement plans related to assessment.
- Develop and recommend assessment cycle timelines.
- Recommend to the Program Review Committee updates to course and program assessment forms and timelines as needed.

The functions of LOAC-SS include:

- Assist departments in the development, implementation, and assessment of student learning outcomes at the course and program levels for student services.
- Provide input and feedback in the assessment of institutional learning outcomes (ILOs). Facilitate training for faculty and staff on assessment of learning outcomes.

G. Learning Outcomes Coordinators

The coordinators of learning outcomes, both academic affairs and student services, are responsible for providing leadership and guidance to faculty and staff for the development, assessment, and ongoing sustainability of student learning outcomes at the course, program, and institutional levels. The role of the learning outcomes coordinators includes:

- Chair the LOAC (AA/SS) committees.
- Attend meetings of LOAC-AA, LOAC-SS, Student Learning Council and Student Services Council and participate in council and committee planning and decisions.
- Work collaboratively with the department liaisons, learning outcomes analyst and institutional effectiveness office, to ensure learning outcomes and assessment committee goals are achieved.
- Coordinate with appropriate councils and Academic Senate to update and maintain currency of the Institutional Assessment Plan (IAP).

- Work with the department liaisons and learning outcomes analyst to provide educational and training activities pertaining to the assessment of student learning outcomes for faculty, staff, and administrators.
- Keep abreast of developments in the learning outcomes and assessments and actively disseminate this knowledge to faculty, staff and administrators on a regular basis.
- Regularly update Academic Senate, AP&P Committee, as well as other college councils and groups as requested.
- Provide leadership in implementation of the IAP for assessment and evaluation of ILOs.

H. Departmental Liaisons

Act as the liaison between an individual department and the Learning Outcomes and Assessment Committees (LOAC-AA and LOAC-SS) to ensure departmental learning outcomes and assessment phases are ongoing and sustainable. Provide leadership for ongoing departmental learning outcome and assessment phase. These roles are filled by faculty, classified staff members, or directors based on the department or service area.

- Attend meetings of LOAC-AA/SS and participate in committee planning and decisions.
- Promote regular departmental dialogue on learning outcomes (assessment, timelines, etc.) and facilitate communication between departments and LOAC.
- Act as a resource for annual review of learning outcomes.
- Provide assistance with the assessment in their department and analysis of identified outcomes and share data with department.
- Participate in on-going learning outcomes and assessment training and staff development.
- Identify departmental needs for additional training and professional development.
- Report on SLO assessment progress in their departments.

I. Learning Outcomes Analyst

The learning outcomes analyst supports district-wide learning outcome assessment activities through collecting and maintaining learning outcomes data. Responsibilities include:

- Gather and maintain accurate, up-to-date information on course, program, and institutional learning outcomes and assessment.
- Provide organizational support to the Learning Outcomes and Assessment Committees.
- Coordinate learning outcomes training and meetings.
- Support faculty and staff assessment efforts and work closely with SLO Coordinators.

J. Office of Institutional Effectiveness

Institutional effectiveness is the systematic, explicit, and documented process of measuring performance against the college's mission in all aspects. A commitment to continuous improvement is at the heart of an ongoing planning and evaluation process. It is a continuous, cyclical process that is participative, flexible, relevant, and responsive.

The Office of Institutional Effectiveness oversees and supports college-wide functions of institutional research, planning, evaluation, assessment, and analysis of trends in higher education and community demographics in support of the strategic planning processes and mission. Responsibilities include:

- Provide accurate, up-to-date data and analysis of student enrollment, retention, transfer rates, graduation, placement rates, and other student outcomes.
- Disaggregate student outcomes and achievement data with regard to equity.
- Develop and analyze student and employee surveys and focus group data to promote institutional effectiveness.
- Support program review and ensure integration of SLOs in the process.

K. Chairs, Deans, Directors and Coordinators

Academic administrators and other personnel directly responsible for student learning ensure that results of the assessment of learning outcomes improves teaching and learning in their departments (Standard IIIA.6). Responsibilities regarding assessment include:

- Support assessment of SLOs within the departments, including adequate time for professional development.
- Facilitate the appropriate participation of faculty and staff in program assessment activities (i.e., gathering and analyzing student learning data).
- Demonstrate commitment to assessment of student learning and encourage use of its results.
- Ensure an assessment timeline exists for all departmental courses and programs.
- Facilitate coordination of assessment driven program planning and resource requests.
- Assist in identifying leaders and liaisons to direct the efforts on outcomes and assessment at the college.

L. **President's Cabinet**

Cabinet Officers are responsible for ensuring college compliance with accreditation standards and other best practices, and in particular, with ensuring progress towards proficiency and sustainability in the assessment of student learning outcomes.

