Assessment-based Planning: A Systems Approach

Connecting the Classroom to the College Mission

ACCJC Annual Conference

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Los Angeles Harbor College

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Historical Development of the Assessment Process

Evidence of "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, Planning, Resource Allocation
  - Assessment Cycle 3 (Fall 2015 - Current)
  - SLO/Campus Wide Assessment Guidebook.
  - Web-Based Data Management System
- **Phase IV** – Improving the Quality of the SLO assessments.
  - Macro (Soft Skills) vs Micro (Hard Skills)

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Accreditation Visitation 2006

Compliance Recommendations:

1. The team recommends that as part of its assessment of its evaluation mechanism, the College should revisit and revise as necessary the current instructional program review process and review it for effectiveness in improving instructional programs based in evidence that is relevant, verifiable, representative, and actionable using District/College institutional research data (not program self-developed data) and that a key measure of program success be its response to discipline, cluster, and College developed SLOs. The team suggests that the review and revision of the instructional program review process should be completed with sufficient time to allow review and confirmation that the College has an operational and sustainable instructional program review process as evidenced by completed program review cycles inclusive of all instructional programs. Further the College program review policy and procedure manual should reflect the key and decisive role of the administration of the College in the decisions effecting scheduling of courses and the continuance/discontinuance of programs (IB, IB1, IB3, IB4, IB5, IB6, IB7, IIA2, IIA2a, IIA2f, IIA6b, IVB.2).

2. The College needs to develop an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. This should be based in deep analysis of District and institutional research provided data and assure a broad involvement and participation in the institutional planning cycle (IB1).

3. Using the planning process and the governance process the College should construct a meaningful dialogue about student learning which assures understanding and infusion of Student Learning Outcomes. This dialogue should rely on robust information focused on the accomplishment of students as defined in program, inter-departmental, and institutional student learning outcomes. The team suggests that the College revisit the Commission's definition of *dialogue* and description of *Shaping the Dialogue* for assistance. (IB1, IB2, IB4, IIA1c).

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Accreditation Visitation 2012

Compliance Recommendations:

1. **As previously stated in Recommendation 2 by the 2006 Comprehensive Evaluation Team and in order to meet Standards,** the planning process needs to reflect an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re- evaluation that use data as the central focus to inform decisions. The process needs to be made clear to the college constituencies so they understand the steps, as well as which plan informs which plan. In addition, human resource planning for classified personnel and administrators needs to be evidence-based and integrated with institutional planning and program review. An evaluation of the effectiveness of the planning process as well as the effectiveness of programs and services need to be included. (I.B.2, I.B.3, I.B.6, I.B.7, III.A.6)

2. **As previously stated in Recommendation 1 by the 2006 Comprehensive Evaluation Team and in order to meet the Standards,** the college needs to demonstrate an operational and sustainable instructional program review process as evidenced by completed program review cycles inclusive of all instructional programs. (II.A.1, II.A.2, II.A.2.e)

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Accreditation Visitation 2016

Compliance Recommendations:

None

The "Systems" Approach

- Von Bertalanffy defined a system as "elements in standing relationship"
- Harbor's Assessment-based Planning System (HAPS) makes the following assumptions:
  - Alignment of Mission, Institutional Outcomes and Assessment activities
    - Identifying the "Elements" and "Relationships" in HAPS
    - Establishes the "Mission Hierarchy" and roll-up assessment of all outcomes
  - Assessment-based Planning Model
    - Assessments result in Improvement Actions that make up a Unit's Plan
  - Closing the Assessment Loop
    - Macro vs. Micro Assessment processes to improve quality
      - Macro processes assure Institutional Outcomes are achieved
      - Micro processes assure SLOs are delivered

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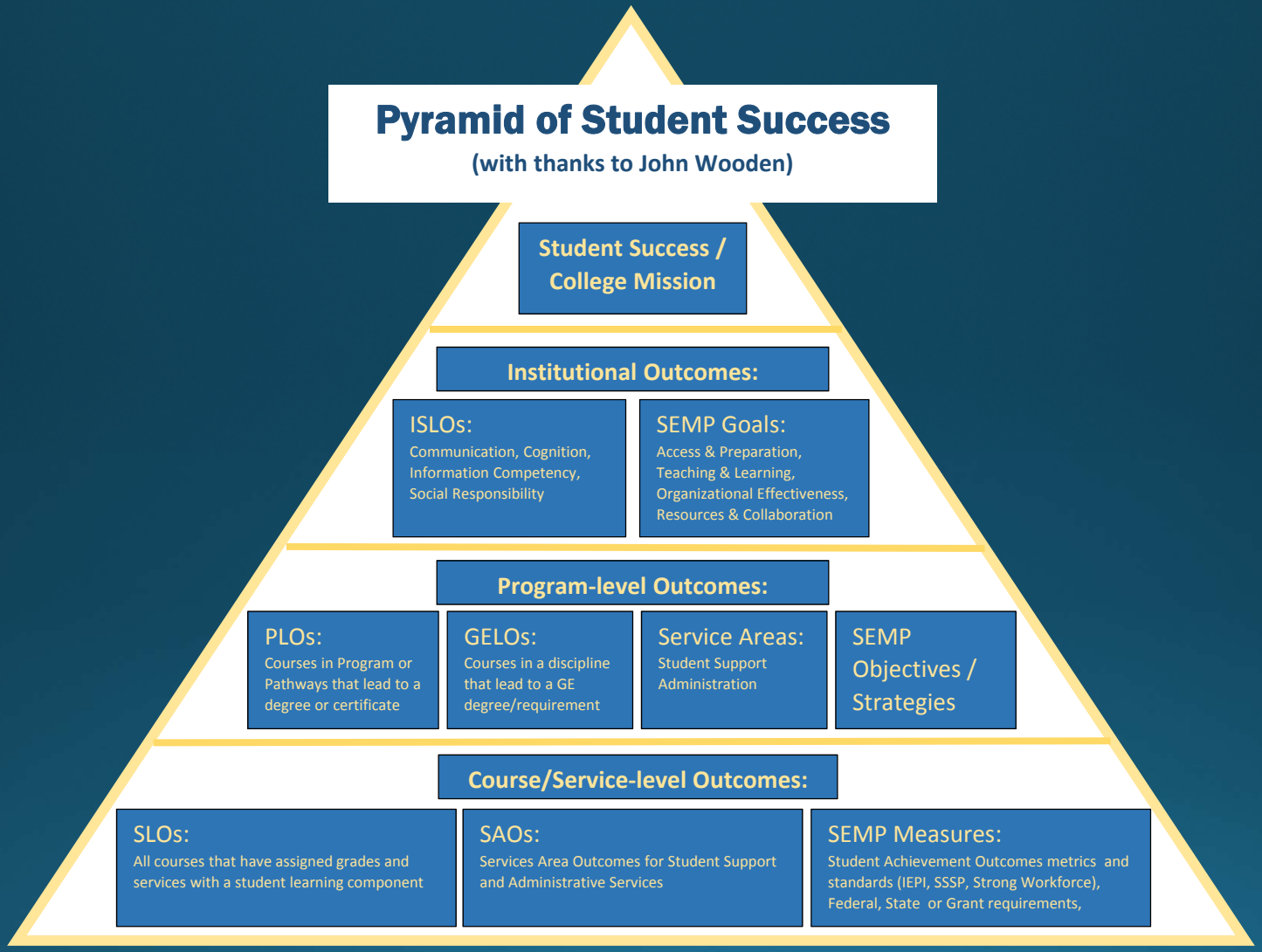
"Elements" of the System



