

A Guidebook for Student Learning Outcomes And Campus Wide Assessment



2015 - 2016

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Reviewed and approved by The Assessment Committee (2/16/16)

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Adopted by the College Planning Council (CPC) (Date Pending)

Historical Development of Assessments at Los Angeles Harbor College

“Continuous Sustainable Quality Improvement”

Phase I: Introductory Period (2002 – 2006)

Creation of SLO/Assessment webpages

Phase II: Development and Data Collection (2006 – 2015)

Assessment Cycle 1 (2006 – 2012)

Assessment Cycle 2 (2012 – 2015)

Posting of assessments using Word-based reporting forms

Phase III: Integration of Assessment, Program Review, and Planning (Fall 2015)

Assessment Cycle 3 (2015 - Current)

SLO/Campus wide Assessment Guidebook

Web-based data management system

Development of an Assessment-based Planning System

Development of Annual Unit Planning Modules

Phase IV: Quality Assurance of Collected Data (Future Activity)

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Los Angeles Harbor College

Los Angeles Harbor College is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by The Commission of Recognition of Post-Secondary Accreditation and the U.S. Department of Education.

Mission

Los Angeles Harbor College promotes access and student success through associate and transfer degrees, certificates, economic and workforce development, and basic skills instruction. Our educational programs and support services meet the needs of diverse communities as measured by campus institutional learning outcomes.

Vision

Harbor College provides a stimulating learning environment that prepares members within the community to meet goals and opportunities successfully.

Values

Student Success, Excellence, Integrity, Supportive Environment, Personal and Institutional Accountability, and Civic Responsibility.

Assessment Fundamentals

Accountability: Public institutions are held accountable for the use of public funds. Institutions must demonstrate that they are efficient and effective in serving the needs of the state. The use of funds and process for determining the use of funds must be reported to the public. The collection and use of data should clearly support the decision making process at each institution.

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. Assessment provides a systematic ongoing measure of Quality Control and Validation. The term “Student Learning Outcomes (SLOs)” is widely used by many campuses to describe an assessment. At Los Angeles Harbor College, academic SLOs are assessments done at the course level. The data collected at the course level will then feed into each disciplines program assessments, Program Learning Outcomes (PLOs), and then into the Institutional Student Learning Outcomes (ISLOs). In addition to academic SLOs, service areas (SAOs) will also be assessed for both student services and administrative services.

An *Assessment Plan* is documented outline which clearly states which data will be collected and how it is collected. The plan should also state the process for reviewing the data, policies and procedures to discuss the results and implement changes to programs to improve student learning. The assessment plan should clearly show evidence of continuous quality improvement. At Los Angeles Harbor College, the data will be collected within a multi-year cycle.

General Steps for the Assessment of Courses:

1. Develop learning outcomes.
2. Check for alignment between the curriculum objectives and the learning outcomes.
3. Develop an assessment plan (use direct measures).
4. Collect assessment data.
5. Use results to improve the program (improvement plan).
6. Routinely examine the process and make improvements as needed.

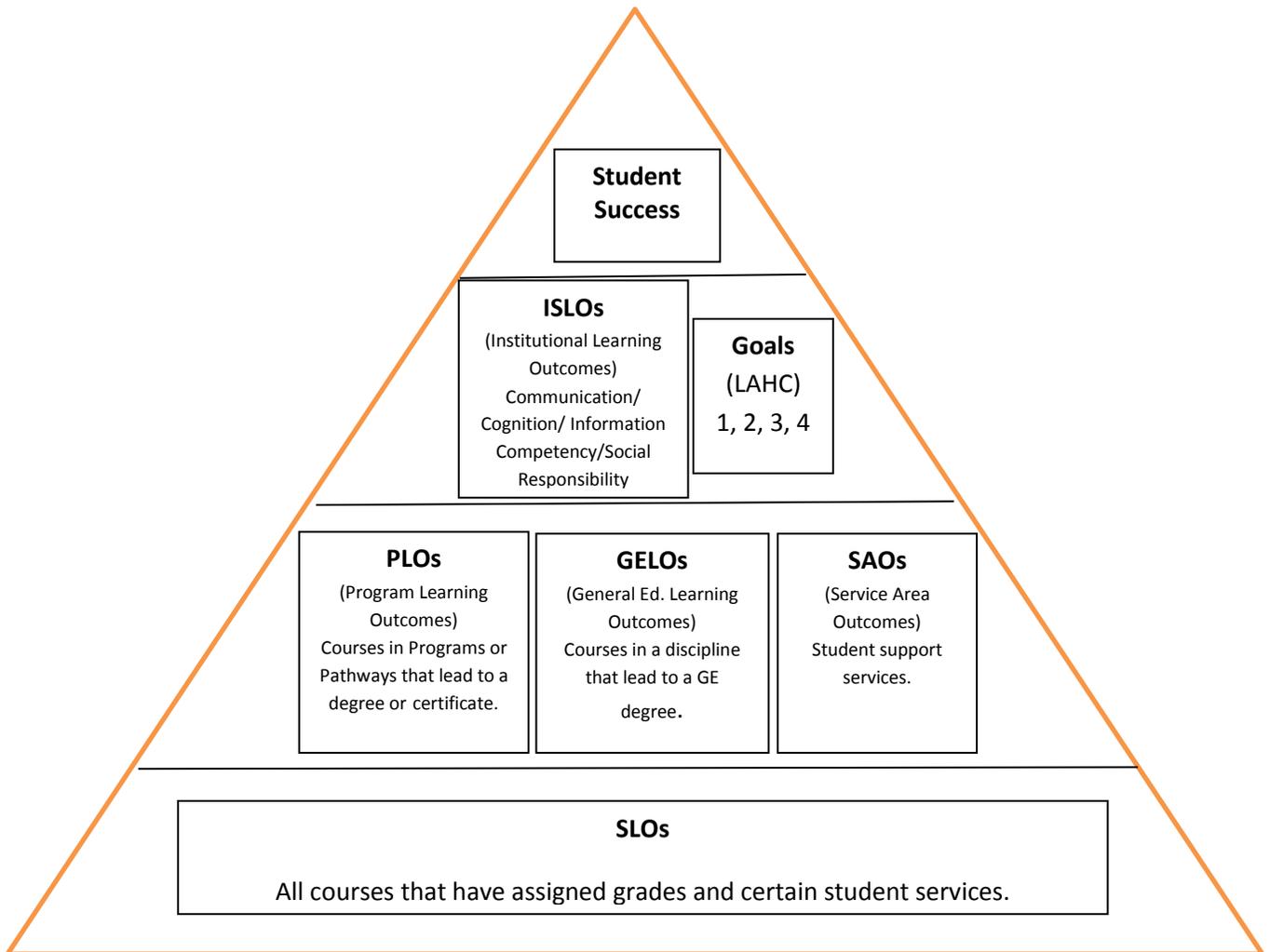
General Steps for the Assessment of Service Areas:

1. Develop outcomes.
2. Check for alignment between college goals, objectives and outcomes.
3. Develop an assessment plan (use direct or indirect measures).
4. Collect assessment data.
5. Use results to improve the program/service (improvement plan).
6. Routinely examine the process and make improvements as needed.

Assessment Alignment

The general layout of the campus wide assessment alignment is shown below in the “Assessment Student Pyramid of Success”. At Los Angeles Harbor College success of the student is the top priority, thus is placed at the apex of the pyramid. The success of all campus wide programs and services are important to provide a solid support system for student success. Student success is measured by course completion with a passing grade of a C or better, completion of a degree or certificate, transfer, self-improvement, workforce development and training and gainful employment.

Assessment Student Pyramid of Success



SLOs – Student Learning Outcome’s. These are outcomes assessed at the course level for all courses in which a student enrolls and receives a grade (A, B, C, D, F, Pass, Fail, credit, non-credit). Note that the outcomes for a course do not need to be the same as course content or course objectives listed in the course outline of record, ECD (Current) or Curricunet (Spring 2016). The outcomes are specific skills/abilities that a student should successfully develop by completing the course with a passing grade. These outcomes are listed under the Institutional Student Learning Outcomes (ISLOs). The course outline of record should be used as a guide in selecting the ISLOs that apply to a given course. Specific examples of course content may be used in the assessment of the ISLOs within a course, these are called the “measures”. The data collected at the course level will then feed into the Program Level Outcomes assessment (PLOs) and then from the program into the ISLOs.

PLOs – Program Learning Outcomes. These are outcomes listed in all academic programs that lead to a degree or certificate. The data for the PLOs are collected at the course level only from courses within a discipline that lead to a degree in that discipline. Programs that do not lead to a degree or certificate are most likely Service Areas and will be assessed under SAOs (Service Area Outcomes). All degree programs will summarize all 4 ISLOs data from discipline courses, major preparation courses, and general education courses.

ISLOs – Institutional Student Learning Outcome’s. These are designed to reflect the college’s educational outcomes and are intended as knowledge; skills, abilities, and attitudes students will develop as a result of their overall experience at the college. Upon successful completion of transfer curriculum and/or a degree or certificate from Los Angeles Harbor College, a student will have developed competency in all of the ISLO areas (Communication, Cognition, Information Competency, and Social Responsibility). *Direct Measurements* of these ISLOs will be at the course level and this data will transfer up to the program level. A single course is not expected to meet all the ISLOs, but each course does contribute to at least one of the ISLOs. *Indirect Measurements* may be used to complete ISLOs data not directly related to the course curriculum. ISLO data may also transfer into the LAHC College Goal 2.

GELOs – General Education Learning Outcomes. These are program level learning outcomes for courses that fall under one of the five general education degrees listed in the online course catalog of record.