Responsibilities regarding assessment include:

- Support and facilitate assessment at all levels.
- Demonstrate institutional commitment to assessment of student learning and use of its results at all levels across the college.
- Facilitate professional development activities that support student learning and assessment.
- Ensure timely completion of annual accreditation status report on assessment of SLOs.
- Coordinate response to accreditation standards and recommendations as they relate to assessment of student learning outcomes.
- Identify and manage budgets to support assessment.





Levels of Assessment

IV. LEVELS OF ASSESSMENT

There are three interrelated levels of assessment, which are defined as:

- A. **Course Assessment:** Course level assessment provides evidence of student learning outcomes using both direct and indirect measures. Faculty, as discipline experts, are the leaders and holders of responsibility in the development and assessment of course student learning outcomes.
- B. **Program Assessment:** The three areas involved in the process of learning outcomes assessment in the institution are defined as
 - An **academic program** which is 'an organized sequence of courses leading to defined objectives, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.'
 - A **student support services program**, which is 'a teaching and learning center or department that facilitates student success by providing instructional strategies, services and resources for academic success.'
 - An **administrative unit**, which is 'a cluster of services that performs functions and tasks to support the college's educational mission and assure institutional effectiveness.'

Program level outcomes are linked to course level outcomes and can be assessed separately if necessary, but ideally integrated assessment takes place. The integration of course and program level learning outcomes occurs in the Assessment Plan within the comprehensive six-year Program Review and the Program Review Annual Update to ensure that the student learning outcomes assessment schedule is congruent with the program review timelines.

In academic affairs, program level outcomes are informed by the evidence gathered from the organized sequence of courses that make up the program. A team of program faculty select a representative sample of course student learning outcomes, map these to program level outcomes and institutional outcomes, gather and analyze the assessment data to document the extent to which program level outcomes are being reached. As a result, program improvement can be identified and implemented to increase effectiveness.

In student and academic support services, program level outcomes are informed by the learning outcomes targeted through the variety of services offered including individual and group counseling, orientations, workshops, tutoring, etc. As with academic programs, faculty and other staff select the student learning outcomes to gather and analyze the assessment data to document the extent to which program level outcomes are being reached, and identify and implement program improvements to increase effectiveness.

Administrative service area outcomes are informed by a variety of functions performed which support the institutional mission and institutional effectiveness. Since these outcomes are not student learning outcomes, they are not part of the oversight of LOAC-AA and LOAC-SS.

- C. Institutional Assessment: Institutional learning outcomes (ILOs) are linked to course and student service program outcomes. General Education courses that are not part of a defined program can be mapped directly to the ILOs. The institutional learning outcomes are integrated as knowledge, skills, abilities and attitudes into a variety of courses and student services available at the college. (See Appendix A)**

What does Allan Hancock College contribute to the lives of its students? This question has inspired a dialog among our faculty, staff and students. As a result, upon receiving an associate's degree from Allan Hancock College, students will have achieved proficiency in the following seven (7) institutional learning outcomes (ILOs).

COMMUNICATION

Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

CRITICAL THINKING AND PROBLEM SOLVING

Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

GLOBAL AWARENESS AND CULTURAL COMPETENCE

Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.

INFORMATION AND TECHNOLOGY LITERACY

- a. Information Literacy: Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.
- b. Technology Literacy: Proficiency in technology and the ability to choose the appropriate tools.

QUANTITATIVE LITERACY

Use mathematical concepts and models to analyze and solve real life issues or problems.

SCIENTIFIC LITERACY

Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

PERSONAL RESPONSIBILITY AND DEVELOPMENT

Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.

For non-instructional and administrative units of the college, institutional level outcomes can also be inferred using evidence including graduation and transfer rates, student engagement, persistence and retention.

Each fall, LOAC-AA will make recommendations to help direct the upcoming ILO assessment team. ILO Assessment teams will be interdisciplinary and comprised of faculty, staff, administrators, and when, appropriate, students. ILO data will be collected and analyzed. The goal is to examine institutional effectiveness in reaching desired institutional level outcome goals and to gather evidence of sustainable continuous quality improvement in student learning outcomes and assessment.