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"Relationships" between the Mission and Institutional Outcomes

- Parallels with Student Achievement and Student Learning outcomes were becoming clear
- ISLO-PLO-SLO alignments/hierarchy were already identified (Nichols' 5-column model)

  Example: Chaffey College, Crafton Hills, etc.…

- A conceptual model became clear…

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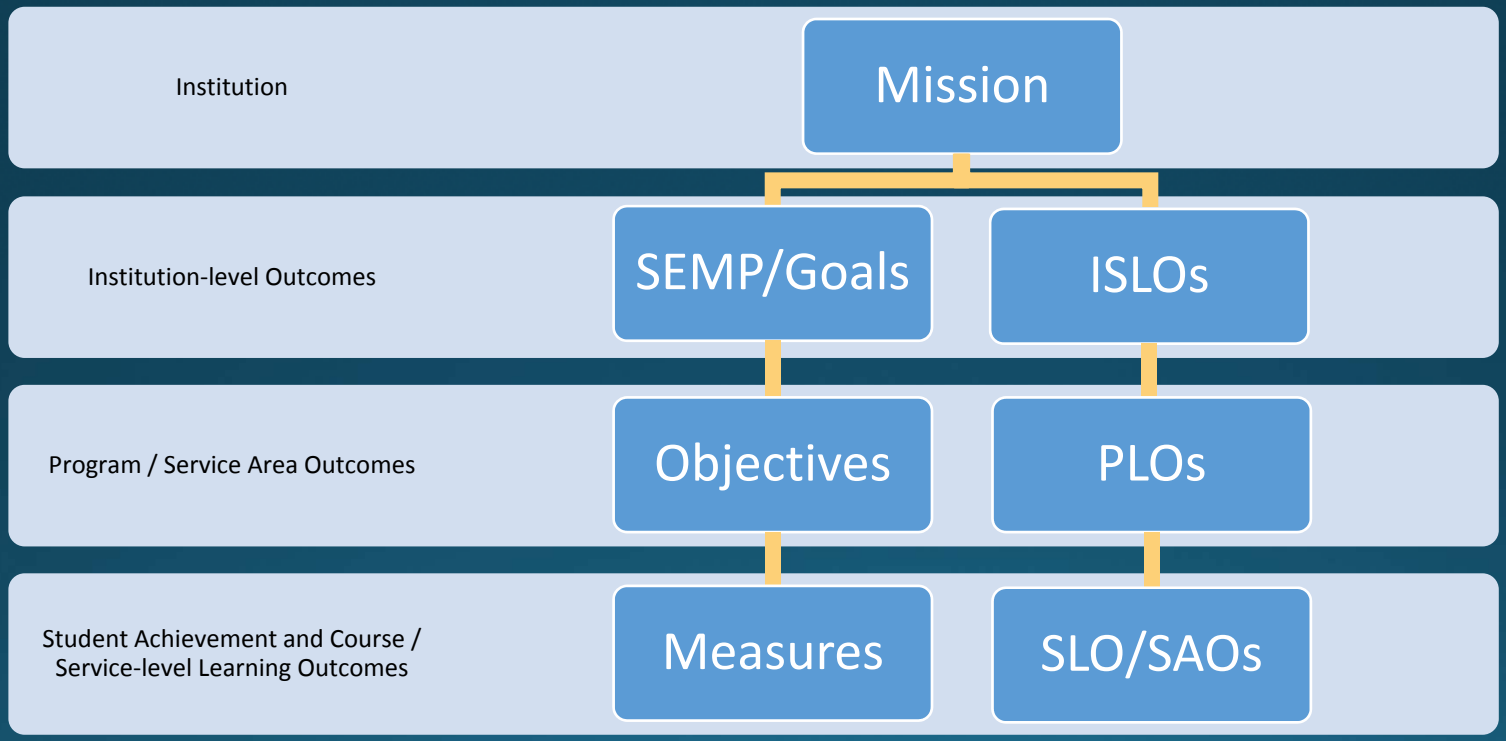
Alignment of the Mission and Institutional Outcomes – the "Mission Hierarchy"