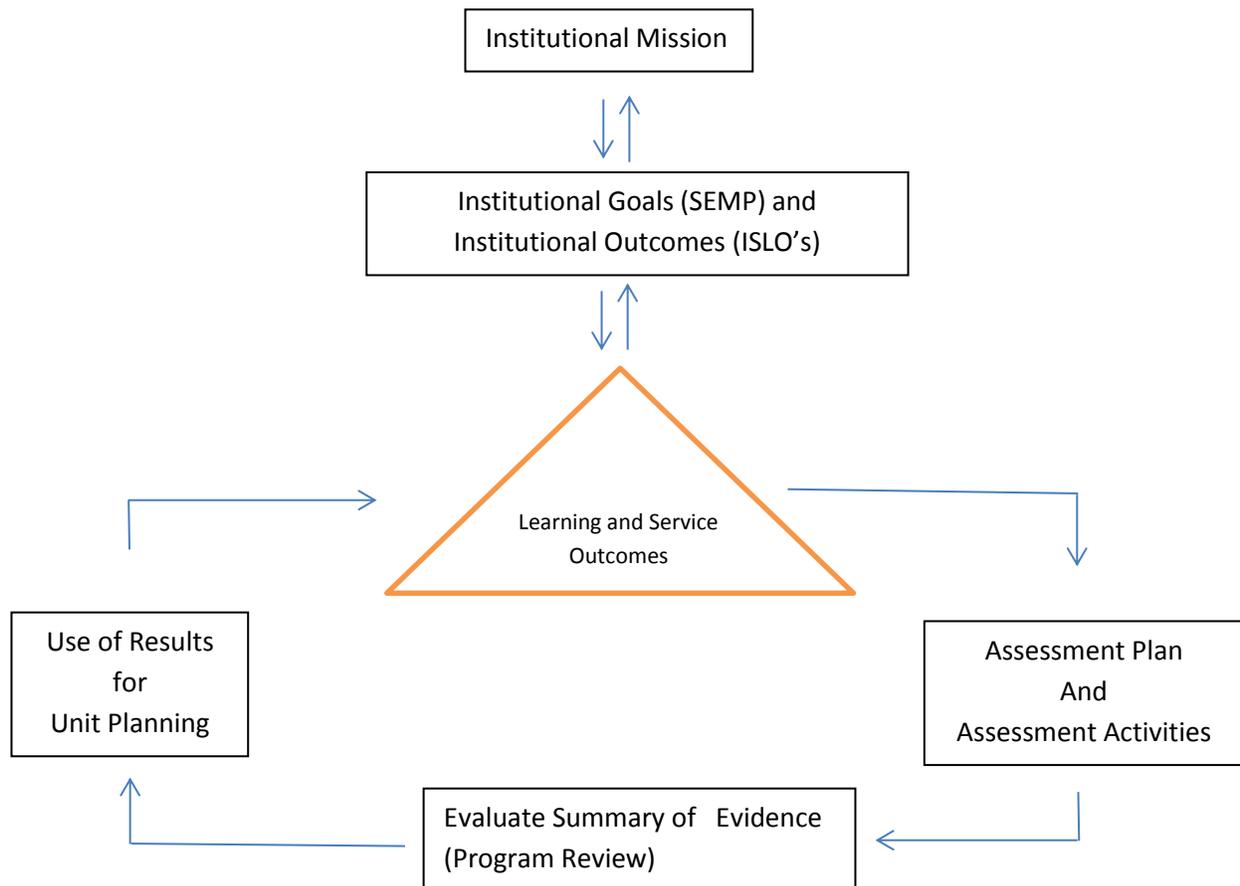
SAOs – Service Area Outcomes. These are program level outcomes for all student services and administrative services offered on campus. This includes all student service programs that receive funding and have an annual budget. The data collected may then feed into SEMP Goals. A summary of this activity will be recorded annually in the Annual Unit Plan.

LAHC College Goals – Goals are derived from the Los Angeles District (LACCD) Strategic Education Master Plan (SEMP).

1. Access and Preparation for Success – Equitable access to education, matriculation, basic skills.
2. Teaching and Learning for Success – Active learning (measured by SLOs), course completion with a passing grade of a C or better, degree or certificate, transfer, gainful employment.
3. Organizational Effectiveness – Processes and services, Institutional plan, program review, shared governance, resource allocation, budget.
4. Resources and Collaboration – Revenue sources, fund raising, foundation endowment, community and business partnerships. Discipline

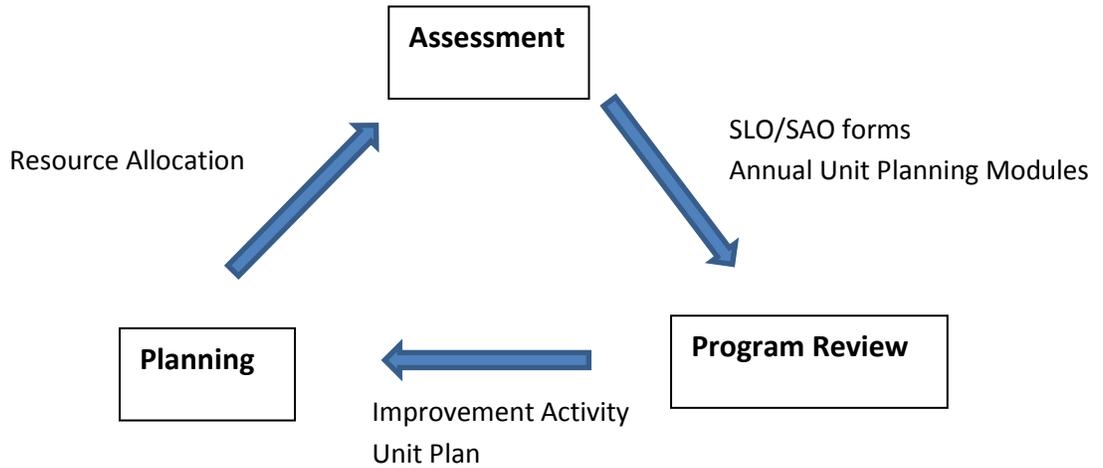
*How are these monitored? Who monitors this? Assessment Committee (Monitors the collection of the assessment data)? Office of Institutional Effectiveness (Monitors the use of the data)?