Below is the timeline of the assessment of the ILOs:

Spring 2010	Administered Community College Student Survey of Engagement (CCSSE).
Spring 2011	Assessed Communication ILO using an Evidence Team.
Fall 2011	Reported Communication ILO findings at ILO Assessment Day, August 18, 2011.
Fall 2011-Spring 2012	Assessed five additional ILOs using Evidence Teams and eLumen Pilot (Evidence Teams: Critical Thinking & Problem Solving, Personal Responsibility & Development, Information & Technology Literacy and eLumen Pilots: Quantitative Literacy and Scientific Literacy).
Fall 2012-Spring 2013	Reported findings from five ILOs; assessed Global Awareness & Cultural Competence ILO.
Spring 2013	Developed the schedule for ongoing ILO assessment cycles.
Fall 2013	Reported Global Awareness & Cultural Competence findings; reviewed structure of LOAC and split into LOAC-AA and LOAC-SS committees.
Fall 2013-Spring 2014	Review findings of all initial ILO assessments and document the ongoing process.
Fall 2014-Spring 2015	Assessed ILO Information and Technology Literacy by reviewing the recommendations from the 2012 team, surveyed discipline faculty and split ILO into two sections: 4a Information Literacy and 4b Technology Literacy.
Fall 2015	Reported ILO results for Information & Technology Literacy findings at professional development session on September 15 and the November planning retreat.
Spring 2016	Assessed ILO Scientific Literacy by reviewing recommendations from 2012 team, surveyed discipline faculty.
Fall 2016	Formalize assessment plans for Critical Thinking & Problem Solving along with Personal Responsibility and Development Teams.
Spring 2017	Reported ILO Scientific Literacy results at February planning retreat and assessed both Critical Thinking & Problem Solving and Personal Responsibility and Development ILOs.

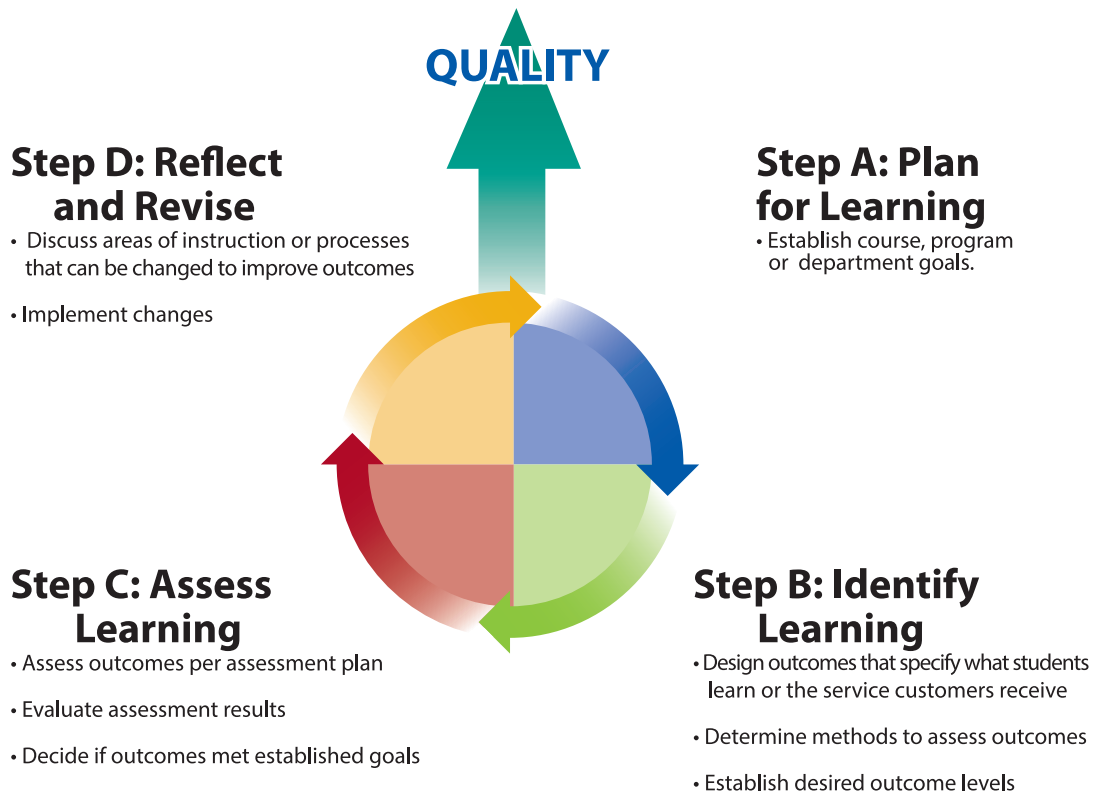
The current cycle for assessment of the ILOs is:

(First Year)	2014-15	Information and Technology Literacy (completed)
(Second Year)	2015-16	Scientific Literacy (completed)
(Third Year)	2016-17	Critical Thinking & Problem Solving; and Personal Responsibility and Development
(Fourth Year)	2017-18	Quantitative Literacy
(Fifth Year)	2018-19	Communication
(Sixth Year)	2019-20	Global Awareness & Cultural Competence



Assessment Cycle

IV. ASSESSMENT CYCLE



The following steps comprise the assessment cycle:

Step A: Plan for Learning

Establish course, program, or department goals

Prior to writing course or program outcomes, faculty should meet with their program or department colleagues and advisory groups to establish goals. This process should also include a review of the program or department mission statement and the institutional learning outcomes.