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The Mission Hierarchy –Results

- Assessment of SLO process enabled (we can count in real time, we know which ISLOs and courses have or haven't)
- Alignment of ISLOs, PLOs and SLOs enables use of the roll-up model
- Roll-up model allows assessment of ISLOs and PLOs
- As long as SLOs are being assessed, everything else is being assessed
- As long as ISLO and SLO exists, PLOs, GELOs and the middle part can be fluid and college-based
- ***Links the classroom to the college mission***

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Assessment-based Planning

- All plans are based on an assessment of outcomes

- Two types of outcomes:
  - Student Achievement (Strategic Goals)
    - State scorecard
    - Assessed in Program Review
  - Student Learning (ISLOs)
    - Workforce skills/soft skills
    - Assessed in the SLO Process

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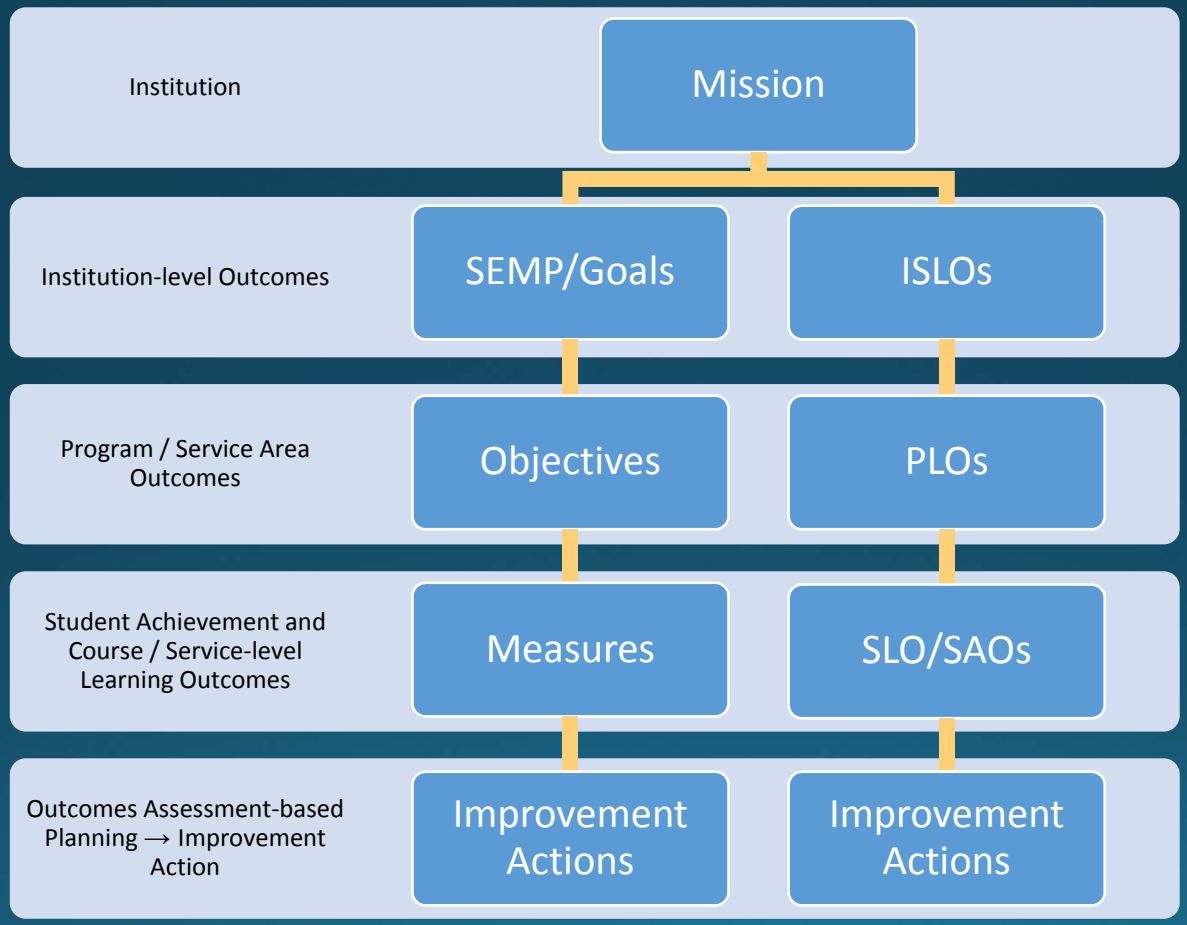
Alignment of the Mission Hierarchy and Planning