Institutional Assessment Process (Institutional Effectiveness Assessment Process)



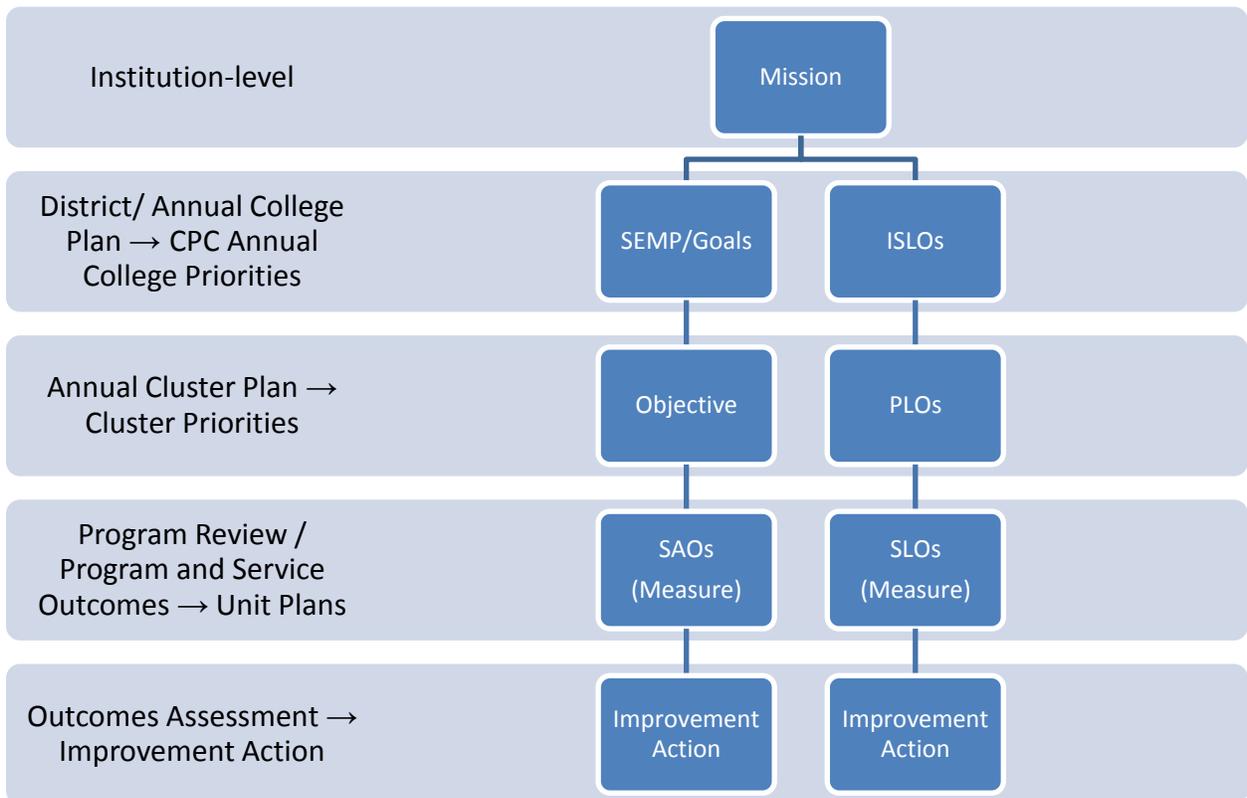
The Integrated Planning-Assessment Cycle

“The Holy Trinity”



An effective campus must show clear evidence of the above Planning-Assessment Cycle.

Harbors Assessment-based Planning System (HAPS)



General Assessment Guidelines

Writing S.M.A.R.T. SLOs/ASOs

Specific – Clear, definite terms describing the abilities, knowledge, values, attitudes and performance desired.

Measurable – Have measurable outcomes and clearly state the target or criteria for success.

Achievable – Set your targets and criteria for success at the appropriate level so it can be achieved.

Realistic – Make sure the outcome is practical and can be achieved in a reasonable time frame.

Timely – Set a timeline for completion of the outcomes.

For general information regarding assessments and outcomes for student services and administrative services, please visit the website for the California Community College Chancellors Office: <http://www.cccco.edu/>

For general information regarding academic programs and courses, please review the following online Program and Course Approval Handbook:
http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf

Course Objectives vs Learning Outcomes

Course Objectives are key elements that must be taught each time the course is taught. This should clearly outline in the course outline of record and refers to the specific content that must be covered in a course. *Learning Outcomes* are specific Institutional Competencies or Institutional Student Learning Outcomes (ISLOs) developed as a result of completing the course objectives.

Academic Freedom gives each instructor some flexibility in the instructional method used to reach each of the outcomes. It does not give the instructor the right to change the course content listed in the course outline nor does it give an instructor the right to change the course competencies required for a course.