Step B: Identify Learning

Design outcomes that specify what students learn or the service customers receive

Using the information collected in Step A, outcomes are written to describe what students need to be able to do upon completion of the course, program, or service function that we are responsible for teaching or providing the related knowledge/skills (Stiehl and Lewchuk, *The Outcomes Primer*, 2008). Outcomes may align with certification or professional standards. Outcomes need to be objective and measurable.

Determine methods to assess outcomes

Student learning outcomes assessment is incremental and systematic. Course and program level learning outcomes assessment is integrated into the program review and annual update process.

Establish desired outcome levels

Assessments are only meaningful when specific target/performance achievement levels are identified in advance. Performance levels express in concrete and measurable/observable terms expected proficiency of specific course or program student learning outcomes. Note that grades alone do not provide adequate feedback to students' performance because grades represent overall competency of students and do not identify strengths and weaknesses on specific learning outcomes. (Osters, Sandi, Gavilan College, Writing Measurable Learning Outcomes) Student learning outcomes may be assessed using different instruments than evaluations used for determining grades. Grades may also include factors not related to student learning outcomes (e.g., attendance, participation).

Step C: Assess Learning

Assess outcomes per assessment plan

The assessment plan lives within program review and demonstrates alignment of courses and services with program student learning outcomes. The plan includes a schedule for conducting assessments over the forthcoming six years. All course/service outcomes may not be assessed every semester but should be assessed at least once during the assessment plan cycle. Faculty are encouraged to assess at least one course learning outcome each time the course is offered.

Evaluate Assessment Results

After data is collected, it should be analyzed to determine and document results, including:

1. How students are performing?
2. To the extent students are not performing well on a specific learning outcome, is this typically a difficult concept for which proficiency is constantly a challenge?
3. If the outcomes were assessed with multiple measures, how do the results compare?
4. If outcomes were assessed in the past, are trends occurring?

Decide if assessment results met established goals

After the data collection for one or more outcomes has taken place, discussions should review how well students performed. Questions to consider include:

1. Did their performance meet expectations?
2. Do the data accurately measure the outcome being assessed?
3. Do adjustments need to be made?
4. What resources are needed to maintain this level?

Step D: Reflect and Revise

Discuss areas of instruction or processes that can be changed to improve outcomes

At the end of each assessment cycle, before the beginning of the next cycle, the stakeholders will meet to discuss the results and the process, and to:

- Identify the gaps between desired and actual results;
- Document the results; and
- Outline desired changes in curriculum, instructional materials and resources and/or teaching and assessment strategies.

Implement changes

The results will be included in the comprehensive six-year Program Review or Annual update. Annual institutional planning and resource allocations are driven by assessment results and subsequent program goals.





Timeline for Assessment

VI. TIMELINE FOR ASSESSMENT

Reference: AHC Board Policy 3255 Educational Program Review

Academic Affairs

Steps to cycle through **Every Academic Year**

1. Review/Update 6-Year Assessment Schedule.
2. Each faculty member reviews/shares his or her assessment, criteria, results and analysis.
3. Each department and/or division analyzes results and brainstorms ways to maintain or improve student success at the instructor, course, department, division and institutional levels.
4. Department and/or division gather information and ideas from the discussion as evidence and basis for curriculum, program and budget decisions.
5. Each program chooses one or more course or program SLOs to assess based on their six-year assessment schedule.
6. Each faculty member chooses an assignment with which to assess the chosen SLO(s).
7. Each faculty member or department creates/uses a rubric or other tool to assess the results of the assignment.
8. Each faculty member assesses student success on the chosen assignment and analyzes results.
9. Report results.

Spring Semester

1. Complete Program Review Annual Update by established timelines.

Every Six Years

1. Update assessment schedule.
2. Complete six-year Program Review.

Student Services

Steps to cycle through **Every Academic Year**

1. Review/Update 6-Year Assessment Schedule.
2. Each faculty/staff member reviews/shares his or her assessment, criteria, results and analysis.

3. Each program and/or department analyzes results and brainstorms ways to maintain or improve student success at the service, program, department, division and institutional levels.
4. Program and/or department gather information and ideas from the discussion as evidence and basis for service, program and budget decisions.
5. Each program/department chooses SLOs to assess based on their six-year assessment schedule.
6. Each program/department chooses a service (e.g., new student orientation) or population (e.g., probation students) with which to assess the chosen SLO(s).
7. Each faculty/staff member or department creates/uses a rubric or other tool to assess the results of the assignment.
8. Each program/department assesses student success on the chosen service and/or population and analyzes results.
9. Report results.