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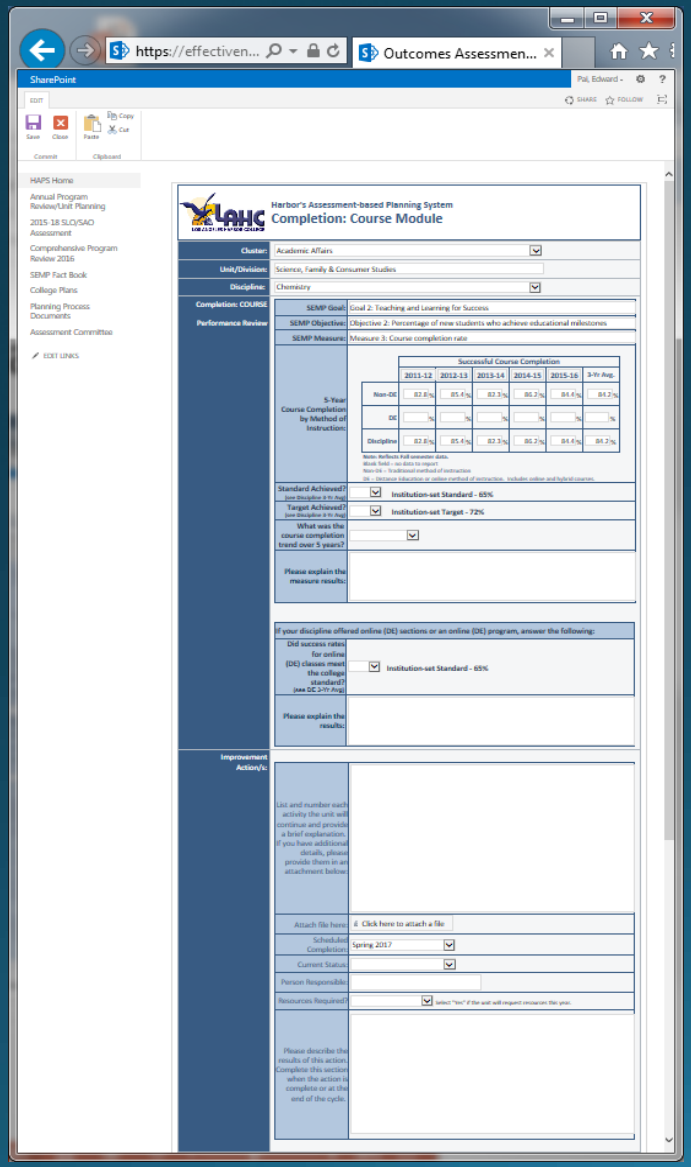
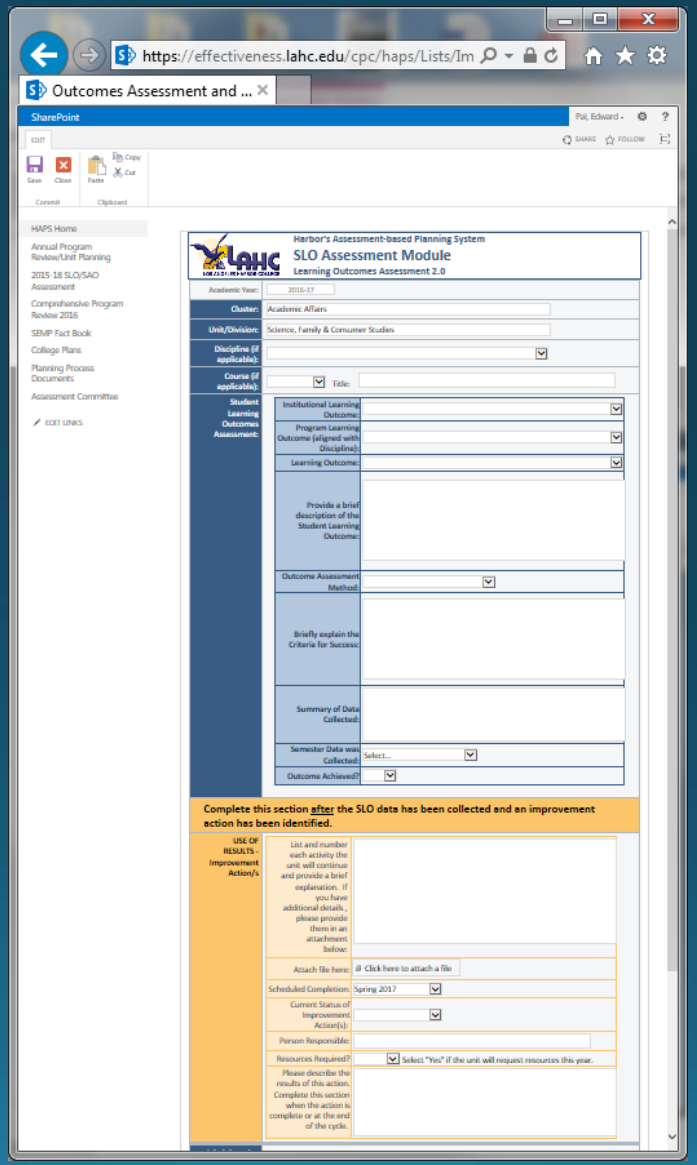
Assessment-based Planning

SEMP



Learning Outcomes



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Closing the Loop

- Macro versus Micro Assessment Processes
- Macro processes assure Institutional Outcomes are met
  - Aligns course SLOs with ISLOs
  - Assures ISLOs are being achieved
    - Assessment results can be disaggregated at the course level to identify where they are NOT being achieved
  - Programs are achieving their outcomes
    - ISLOs are being delivered
    - Assessment responsibilities are being executed
    - Unit Plans reflect the results of assessment activities
- Micro processes assure course outcomes are being achieved
  - Course-based SLOs are functioning
  - Course-based SLOs are being achieved
  - Improvement activities (i.e., unit plans) are identified and recorded where appropriate based on assessment activities

