

Harbors Learning Outcomes Assessment  
Assessment Cycle 3 (2015-2018)  
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**Executive Summary**

This report will summarize the assessment of the newly adopted assessment of Learning Outcomes at Los Angeles Harbor Colleges in Assessment Cycle 3 (2015-2018). This process was approved by the Assessment Committee and presented to the ACCJC Accreditation review team in March 2016. In addition, the revised process was presented at the 4<sup>th</sup> Annual SLO Symposium February 2017 and will be presented at the April 2017 ACCJC conference in Irvine.

In fall semester 2015, the Los Angeles Harbor College assessment process adopted a systems based approach. In this systems based approach, the Assessment Committee with the help of the Office of Institutional Effectiveness created an Assessment-based Planning model that can be applied to all forms of Assessments. This model required a clear classification of student achievement verses student learning outcomes. The student achievement data was to be assessed in program review modules of HAPS (Harbors Assessment-based Planning System) and the state scorecard. The student learning outcomes was to be assessed in the SLO modules of HAPS. In order to apply a systems approach to learning outcomes, a *macroscopic* view of the SLO assessments process was needed. The result of this new approach allowed the roll-up of data from the course, to the program, and then to the institution. The data roll-up model was one that was successfully used at other colleges and produced passing accreditation results at those institutions.

The basic concept of the systems based roll-up model for SLO assessments is to take a macroscopic view of the accreditation standard IIA.11 which defines SLOs as a set of skills that a student will learn upon successful completion of that program. These skills sets are reading, writing, oral communications, cognitive skills, ethics and etc. At Harbor College we separate these skills into 4 basic categories: Communication, Cognition, Information and Technological Competency, Social responsibility and ethics. These are the four ISLOs (Institutional Student Learning Outcomes) which will be used to assess our programs as defined by the accreditation standard IIA11. Under the assumption that all teaching, learning and assessment takes place in the classroom, then the course is where these skills set are most accurately measured. These “measures” are the specific course content that an instructor is required to teach every time the course is offered. At Harbor College we refer to these measures as SLOs (Student Learning Outcomes). As a college we must allow the discipline faculty who meet minimum qualifications in that subject to perform the assessments of the applicable ISLOs by mapping the course content to the appropriate ISLOs. The determination of the appropriate measures in a course is the *microscopic* assessment and is the obligation of the discipline faculty. As stated in the accreditation standard, the program assessment of learning outcomes is the analysis of which of the skill sets in the ISLOs are appropriate for a given program. These are the PLOs (Program Learning Outcomes) for a given program and can be addressed by mapping the course SLOs to the ISLOs and the collection of which defines the appropriate PLOs for a program.

## References:

SLO and Campus-wide Assessment Guidebook (2/29/16):

[https://effectiveness.lahc.edu/academic\\_senate/assessment/Committee%20Documents/SLO%20Guidebook3-6-16.pdf](https://effectiveness.lahc.edu/academic_senate/assessment/Committee%20Documents/SLO%20Guidebook3-6-16.pdf)

A Guidebook for Student Learning Outcomes and Administrative Unit Outcomes:

[http://www.chaffey.edu/slo/resources/slo\\_handbook.pdf](http://www.chaffey.edu/slo/resources/slo_handbook.pdf)

SLO Handbook: Mira Costa College (2015):

[http://www.miracosta.edu/governance/oac/slo/downloads/SenateApprovedSLOhndbkwSLOACREV\\_Nov25.pdf](http://www.miracosta.edu/governance/oac/slo/downloads/SenateApprovedSLOhndbkwSLOACREV_Nov25.pdf)

Accreditation Visitation (3/8/16):

[https://effectiveness.lahc.edu/academic\\_senate/assessment/Committee%20Documents/AccreditationSLO3-8-16.pdf](https://effectiveness.lahc.edu/academic_senate/assessment/Committee%20Documents/AccreditationSLO3-8-16.pdf)

4<sup>th</sup> Annual SLO Symposium (2/13/17)

[https://effectiveness.lahc.edu/academic\\_senate/assessment/Committee%20Documents/SymposiumDraft%20020217.pdf](https://effectiveness.lahc.edu/academic_senate/assessment/Committee%20Documents/SymposiumDraft%20020217.pdf)