

The Cabrillo Way: Taking Charge of Assessment



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To Deal with Assessment You Need:

- Sense of Play
- Willingness to Experiment
- Healthy Dose of Skepticism
- Ability to translate assessment theory and jargon into the language of your college



Cabrillo's Early Years

- 1997-98

- Division Chairs studied assessment theory
- Faculty Senate got into the act

- 1999-2002

- Summer Institutes



Institutes

- Focused on classroom assessment
- Contract and adjunct faculty participated
- Converted one class to an outcomes model
- Dialoged about teaching
- Discovered that SLO assessment can work!

New Accreditation Standards: The 5 Stages of Faculty Grief

- Denial
- Anger
- Bargaining
- Depression
- Acceptance





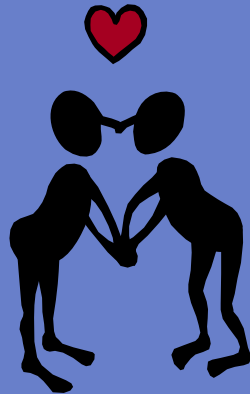
Faculty Senate Said: Let's Take Charge!

- Designed Course and Institutional Assessment for Transfer and Basic Skills
- Allowed Occupational Programs to design their own process
- Tied both to Departmental Review Process

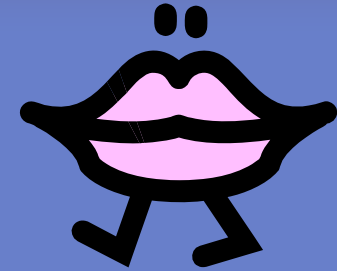
Cabrillo Guiding Principle

- KISS method

- Keep it simple, sweetheart!



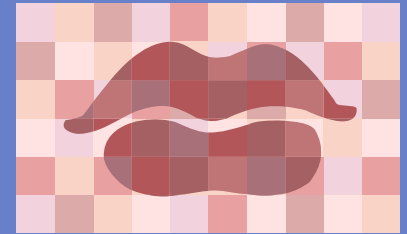
Key Decisions



- Course-embedded method
- Does not require extra work from students or (mostly) faculty
- Adjuncts and full-time faculty participate
- To close the assessment loop, it is part of the Departmental Review process

More Key Decisions: Who Assesses What?

- Occupational Programs – course, certificates and degree SLOs
- GE and Basic Skills – course SLOs and College Core Competencies



- Note: Transfer departments DO NOT define or assess departmental SLOs



College Core Competencies

- Communication
- Critical Thinking and Information Competency
- Global Awareness
- Personal Responsibility and Professional Development

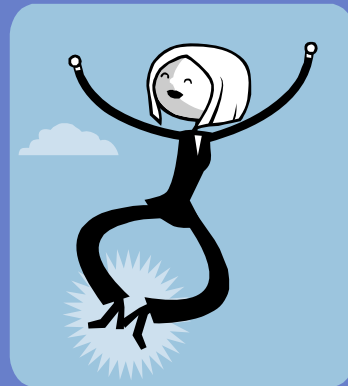


Cabrillo's Core 4

- SLOs for AA and AS degree
- SLOs for General Education Program
- SLOs for all campus departments, even those that only indirectly aid instruction

Final Key Decisions: Assessment

- It's possible to extrapolate the big picture from looking closely at the small
- Faculty have the wherewithal to do this



Method: The Small Picture

- Faculty choose 1 assignment in 1 class
- Create rubric to measure it
- Grade the assignment using rubric
- Analyze the results:
 - How well are students achieving this outcome?
 - What student needs and issues are revealed?
- Faculty member alters classroom teaching or assignment if necessary

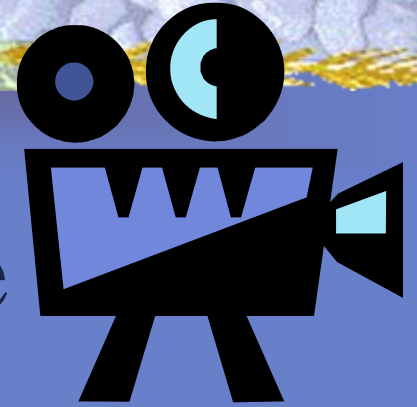


Method: Bigger Picture



- Assignment, rubric and results shared in a department meeting
- Department analyzes: what are the student issues occurring across all courses?
- How can they be addressed?
- Results of discussion recorded on simple form
- Analysis used as basis for funding requests in departmental review

Method: Biggest Picture



- All department results forwarded to SLO Assessment Review Committee
- Identifies campus trends, overall student issues and needs; writes yearly report
- If necessary, initiates campus dialogue on a pressing issue or need
- Archives everything for accreditation

Evidence for Accreditation



- But where are the numbers?
- Outcomes do not have to be numerical as long as everything is documented and the assessment loop is closed

Closing the Assessment Loop

- Assessment **must** feed back into processes to improve teaching and learning
 - In the classroom
 - In the department
 - Across the entire campus
- Activity should be useful and easy



Activity

- Discuss assignments you might use to assess course or college SLOs



- Bonus points for finding a way to close the assessment loop



Sample Assessments: Human Genetics

- SLO:

Analyze the effects of genetics on human development and sex determination.

- Assessment:

Short Essay as part of midterm and final



Sample Assessments: Photography

■ SLO:

Produce photographic images, applying basic concepts of visual organization and aesthetics, and personal expression.

■ Assessment:

Portfolio of photographs



Sample Assessments: English 1A

- SLO:

Write essays,
including research-
based writing,
demonstrating
academic rhetorical
strategies and
documentation

- Assessment

Research Paper

Activity

- Using previous assignment, discuss what kind of rubric you would construct to grade it



- Bonus points for actually starting to write one