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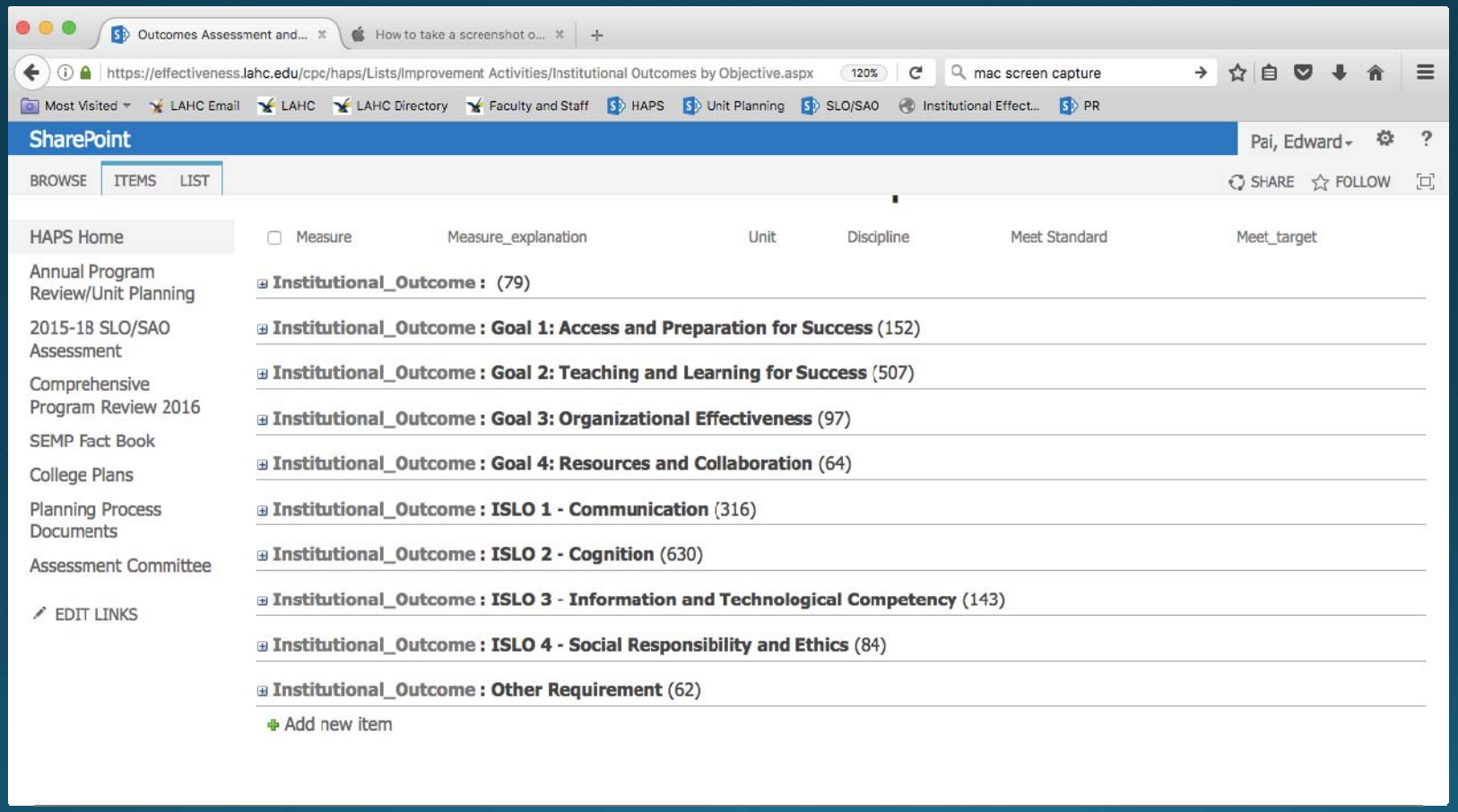
Conceptual/Data Roll-up Model Examples (Macro)



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Conceptual/Data Roll-up Model Examples (Macro) - before

Assessment Results by Institutional Outcome and Cluster

Extracted from HAPS 2/24/16 by OIE

	Academic Affairs		Administrative Service	Student Services			Total Count	Total Percent
SEMP Goals	Count	Percent	Count	Percent	Count	Percent		
Goal 1: Access and Preparation for Success	10	12.2%		0.0%	30	45.5%	40	23.5%
Goal 2: Teaching and Learning for Success	58	70.7%		0.0%	31	47.0%	89	52.4%
Goal 3: Organizational Effectiveness	4	4.9%	3	13.6%	1	1.5%	8	4.7%
Goal 4: Resources and Collaboration	2	2.4%	15	68.2%	1	1.5%	18	10.6%
Other Requirement	8	9.8%	4	18.2%	3	4.5%	15	8.8%
Grand Total	82	100.0%	22	100.0%	66	100.0%	170	100.0%

	Academic Affairs		Student Services		Total Count	Total Percent
Institutional Student Learning Outcomes	Count	Percent	Count	Percent		
ISLO 1 - Communication	123	29.9%		0.0%	123	29.3%
ISLO 2 - Cognition	196	47.6%	4	50.0%	200	47.6%
ISLO 3 - Information and Technological Competenc	69	16.7%	3	37.5%	72	17.1%
ISLO 4 - Social Responsibility and Ethics	24	5.8%	1	12.5%	25	6.0%
Grand Total	412	100.0%	8	100.0%	420	100.0%

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Conceptual/Data Roll-up Model Examples (Macro) - after

Assessment Results by Institutional Outcome and Cluster

Extracted from HAPS 2/24/16 by OIE

2015-16 Final Summary: Assessment Results by Institutional Outcome and Cluster

Extracted from HAPS 011917 by OIE

	Academic Affairs		Administrative Servi		Student Services		Total Count	Total Percer
Row Labels	Count	Percent	Count	Percent	Count	Percent		
Goal 1: Access and Preparation for Success	16	6%		0%	36	40%	52	13%
Goal 2: Teaching and Learning for Success	215	77%	2	6%	37	41%	254	63%
Goal 3: Organizational Effectiveness	34	12%	9	26%	10	11%	53	13%
Goal 4: Resources and Collaboration	2	1%	19	56%	3	3%	24	6%
Other Requirement	14	5%	4	12%	4	4%	22	5%
Grand Total	**281**	**100%**	**34**	**100%**	**90**	**100%**	**405**	**100%**

	Academic Affairs		Student Services		Total Count	Total Percer
Row Labels	Count	Percent	Count	Percent		
ISLO 1 - Communication	243	27%		0%	243	26%
ISLO 2 - Cognition	488	54%	4	44%	492	54%
ISLO 3 - Information and Technological Cor	101	11%	5	56%	106	12%
ISLO 4 - Social Responsibility and Ethics	77	8%		0%	77	8%
Grand Total	**909**	**100%**	**9**	**100%**	**918**	**100%**

ent Services		Total Count	Total Percent
Count	Percent		
30	45.5%	40	23.5%
31	47.0%	89	52.4%
1	1.5%	8	4.7%
1	1.5%	18	10.6%
3	4.5%	15	8.8%
66	100.0%	170	100.0%

ount	Total Percent
123	29.3%
200	47.6%
72	17.1%
25	6.0%
420	100.0%

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Closing the Loop – System Demo

- Macro processes assure Institutional Outcomes are met
- How does Harbor use HAPS to address the Accreditation Standards?