Spring Semester

1. Complete Program Review Annual Update by established timelines.

Every Six Years

1. Update assessment schedule.
2. Complete six-year Program Review.

Administrative Units

Steps to cycle through **Every Academic Year**

1. Each unit chooses one or more service area outcome to assess.
2. Each unit creates/uses a method to assess the performance goal.
3. Each unit assesses success on the chosen indicator and analyzes results.
4. Report results.

Spring Semester

1. Complete Program Review Annual Update by established timelines.

Every Six Years

1. Complete six-year Program Review.



Documentation & Dissemination of Information

VII. DOCUMENTATION & DISSEMINATION OF INFORMATION

A. Data Collection:

Assessment data may be collected and recorded at a student level or in aggregated (collective) format. The advantage of saving data at a student level is to be able to determine if there are any disproportionate impacts on student learning for different types of students (for example, by gender, ethnicity, age, previous college work, etc.). If assessment data is only recorded in aggregate form, there may be questions during the “Assess Learning” step of the assessment cycle (see section V above) that will require more detailed data to be collected in the future to make such determinations. In those cases, the improvement plan should specify what measurements are needed so the data are available to review the concerns.

Data may be collected for multiple sections, or all sections of a course. The faculty, as discipline experts, determine the number of sections that are required for the assessment to ensure the reliability and validity of the resulting data. In the areas of student services, data may be collected for all students served by the program / department, or for just a sample. In all cases, the information reported as part of the Program Review and Annual Update is at the course and program level.

B. Access to Assessment Data:

Faculty and staff have access to the raw data they have collected from assessment of their own sections or programs. If a faculty member gives their raw data to a designated person (may be another faculty member, staff, director, coordinator, department chair, dean, or administrator), then that person will be given access to be able to enter the data scores provided. Otherwise, other people in the institution will not have access to data at an individual student level. Course and program coordinators will be able to see aggregated results for all sections of a course, but not the data for the individual sections.

C. Documenting Student Learning Outcomes:

Expected student learning outcomes (program and institutional) are published in the catalog and on the college’s website. Course-specific learning outcomes are made available to students via course syllabi, and are also documented in the course outline of record. Student services learning outcomes are included on related College web pages. Student learning outcome statements are subject to revisions, deletions, and/or identification of new outcomes depending on the student learning evidence gathered.

Instruments used for assessment should be saved for six years. This allows reference to parties looking at the student learning outcomes information notes in Program Reviews and/or Annual Updates, and may be a source used in discussions to understand best practices, measures, etc. Artifacts (student work) used in assessment should be retained for the same length of time as a grade appeal or three (3) months after the end of the semester.

The college may use software tools which will house course, program and institutional learning outcomes and assessment data. Such tools are intended to increase efficiency in the assessment process by providing faculty and staff a venue to report assessment data and their course improvement plans through a technology system rather than using paper forms. The tools also allow Institutional Effectiveness (IE) access to status information for accreditation reports and other requirements.

D. Online Resources:

Learning Outcomes Website:

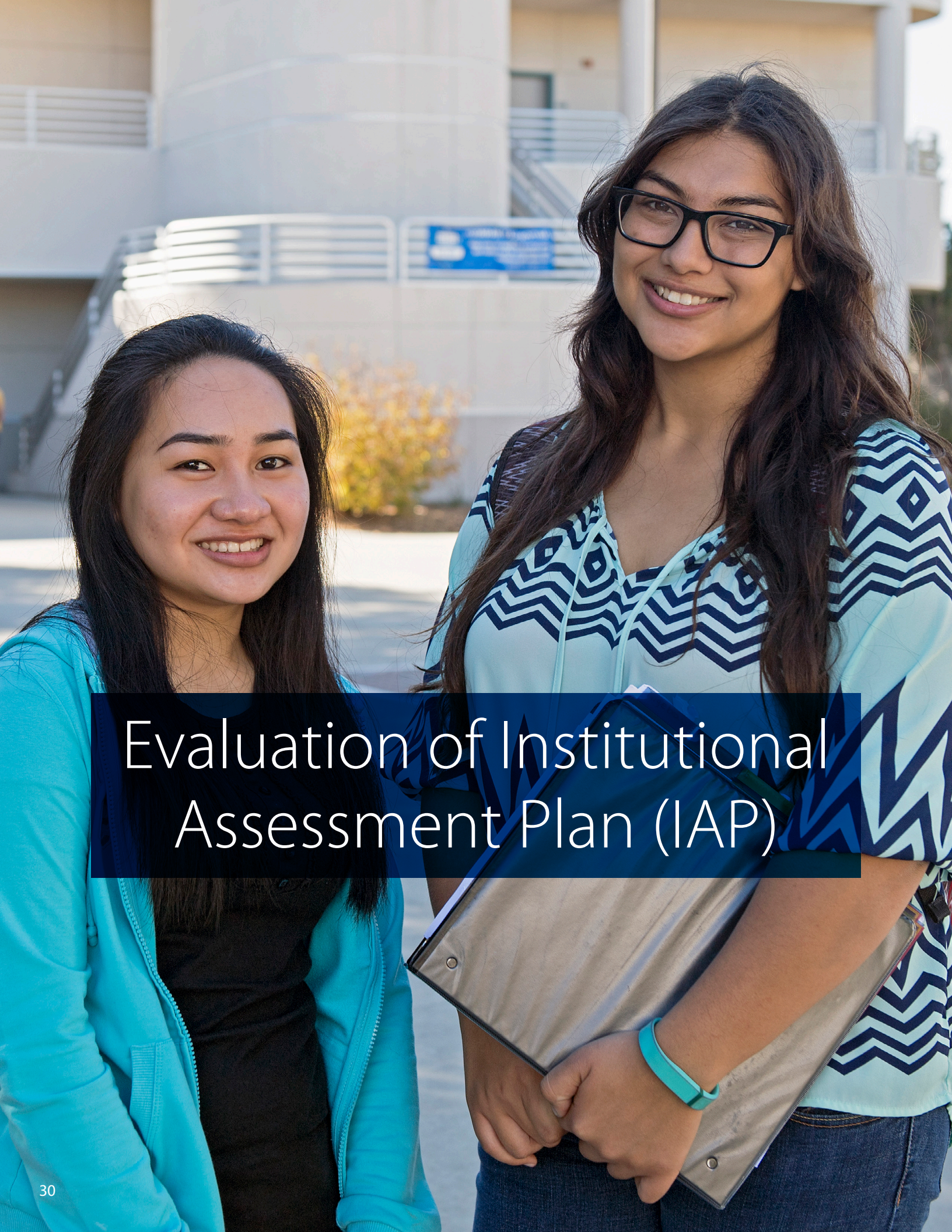
An important tool and resource for the public, faculty and staff to utilize is the learning outcomes Website available directly at http://www.hancockcollege.edu/institutional_effectiveness/learning_outcomes/index.php. The website documents our Learning Outcomes and Assessment Committees' progress including meeting schedules, functions, current training opportunities, and resources on writing and assessment of student learning outcomes. Also available are updated reports at the institutional level and current SLO forms. The program review assessment forms and timelines are available in the Program Review Resource Manuals on the college portal.

Portal:

Faculty and staff have a dedicated Assessment & Institutional Effectiveness channel on the myHancock portal. From this channel, you can login to eLumen and access important SLOs and Assessment materials and "the basics" brochure for new faculty, eLumen instructions and even the detailed ILO assessment reports, LOAC-AA & SS agendas and notes and the program review status matrix.

E. Dissemination of Information:

All information present in Program Reviews and Annual Updates, including assessment results, will be shared with the relevant department(s). This may occur near the beginning of the academic year and include results from the previous years. Documentation, such as minutes, will summarize dialogue and follow-up.



Evaluation of Institutional Assessment Plan (IAP)

VIII. EVALUATION OF INSTITUTIONAL ASSESSMENT PLAN (IAP)

At least once every six years, the college will review the institutional assessment plan to determine if it is still current and complete. Aspects to consider in the evaluation process include:

- What are the gaps in documented learning outcomes, collected data, or improvement plans at the course, program or institutional levels?
- What are the college's actions regarding student learning outcomes and assessment to ensure sustainable continuous quality improvement?
- What challenges regarding student learning outcomes and assessment have not been addressed?
- How effective are the structures, functions, and membership of the Learning Outcomes and Assessment Committees?

To evaluate the status of implementation, input will be solicited from the various people and groups identified in section III of this plan. Feedback may be obtained through discussions at meetings, surveys, statistics, reports or other forms. Results will be summarized by LOAC-AA and LOAC-SS and communicated through the shared governance structure. If needed, actions will be identified and implemented to improve AHC's assessment activities.



INSTITUTIONAL LEARNING OUTCOMES

What does Allan Hancock College contribute to the lives of its students? This question has inspired a dialog among our faculty, staff and students.

Upon receiving an associate's degree from Allan Hancock College, students will have achieved proficiency in communication; critical thinking and problem solving; global awareness and cultural competence; information and technology literacy; quantitative literacy; scientific literacy and personal responsibility and development. The following ILOs are integrated as knowledge, skills, abilities and attitudes into a variety of courses and student services available at the college.