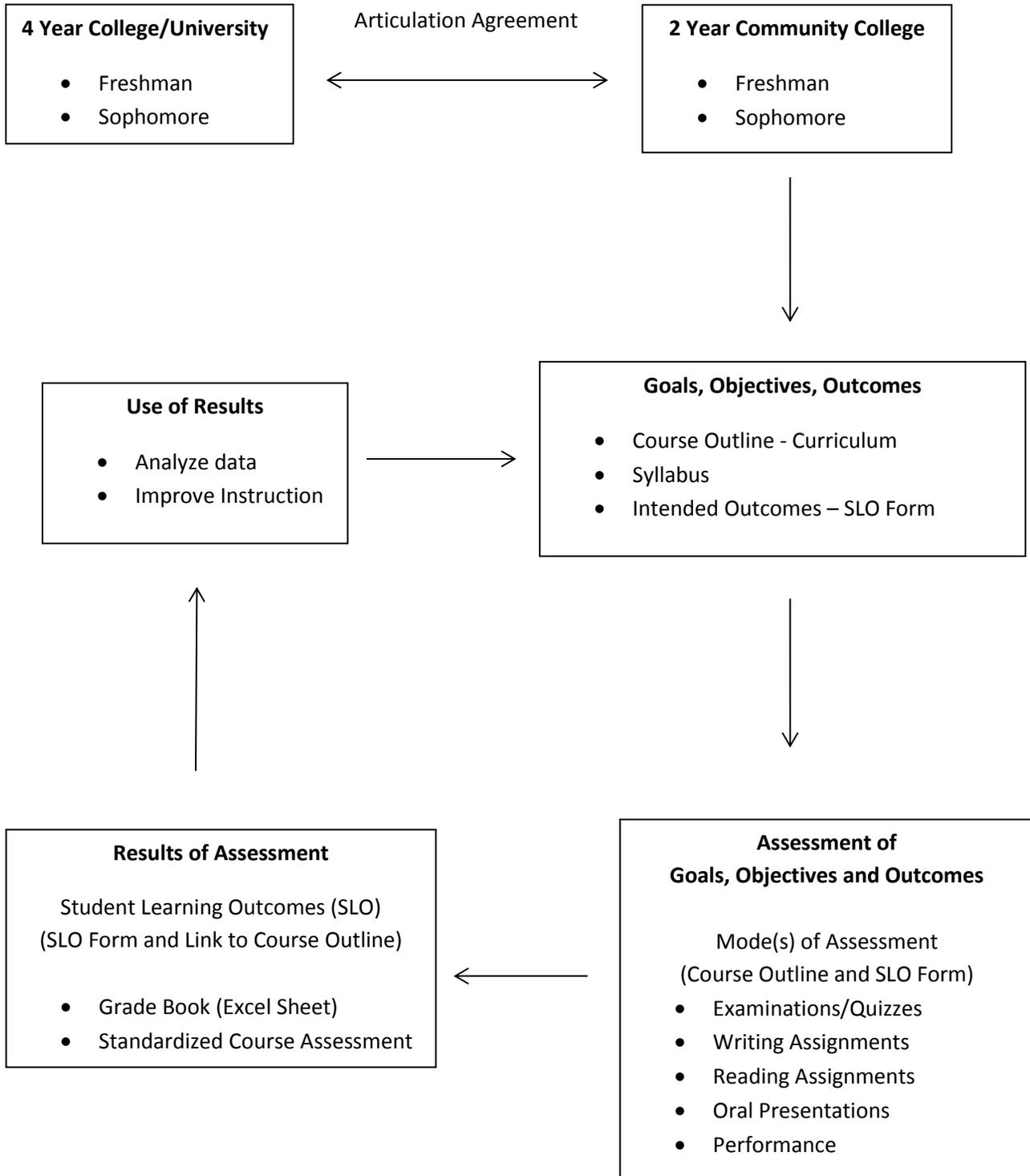
SLOs and Grades.

SLOs are directly measured in a course by some mode of assessment (Direct Measure). The individual assignments used to determine grades can be used as SLOs thus the data collected in the gradebook may be transferred into an SLO reporting sheet. External department (discipline) assessments may also be used to ensure that assessment is consistent across all sections of a particular course. The overall course grade is a measure of *student achievement* and is covered in the Program Review and the Annual Unit Planning modules.

(Transfer Course SLO Flow-Chart)

Curriculum = Course Goals and Objectives + Mode of Assessment

SLO = Course Learning Outcomes + Mode of Assessment + Results of Assessment



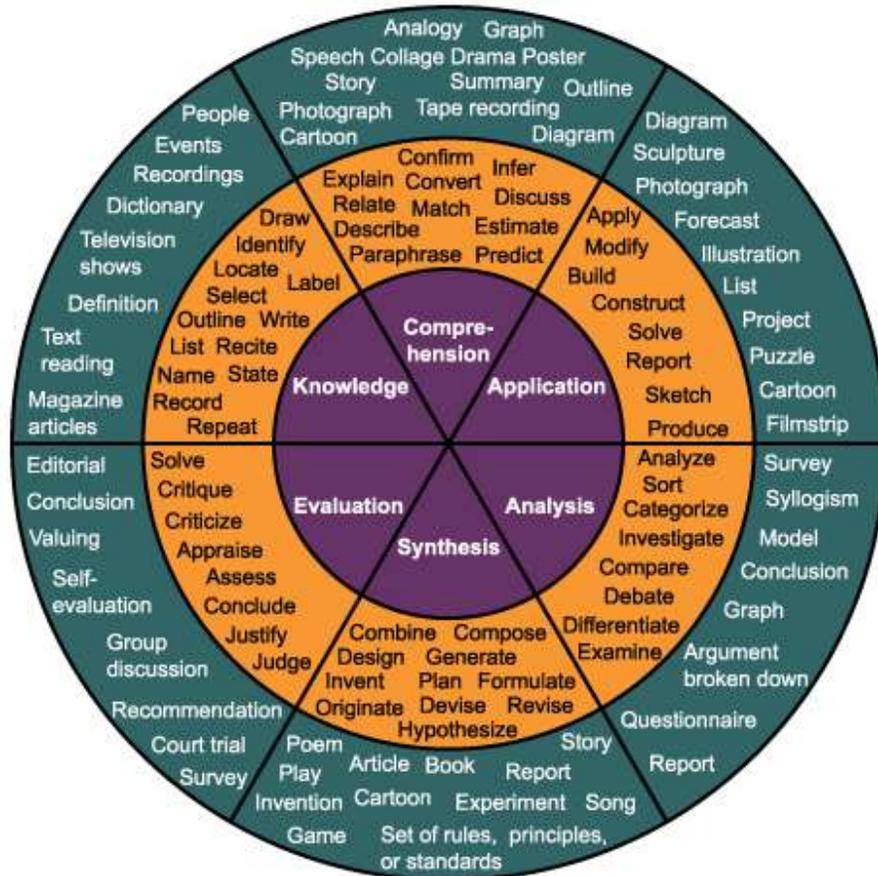
The above SLO Flow-Chart may also be applied to non-transfer level courses and administrative/student services by making the appropriate substitutions in the boxes.