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Accreditation Standards: Mission and Outcomes Achievement

Standard IA.2 – ***The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students***. CW New, IA1

Standard I.A.3 - The ***institution's programs and services are aligned with its mission***. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. CW IA1, IA4

Standard I.B.1 - The institution demonstrates a ***sustained, substantive and collegial dialog about student outcomes***, student equity, academic quality, institutional effectiveness. CW IB1+

Standard I.B.4 – The institution uses ***assessment data and organizes its institutional processes to support student learning*** and student achievement. CW IB, IB3, IB4

Standard I.B.5 - The ***institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement***. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. CW IA3, IB3

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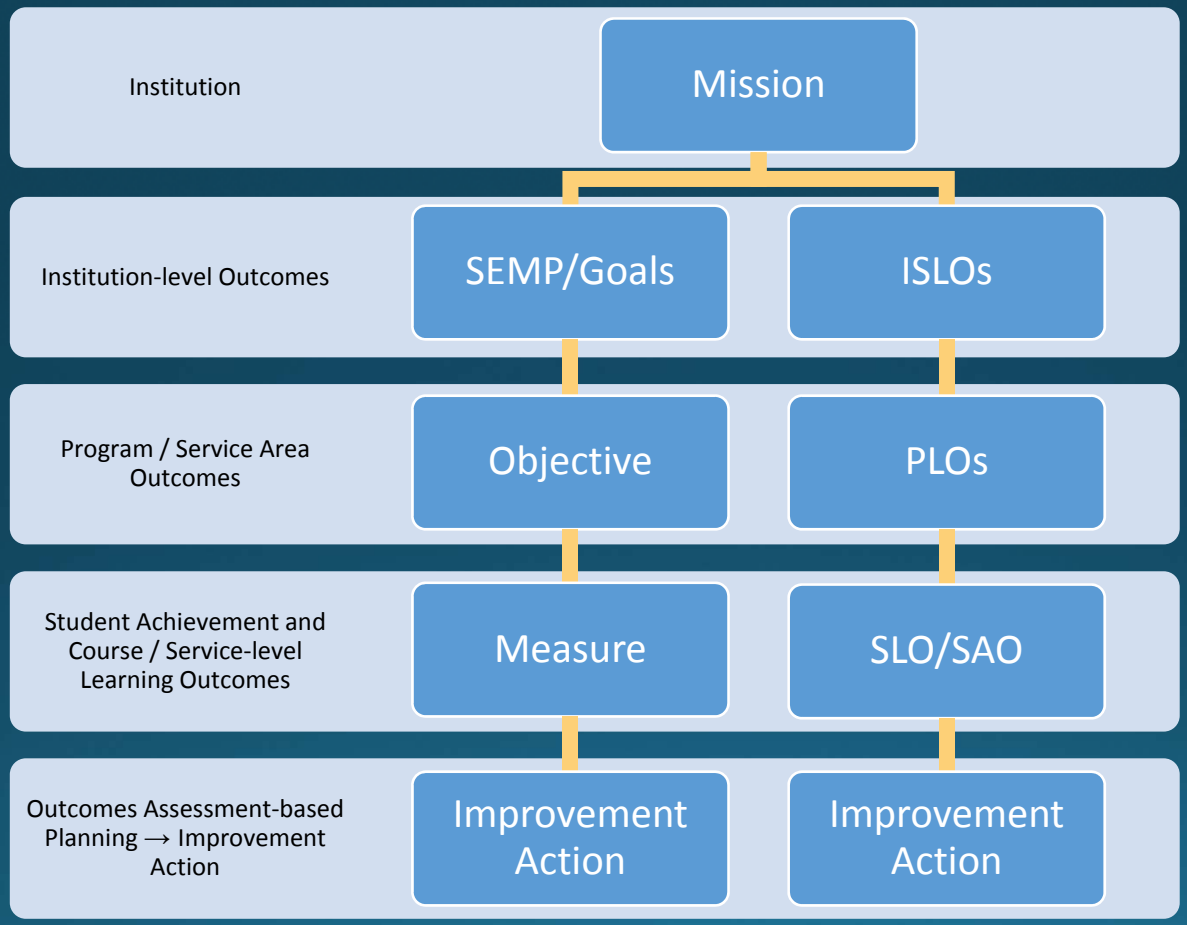
The Mission Hierarchy – Aligning the Mission, Institutional Outcomes Assessment & Planning



