

Assessment Coordinator Report

Coordinator: Tanya Renner

Date: Feb 2, 2012

Strategies

- Meet with (individually and/or together) Arts & Sciences chairs, Charles Sasaki, the VCAC, the chancellor and vice-chancellors, Bob Franco, assessment coordinators, the FS Assessment SLOs Committee, the Cornerstone Committee, and Sally Pestana.
- 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
- Implement a general education SLO survey.

Progress

- General Education SLO “Self & Community” is being assessed in many courses where service learning is optional. Expect to see improvement in all students. If we have a greater increase in service learners, it would demonstrate that service learning can be an effective pedagogy for improving this Gen Ed SLO.
- Several General Education SLOs are being assessed through the Cornerstone project. Student work from Spring 2012 will be assessed by Cornerstone faculty during a summer workshop in May or June, 2012. We will assess Fall 2011 work at that time, or sooner.
- Links between course and program SLOs and program review and budget will be strengthened by development of summary statements of info in the Assessment Scorecard. These summaries will be generated with DCs, assessment coordinators and interested faculty. Organization of the data may include use of diversity and foundation designations. A summer institute in May or June will be arranged to ensure these summaries are integrated into the ARPDs. Currently developing exemplars to clarify what is needed.
- Connections between the ARPDs and the tactical plans are being delineated through consultations with Charles and DCs.
- Expert consultations will help create a website that is transparent to navigate, that makes assessment relatively quick and easy for faculty, and documents our engagement in the process.

Concerns

- Data upon which course assessments are based need to be accessible by department if site visit team requests to see it.
- Assessment websites are not currently easy to understand or useful so are largely ignored.
- Alignment of learning outcomes with course assignments and program outcomes needs to be transparent, and the evidence easy to find and understand.
- Need to improve student awareness and understanding of learning outcomes we intend them to have.
- Dialog between faculty, admin, and staff regarding value of SLOs and actual SLOs data needs to be documented. This could be accomplished, for example, via department and discipline meeting minutes and assessment website activity.

Next

- Continue with all activities indicated under Strategies and Progress above
- Consult with experts regarding possibility of using an interactive rubric on a faculty course assessment website
- Provide every faculty member with a copy of the rubric that the ACCJC will use in October to evaluate KapCC’s SLOs
- Meet with Student Services assessment coordinators and attend Student Services’ Feb 24 meeting