COMMUNICATION

Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

Examples of when students have demonstrated mastery of this ILO include, but are not limited to

- Reading effectively for many purposes including information gathering, appreciation, and analysis.
- Writing clearly, concisely, and accurately in a variety of contexts and formats and for many audiences.
- Speaking effectively in many different situations, involving diverse people and viewpoints.
- Listening actively and analyzing the substance of others' comments.
- Demonstrating effective visual literacy.

CRITICAL THINKING & PROBLEM SOLVING

Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

Examples of when students have demonstrated mastery of this ILO include, but are not limited to

- Applying a variety of critical and creative strategies for solving complex problems or tasks.
- Generating and exploring questions and arriving at reasoned conclusions.
- Synthesizing ideas and information from various sources and media.
- Evaluating the credibility and significance of sources and material used as support or evidence.
- Identifying assumptions, discerning bias, and analyzing reasoning and methods.

GLOBAL AWARENESS & CULTURAL COMPETENCE

Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.

Examples of when students have demonstrated mastery of this ILO include, but are not limited to

- Developing an awareness of one's own cultural framework and how it informs one's perspectives and experiences.
- Recognizing the interdependence of societies that participate in or depend on world economies, political systems, and the planet's finite and fragile resources.
- Acting with sensitivity, respect, and integrity in interactions with individuals and peoples of diverse perspectives, beliefs, and values.
- Developing an awareness of the importance of civic and community participation.

INFORMATION AND TECHNOLOGY LITERACY

A. Information Literacy

Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.

Examples of when students have demonstrated mastery of this ILO include, but are not limited to

- Determining the nature and extent of information needed.
- Locating, accessing, managing, and evaluating information from multiple sources.
- Using information ethically and legally.

B. Technology Literacy

Proficiency in a technology and the ability to choose the appropriate tools.

Examples of when students have demonstrated mastery of this ILO include, but are not limited to:

- Using technology and the ability to choose the appropriate tools.
- Selecting and using technology appropriate for the task.
- Understanding the implications of technology in society.

QUANTITATIVE LITERACY

Use mathematical concepts and models to analyze and solve real life issues or problems.

Examples of when students have demonstrated mastery of this ILO include, but are not limited to:

- Performing calculations accurately.
- Interpreting mathematical models such as formulas, graphs and tables.
- Applying mathematical concepts to solve problems.
- Creating and analyzing mathematical models of real-world situations.

SCIENTIFIC LITERACY

Use scientific knowledge and methodologies to assess potential solutions to real-life challenges.

Examples of when students have demonstrated mastery of this ILO include, but are not limited to

- Demonstrating a science-based understanding of the natural world.
- Applying scientific concepts and models to solve complex problems within the natural world.
- Describing and demonstrating the use of the scientific method.
- Demonstrating science-based knowledge in daily life situations.

PERSONAL RESPONSIBILITY & DEVELOPMENT

Take the initiative and responsibility to assess your own actions with regard to overall wellness, learning opportunities, life planning, and contribution to society.

Examples of when students have demonstrated mastery of this ILO include, but are not limited to

- Demonstrating the ability to make ethical decisions in complex situations and accepting responsibility for one's own actions.
- Making choices that enhance physical and mental wellness.
- Producing and/or valuing artistic or creative expressions.
- Participating effectively in teams, providing leadership, making decisions, and seeking consensus when appropriate.
- Valuing and applying lifelong learning skills for personal and professional growth.
- Demonstrating civic engagement in social, environmental and community issues in a pluralistic society.
- Developing academic, personal, and career goals with plans to accomplish them.

The breadth and depth of experience and proficiency that any individual student may reach in each of these outcomes is, of course, dependent upon the student, his or her program or course of study, and his or her length of college attendance.



Annual Timeline for SLOs & Assessment For Faculty

- Each semester you should be assessing *at least one course outcome for each course you are teaching*. Refer to your assessment schedule as needed.
- **All** outcomes (course/context and program) should be assessed *at least once* in a six-year cycle.

August	<ul style="list-style-type: none"> • Enter previous semester assessment data (if not already completed). <i>Data must be entered by August 31 to be included in the comprehensive program review reports.</i> • Share assessment results/program improvements at department meetings/retreats. • Review assessment plan for coming year. <p><i>Note: Institutional Effectiveness (IE) runs data reports for 6-year comprehensive program review next month and will post to the program review status matrix on myHancock.</i></p>
September	<ul style="list-style-type: none"> • Begin six-year comprehensive program reviews (if scheduled).
October	<ul style="list-style-type: none"> ➤ Have you chosen your assessment method for the outcomes you will assess this semester?
November	<ul style="list-style-type: none"> ➤ Make sure you complete an assessment for each course you are teaching this term.
December	<ul style="list-style-type: none"> • Enter assessment data for current fall term before leaving for break.
January	<ul style="list-style-type: none"> • Enter previous semester assessment data (if not already completed). • Share assessment results/identify needed program improvements at department meetings/retreats and document through improvement plans.
February	<ul style="list-style-type: none"> • Deadline for ALL data from previous fall and spring to be entered (early February), along with Course Improvement Plans in preparation of program review deadline. • Review and revise six-year assessment plan. <p><i>Note: IE Runs data reports for program review annual updates (e.g., ACCJC Annual Report) this month and posts to the program review status matrix on myHancock.</i></p>
March	<ul style="list-style-type: none"> • Prepare program review annual updates.
April	<ul style="list-style-type: none"> • Program reviews annual updates DUE (or six-year comprehensives, if applicable).
May	<ul style="list-style-type: none"> • Enter assessment data for current spring term before leaving for break. <p><i>Note: Six-year comprehensives and annual updates sent to IE in electronic form for posting to myHancock inventory.</i></p>
June & July	<p><i>Note: IE posts and reviews program reviews and assists to update course outcomes in eLumen so departments can share updated SLOs with faculty for syllabi updates.</i></p>