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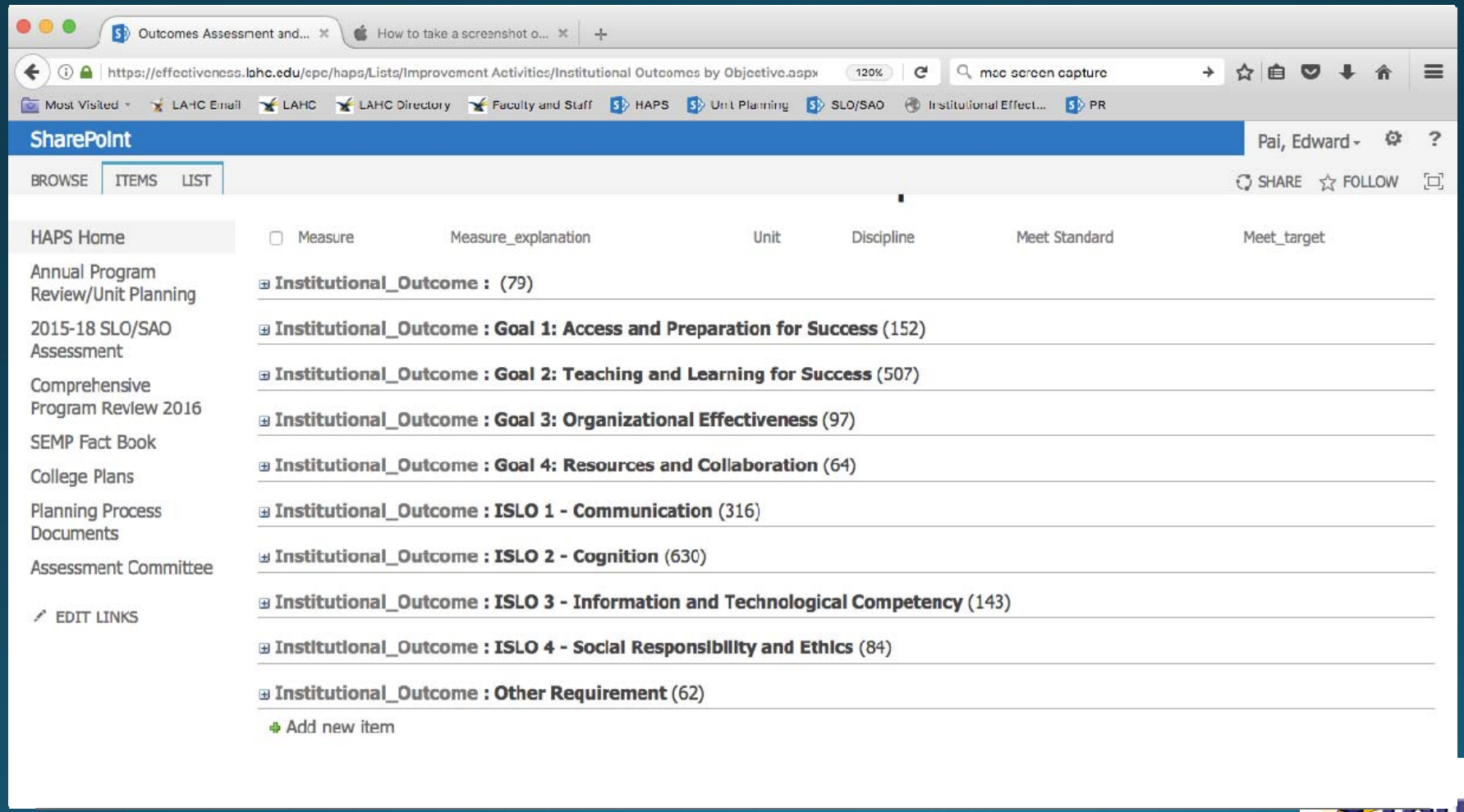
Assessing Mission Achievement



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Accreditation Standards – Learning Outcomes & Assessment Requirements

Standard IIA.11 – *The institution includes in all of its programs,* ***student learning outcomes****, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other* ***program****-specific* ***learning outcomes****.* CW IIA2c, IIA3b, IIB3d

Standard IIA.12 – The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon ***student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences***. (ER 12) CW IIA3, IIB3b+

Standard IIA.13 – All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core is based upon ***student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study***. CW IIA4+

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Eligibility Requirements: Learning Outcomes & Assessment Requirements

ER 11. Student Learning and Student Achievement
The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected ***student learning and any program-specific achievement outcomes***. ***Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes*** and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

ER 12. General Education
The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ***ensure students achieve comprehensive learning outcomes in the degree program***. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard 11.A.12 and 11.A.5)

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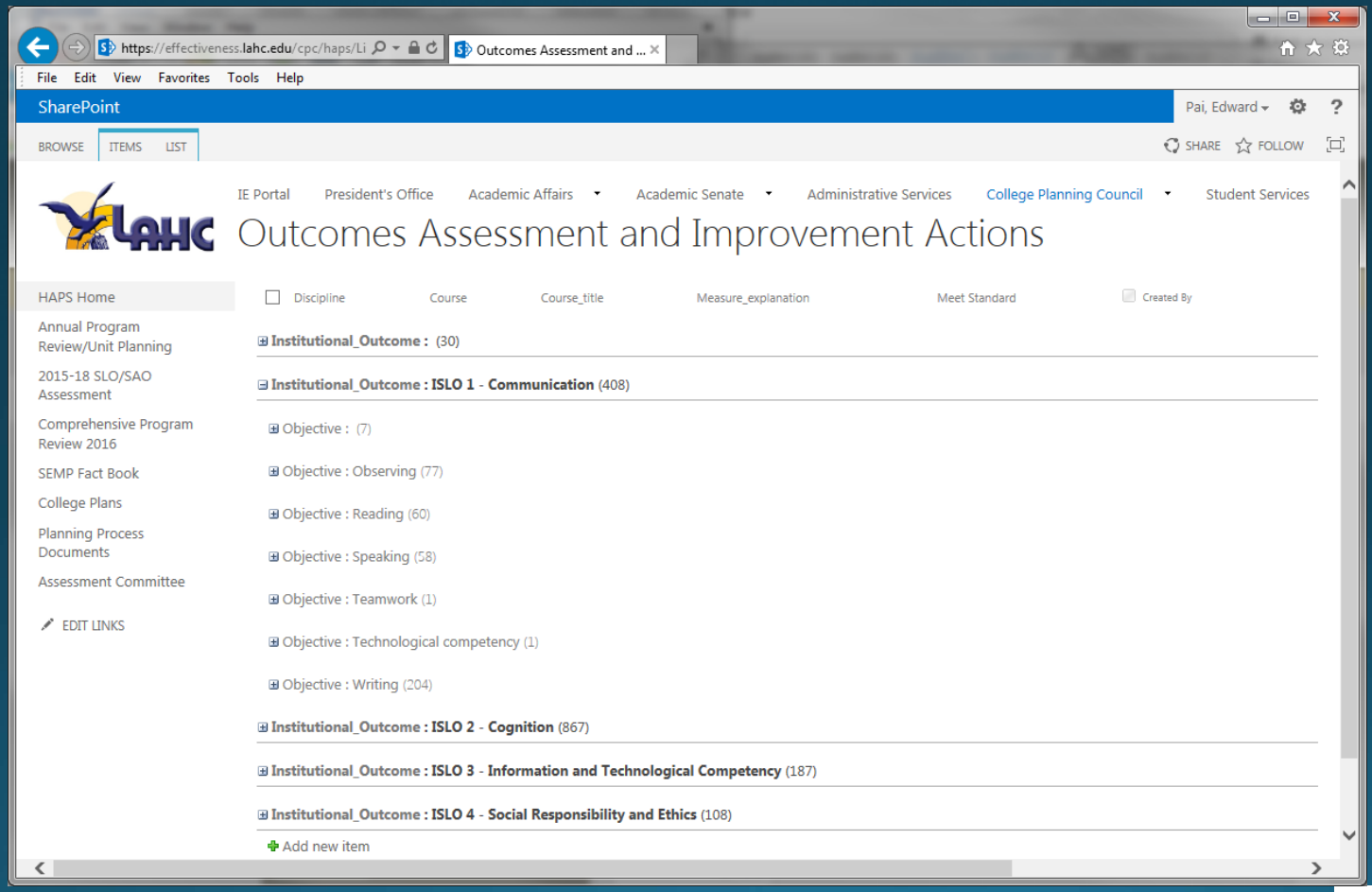
Assessing Institutional Student Learning Outcomes Achievement