[Add example flow-chart for CTE and SAO – In progress]

The use of action verbs to describe the actual assessment activity is a critical component to meaningful assessments. The verb wheel shown below contains 6 domains with each containing the appropriate action verb and the final desired product in the outermost layer. This table can be used to describe the assessment activity for the following 3 units: academic, student services, and administrative services.

Verb Wheel Based on Bloom's Taxonomy

- Domain
- Appropriate verbs
- Student products



Assessment Process

The role of the SLO coordinator and the Office of Institutional Effectiveness is to manage the assessment efforts of the campus and to ensure that the campus has an ongoing sustainable assessment process.

Who?

Outcomes Assessment Operational Task Force – Responsible for working out the logistics behind the assessment process.

SLO Coordinator (Outcomes Assessment Director) – Joachin Arias, Ph.D. – Trains, assists, and manages campus wide assessments and serves as the Assessment Committee Chair.

Dean of Academic Affairs (Outcomes Assessment Co-Director) – Stephanie Atkins-Alston, Ed.D. – Manages program review.

Dean of Institutional Effectiveness – Ed Pai, Ph.D. – Monitors the use of assessment results, program reviews, and annual unit planning.

Institutional Researcher – Joan Lang, Ph.D. – Manages the collection and review of campus wide data.

Assessment Committee – Division/Discipline/Area representatives from academic, student services, and administrative services. Responsible for reviewing and discussing all assessment related processes and activities including Program Review and Annual Unit Planning for the Academic, Student Services, and Administrative Services Clusters. The committee has the task of establishing campus wide assessment policies and recommendations.

Course Level Assessments (SLOs) – Qualified faculty within each discipline are solely responsible for creating, collecting and posting of all course level assessment activity. Using the course outline of record as a reference, the faculty should identify the appropriate Institutional Competencies or Institutional Student Learning Outcomes (ISLOs) that are appropriate for their courses and programs. Each discipline should identify a contact person who will coordinate assessment activities with the SLO coordinator and the Office of Institutional Effectiveness. A suggested number of SLO assessments for a given course should be between 3 and 8. The assessments and number of assessments should be appropriate for the course. There is no need to have multiple assessments for the exact same institutional competency. For example, an assessment that measures reading skills will satisfy the reading component of the communication institutional competency. There is no need to assess this multiple times with different topics.

At least one SLO must be measured and posted annually for each course, except for those courses not offered annually. All SLOs must be assessed within an assessment cycle. An assessment cycle will be a 3 year cycle to correspond with the accreditation mid-term report. Program review is on a 6 year cycle and contains annual assessments and annual unit plans. Annually one of the ISLOs will be assessed campus wide for all courses that map to that particular ISLO. Courses that do not map to the selected ISLO do not have to assess that ISLO.

Service Area Assessments – Each area is responsible for creating, collecting and posting of all service area assessment activity. Using the specifics of the service area objectives and outcomes as a reference, the employees within an area need to identify the appropriate institutional competencies (ISLOs) and/or SEMP Goals. SLO forms will be used to assess Learning Outcomes and SAO forms will be used to assess the SEMP Goals.

How?

Course SLO information will be uploaded on the campus HAPS webpage by a discipline representative. The information entered at the course level will then feed into the program level assessment and then the institutional level assessment. In this roll-up model, the number of PLOs must be equal to or greater than the SLOs for a given course or service.

Course (SLO) → Program (PLO/GELO) → Institution (ISLO)

The area SAO information will also be uploaded on the campus HAPS webpage by an area representative. The information entered at this level will then feed into the college SEMP Goals. Service areas that offer courses will assess SLOs at the course level and then feed into the program area PLO assessment. Some non-course student services may also address ISLOs as part of the service offered. All SLO activities will be captured in the SLO reporting forms.

Service (SAO) → Program Unit Plan → SEMP Goal

Administrative services will not address course SLOs and are only responsible for addressing SEMP Goals in the SAO reports.

*Assessing external governmental regulatory requirements is currently under development.

Procedure for uploading files to SharePoint

Access the SharePoint server through the faculty/staff page:

Under the Faculty Staff page go to Assessment and Planning and click [2015-2016 SLO/SAO Assessment](#).

To access the assessment form click [Start an SLO/SAO Assessment](#).

Login to the SharePoint server using your email login name and password.

If the login fails, try adding lahc\ before your user name. This is important if you are using either a computer off campus or a computer with a wireless connection.

Example: lahc\reggie

If the login still does not work, contact the Office of Institutional Effectiveness to create a user account. Once logged in, the Unit Planning 2.0 Module will appear. Select the appropriate Cluster, Unit/Division, and Module (SLO Assessment). Then click on Start Module. See **Figure A** below.

