Assessment Coordinator Report

Coordinator: Tanya Renner Date: March 5, 2012

Strategies

- Meet with Arts & Sciences chairs, different groups of counselors, Charles Sasaki, the VCAC, the chancellor and vice-chancellors, Bob Franco, assessment coordinators, the FS Assessment SLOs Committee, the Cornerstone Committee, Sally Pestana, Mary Hattori & Raphael Low.
- Discuss program and/or course level assessment of student learning, the relationships between SLOs assessments and program review, planning and resource allocation, and what needs to be done this spring in order to move forward with respect to our performance vis á vis the ACCJC SLOs rubric that will be used to evaluate our reaccreditation status in October.
- Focus on issues around making course and program reports available to departments and the site visit team.

Progress

- The scorecard is now called *Course Learning Profile* (CLP). An updated profile will be handed out during the meeting. Please report any updates and/or errors.
- Summer stipends are being discussed so that faculty can complete spring course learning reports and we can ensure that the information is integrated into the ARPDs in a timely fashion.
- Priorities vis á vis reassigned time for continuing assessment coordination in various disciplines and departments are being determined in conversations with everyone.
- Currently obtaining permissions from faculty members to use their excellent course and/or program learning reports as exemplars for other faculty and/or to be linked to the self study.
- Electronic structure for making learning reports available to site visit team is being widely discussed.

Concerns

- We need to work closely with new webmaster and stakeholders to create websites that are transparent to navigate, that make assessment relatively quick and easy for faculty, and that document our engagement in the process. Assessment websites are not currently easy to understand or useful so are largely ignored.
- Course Learning Reports for priority 1 courses need to be accessible if site visit team requests to see them. We are considering various models. Departments will post all course and program learning reports as relevant on their departmental website. (This only works well at this time for two A&S departments.) An A&S website could be created in Laulima or Quill to house priority one course and program learning reports. The reports on the A&S site will be made available to the visiting team.
- The CLP is an internal document for our use in tracking reporting on course learning. Should it be shown to the visiting accreditation team? Since it does not address how the information is being used, it does not directly address the elements on the ACCJC SLOs rubric.
- Alignment of learning outcomes with course assignments and program outcomes needs to be transparent, and the evidence easy to find and understand. This could be supported by adopting some common formatting for the first page of a course syllabus for information that does not change frequently (e.g., course description). Program learning outcomes could be added to a first page template. The remainder of the syllabus would be individualized as usual.
- Need to improve student awareness and understanding of learning outcomes we intend them to have.
- Need to obtain 3-year assessment plans from faculty for each course on the CLP.

Next

- Continue with all activities indicated above
- Obtain 3-year assessment plans and promised course learning reports for all courses on the CLP.