



Create a campus culture where SLOs are understood and valued and where assessment functions as a resource leading to improved instruction, curricula, programs, and/or services. (2011)

Bldg 6-144 • 2:30-4:00pm

Outcomes Committee

2012 Annual Report

Goal 1 – Create and integrate a long-term outcomes assessment cycle that is ongoing and integrated into the current planning mechanisms of the College.

- Continuing to align the assessment process into existing college mechanisms (C&I and/or IEC)
- Held summer workshop for campus leaders
- Met with faculty, department chairs, division deans, and Instruction Team to present new tools that were created over the Winter, including the new website, new online tools, and a paper option

Goal 2 – Create a culture that values SLO assessment as an integral part of student learning and College planning.

- Encouraged faculty to ask meaningful questions and conduct authentic assessment activities
- Working with faculty to integrate outstanding pedagogical practices and assessment processes with the SLO process
- Acknowledge success through publications and the Presidential Awards for the Improvement of Teaching and Learning
- Met directly with department chairs who had not yet started to assess to bring them up to the campus standard

Goal 3 – Utilize assessment data to guide planning, curriculum design, pedagogy, and decision-making at the unit and institutional levels.

- Consistently communicated the message that assessment is *for the improvement of teaching and learning* and assist departments in making the goal a reality
- Worked to ensure that funding requests supported by outcomes data get priority consideration (approved by IEC & PAC)
- Worked with RIE to provide useful reports to deans and chairs to increase their understanding of where each unit is in their achievement of meeting college targets
- Worked with RIE to provide clear and useful examples of assessment, including how to incorporate those examples
- Continuing to work with Academic Senate and Curriculum to find and publicize additional contact points between SLOs, curriculum, and pedagogy

Goal 4 – Create mechanisms that support faculty in designing, implementing, and evaluating assessment processes.

- Working to eliminate barriers to the adoption of the outcomes processes, including improving TracDat
- Ensuring that the campus is aware of the new tools that have been designed for their benefit
- Working with RIE, new researchers, and faculty to ensure the “paper option” is helpful and useful, while maintaining the quality of the campus reporting

Goal 5 – Create a culture that supports campus-wide dialogue that furthers student success.

- Campus Training (Boot Camps, workshops, direct meetings, “closing the loop,” Round Table discussion, and training)
- Engaging at various levels of the College to determine levels of engagement, including with service areas
- Working to reinvigorate the General Education Outcomes process (held GEO discussions for areas A1 (English), B, C1 (Arts)) and seeking to determine if future changes would be beneficial

Proficiency – Numerical progress

- As of June 5, 2012, 69% of courses were assessed to *Summary of Data* (from 48% in September)
 - Sixteen departments have assessed 100% of courses to this level
- As of June 5, 2012, 68% of courses were assessed to *Use of Results* (from 45% in September)
 - Fifteen departments have assessed 100% of courses to this level
- At the program level:
 - As of June 5, 2012, 35% of programs were assessed to *Use of Results* (from 28% in September)