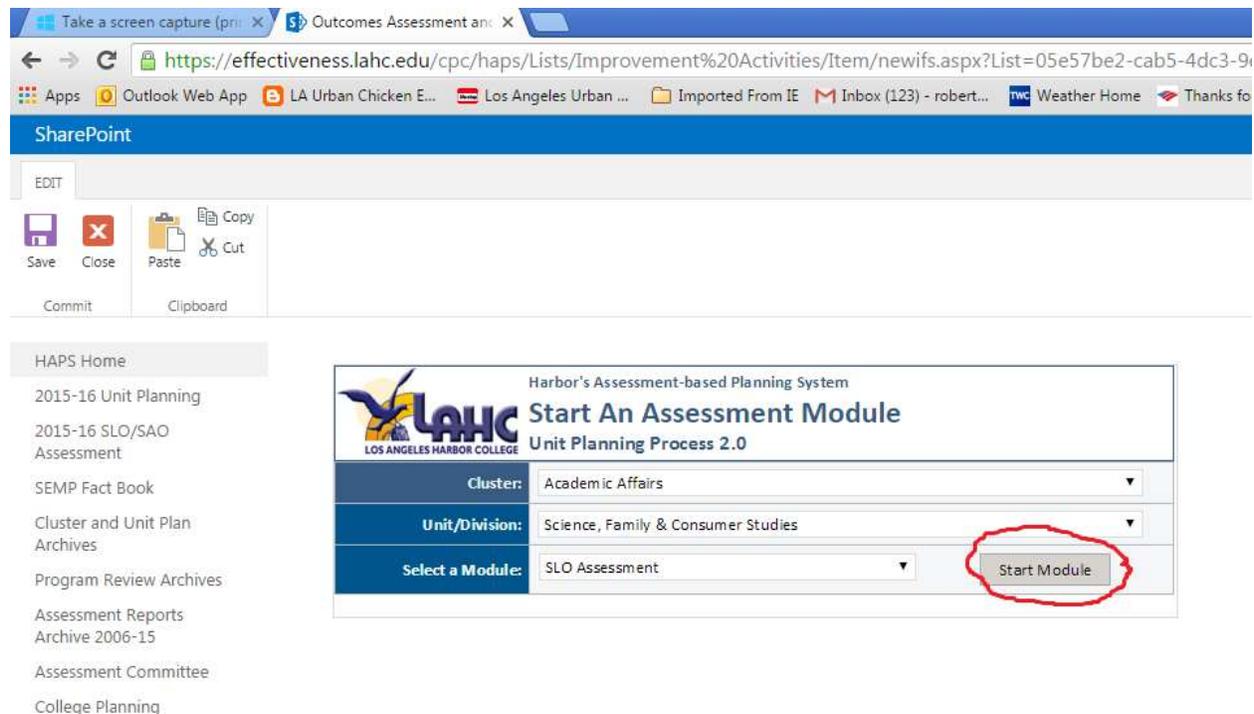


Figure A. Unit Planning Assessment Module

The appropriate module selection is SLO Assessment. The SLO forms will contain 3 sections, assessment, unit planning, and resource allocation request. The SLO Activity Summary is for the division to determine if it has met their SLO obligation for the year (at least 1 SLO per course).

Assessment

The SLO assessment form, **Figure B**, will then display all of the required fields (Nichols 5-Column Model). Simply fill out the field boxes with the appropriate information and then select the save button in the upper left hand corner (shown in **Figure A**). You will need to fill out an SLO form for each SLO per course. For example, if you have 3 SLOs in a course, then you will need to fill out 3 forms. Each of the SharePoint forms are equivalent to a row on the Microsoft Word based forms previously used. All courses should have all of the SLOs defined and mapped to the ISLOs and PLOs. For future assessments, just simply select the semester in which the course will be assessed. When entering the current data, select the semester the data was collected. This may or may not be the same semester the data was actually entered.

 Harbor's Assessment-based Planning System SLO Assessment Module Learning Outcomes Assessment 2.0		
Cluster:	Academic Affairs	
Unit/Division:	Science, Family & Consumer Studies	
Discipline (if applicable):	<input type="text"/>	
Course (if applicable):	<input type="text"/> Title: <input type="text"/>	
Student Learning Outcomes Assessment:	Institutional Learning Outcome:	<input type="text"/>
	Program Learning Outcome (aligned with Discipline):	<input type="text"/>
	Learning Outcome:	<input type="text"/>
	Provide a brief description of the Student Learning Outcome:	<input type="text"/>
	Outcome Assessment Method:	<input type="text"/>
	Briefly explain the Criteria for Success:	<input type="text"/>
	Summary of Data Collected:	<input type="text"/>
	Semester Data was Collected:	Select... <input type="text"/>
Outcome Achieved?	<input type="text"/>	

Figure B. SLO Assessment Form (Nichols 5-Column Model).

Unit Planning

The unit planning section (gold section) of the assessment form is shown below in Figure C. If the outcome was not achieved, then an improvement activity must be listed in the unit planning section. This section also contains the resource allocation request. If resources are required, then select yes and the source of funding. A summary of the results of the improvement activity is entered in the last box. Complete this upon completion of the improvement activity.

Complete this section <u>after</u> the SLO data has been collected and an improvement action has been identified.		
USE OF RESULTS - Improvement Action/s	List and number each activity the unit will continue and provide a brief explanation. If you have additional details, please provide them in an attachment below:	<div style="border: 1px solid #ccc; height: 100px;"></div>
	Attach file here:	<input type="button" value="📎 Click here to attach a file"/>
	Scheduled Completion:	<input type="text" value=""/>
	Current Status of Improvement Action(s):	<input type="text" value=""/>
	Person Responsible:	<input type="text" value=""/>
	Resources Required?	<input type="text" value=""/> Select "Yes" if the unit will request resources this year.
	Source of Resource Funding:	<input type="text" value=""/>
	Please describe the results of this action. Complete this section when the action is complete or at the end of the cycle.	<div style="border: 1px solid #ccc; height: 80px;"></div>
Administrative Review:	TBD	
Governance Validation:	TBD	
Resource Request and Allocation Results:	TBD	

Figure C. Unit Plan and Resource Allocation Request Form.