- For eLumen HELP – contact Jennie at ext. 3880

Annual Timeline for SLOs & Assessment For Student Services Faculty & Staff

- Each semester you should be assessing *at least one outcome*. Refer to your assessment schedule as needed.
- **All** outcomes (course/context and program) should be assessed *at least once* in a six-year cycle.

August	<ul style="list-style-type: none"> • Enter previous semester assessment data (if not already completed). <i>Data must be entered by August 31 to be included in the comprehensive program review reports.</i> • Share assessment results/program improvements at department meetings/retreats. • Review assessment plan for coming year (identify outcomes you will assess this academic year). <p><i>Note: Institutional Effectiveness (IE) runs data reports for 6-year comprehensive program review next month and will post to the program review status matrix on myHancock.</i></p>
September	<ul style="list-style-type: none"> • Begin six-year comprehensive program reviews (if scheduled).
October	<ul style="list-style-type: none"> ➤ Have you chosen your assessment method for the outcomes you will assess this semester?
November	<ul style="list-style-type: none"> ➤ Make sure you complete an assessment /gather data for each outcome.
December	<ul style="list-style-type: none"> • Enter assessment data for current fall term before leaving for break.
January	<ul style="list-style-type: none"> • Enter previous semester assessment data (if not already completed). • Share assessment results/identify needed program improvements at department meetings/retreats and document through improvement plans.
February	<ul style="list-style-type: none"> • Deadline for ALL data from previous fall and spring to be entered (early February), along with Context Improvement Plans in preparation of program review & annual update deadline. <p><i>Note: IE Runs data reports for program review annual updates (e.g., ACCJC Annual Report) this month and posts to the program review status matrix on myHancock.</i></p>
March	<ul style="list-style-type: none"> • Prepare assessment data documents for program review annual updates.
April	<ul style="list-style-type: none"> • Program reviews annual updates DUE (or six-year comprehensives, if applicable).
May	<ul style="list-style-type: none"> • Enter assessment data for current spring term before leaving for break. • Complete context improvement plans for academic year. <p><i>Note: Six-year comprehensives and annual updates sent to IE in electronic form for posting to myHancock inventory.</i></p>
June & July	<p><i>Note: IE posts and reviews program reviews and assists to update outcomes in eLumen.</i></p>

- For eLumen HELP – contact Jennie at ext. 3880



Process for Proposed Action Items from LOAC

The purpose of this document is to explain the steps for suggestions or items that involve the LOAC-AA or LOAC-SS (to be referred to as LOAC).

The beginning:

1. A suggestion, idea or concern is brought to LOAC. LOAC discusses the item and votes on a formal recommendation.

The middle:

1. LOAC takes the item to Academic Senate for 1st reading. There it will be discussed and feedback will be provided from Academic Senate to LOAC.
2. LOAC takes the item back to Academic Senate for 2nd reading and vote.

then

3. LOAC takes the Academic Senate approved items to the appropriate council (Student Learning Council or Student Services Council) for 1st reading.
4. LOAC takes the item back to SLC or SSC for 2nd reading and consensus.

The end:

1. The item proceeds to College Council for final approval via co-chair of appropriate council.

Note: items presented to LOAC will visit both Academic Senate due to 10+1 and then appropriate council in the CCPD due to shared governance.

8/17/16



Santa Maria Campus

800 South College Drive
Santa Maria, CA 93454
805.922.6966

Lompoc Valley Center

One Hancock Drive
Lompoc, CA 93436
805.735.3366

Vandenberg AFB Center

144 Wyoming Avenue, Bldg. 14003
Vandenberg AFB, CA 93437
805.734.3500 or 805.605.5915

Solvang Center

320 Alisal Road, Ste. 306
Solvang CA 93463
805.693.1543

www.hancockcollege.edu