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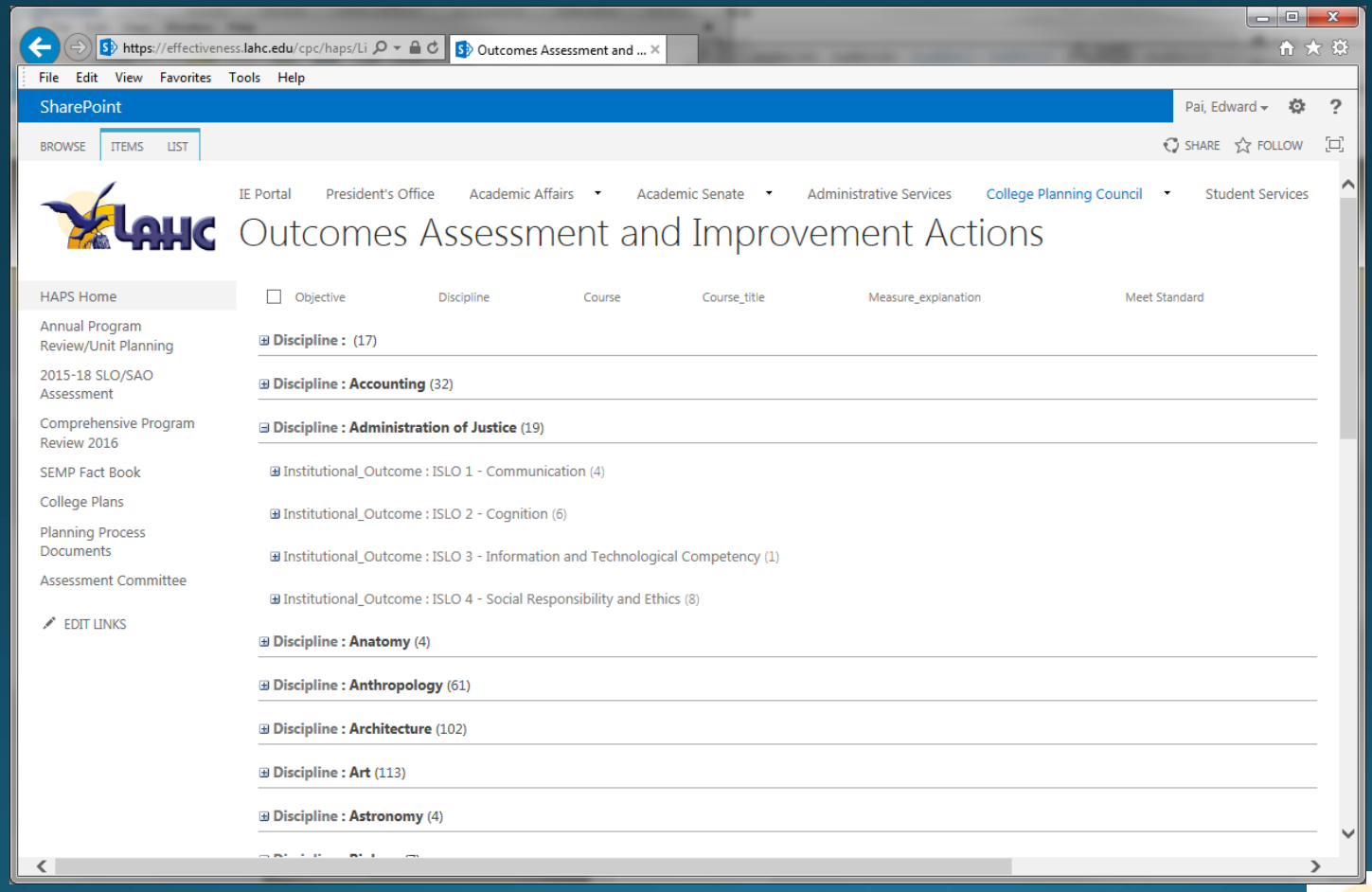
Assessing Program-level Learning Outcomes Achievement



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Questions, Comments and Discussion

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