Resource Allocation Request

This form only allows for the request for resources and is not intended to determine the allocation resources. The resource request as well as the attached assessment data and unit plan will be forwarded to the appropriate committees for the actual allocation of resources. For more details on the resource allocation process please contact the budget committee. The role of the assessment committee is to review the assessment data and unit plans prior to submission to the appropriate resource allocation committee.

Validation Process (General Guidelines listed below)

The administrative review is performed by the appropriate dean. The dean simply confirms that all of the required information has been entered into the form. The dean is not responsible for determining the quality of the information entered into the form. The dean will check to see if there is a unit plan in place with the appropriate completion timeline.

The governance validation would be conducted by the Assessment Committee and the results will be forwarded to the appropriate cluster Vice President. This can occur monthly after each Assessment Committee meeting.

The validation of results of the resource allocation is currently under development.

List Views

There are multiple viewing options for the assessment modules. The current Cycle 3 assessments are listed under **SLO Assessments 2.0 Active Assessments**.

[SLO Assessments by Unit 2015 – 2016](#) – Displays the mapping to all SLO, PLO, and ISLO and the results.

[SAO Assessments by Unit 2015 – 2016](#) – Displays all SAOs to SEMP Goal and the results

[SLO Assessments by Course 2015 – 2016](#) – Displays the SLOs required in the course outline of record.

[ISLO Inventory 2015 – 2016](#) – Shows the coverage of the specific skills or competencies campus wide.

Cycle 3 progress reports will be listed under the **Cycle 3 Progress Reports** section.

For the historical SLO activity, click on the [cycle 1 and 2 Inventory results](#). These are the summaries of the word-based assessment forms (2006 – 2015). The actual word-based forms can be accessed under Assessment Reports Archive 2006 – 2015, located in the left side menu (See **Figure A** above).

Viewing or Editing Existing forms

To view or edit an existing form, select [SLO by Unit 2015 – 2016](#), shown below.

Assessment Reports
Archive 2006-15

Assessment Committee

College Planning
Documents

 EDIT LINKS

SLO Assessment 2.0 Active Assessments (login required):

- [SLO Assessments by Unit 2015-16](#)
- [SAO Assessments by Unit 2015-16](#)
- [SLO Assessments by Course 2015-2016](#)
- [ISLO Inventory 2015-16](#)

SLO Assessment Cycle 3 Progress Reports February 2016

Then located the SLO to view or edit by filtering through the appropriate cluster and unit. Select the SLO to view/edit and click the Items tab and either View Item or Edit Item. *Note: Only the author that created the file has the ability to edit or delete the SLO.*

Cluster	Unit	SLO Title	Description	Application
CHEM	66	ISLO 2 - Cognition		Application
CHEM	66	ISLO 2 - Cognition		Application
Child Development	1	ISLO 2 - Cognition	Demonstrate the use of developmentally appropriate practices	Reasoning
Child Development	1	ISLO 3 - Information and Technological Competency		Application
Child Development	1	ISLO 4 - Social Responsibility and Ethics	Demonstrate the use of developmentally appropriate practices	Ethics

Printing

Printing SLO/SAO assessment forms:

Open the form in view mode and select the browser print option in the upper right hand corner. The print option may vary between different web browsers. (Google Chrome shown below)

LAHC Harbor's Assessment-based Planning System
SLO Assessment Module
 Learning Outcomes Assessment 2.0

Cluster: Academic Affairs

Unit/Division: Communications

Printing List Views:

Select and filter through the desired cluster, unit, discipline, and course. Print using the same procedure described above for the printing of forms.

SharePoint

BROWSE ITEMS LIST

IE Portal President's Office Academic Affairs Academic Senate Administrative Services College Plannin

Outcomes Assessment and Improvement Actions

Discipline ▼
 Course ▼
 Institutional_Outcome
 Program_Outcome
 Objective
 Meet Standard
 SLO_Data_Collection_Sem

Cluster : Academic Affairs (3)

Unit : Science, Family & Consumer Studies (3)

Discipline	Course	Institutional_Outcome	Program_Outcome	Meet Standard	SLO_Data_Collection_Sem
CHEM	101	ISLO 2 - Cognition	Problem solving	Yes	Fall 2015
CHEM	101	ISLO 1 - Communication	Writing	Yes	Fall 2015
CHEM	101	ISLO 2 - Cognition	Application	Yes	Fall 2015

[+ Add new item](#)

Program Review

SLOs/SAOs and Program Review: The assessment plan and the activities associated with the actual assessment will generate data which will then feed into the program review. For specifics of the program review please see the *Program Review Guidebook*. The guidebook will include the follow 3 clusters: Academic Affairs, Student Services, and Administrative Services.

Planning

Unit Plan vs Improvement Activity

A *Unit Plan* is a detail description of an academic discipline or service area. The unit plan should contain both objectives and intended outcomes. Any academic discipline or service area that does not meet the college standard of 72 % success or the state standard of 65 % success would need to create a *Unit Improvement Activity* to address the shortcomings of the course/program. A unit improvement activity will clearly outline the appropriate course of action and will contain a set of intended unit outcomes. These improvement activities will then become part of your Unit Plan for the following year. For the specifics of the planning process please see the *Planning Guidebook*. Assessment data and Unit plans will then be evaluated for resource allocation. The rubric for resource allocation is currently in progress.