

Outcomes Assessment Task Force Interests

College personnel regularly measure the degrees to which our students have demonstrated successful mastery of the student learning outcomes for which they are responsible. The outcomes assessment task force will provide the campus with outstanding models for constructing or improving assessment instruments but will not prescribe how student learning outcomes are to be assessed at the course and program level. The outcomes assessment task force, however, will structure the sampling methodology by which evidence is collected at the course, program, and college level and will devise a way to collect, warehouse, and analyze results of the course, program and college-wide SLO assessments done at CRC. The committee will respect the following interests as the members work to devise practical and consistent mechanisms for gathering and analyzing the results of existing and future assessments of outcomes.

The materials developed and the recommended processes need to:

- **be flexible and versatile**
 - include methods that utilize various types and levels of technology
 - be broad enough to support instructional, student services and non-instructional programs
 - address multiple levels with respect to
 - program type (vertical, horizontal, instructional, student services, administrative services, vocational, transfer, GE, etc.)
 - size of the department
 - faculty – these efforts need to be implemented by all faculty (full time and adjunct)
 - intensity and effort required to implement
 - be responsive to the local divisional practices

- **educate the campus community about the purpose and value of SLO assessment**
 - provide support and resources to help with the implementation (we want to be a full service hardware store instead of a big-box, self service warehouse of tools, providing high-quality tools and outstanding service and support)
 - educate the campus community about the reasons and the potential benefits of implementing SLO assessment
 - the WASC requirements
 - communicate that assessment of SLOs is for self and program evaluation - **not** peer evaluation.
 - be designed to reduce anxiety and facilitate cooperation and implementation
 - communicate the broader context and political realities that are relevant to this issue
 - correct misunderstandings that we have heard expressed by the campus community
 - affirm that our primary responsibility is to educate our students well
 - affirm that the purpose of SLOs is to help us accomplish our primary responsibility

- **ensure that the systems developed for SLO assessment are not overly burdensome and excessively time consuming**
 - be sensitive to workload issues and issues related to change fatigue
 - be easy, useful and practical
 - create a centralized and streamlined process that eliminates duplication of effort and integrates with existing processes
 - include a mechanism to assess and remediate any unintended consequences of the system that is developed

- **meet the WASC standards**
 - Include documentation of a dialogue about outcomes development
 - Include evidence of outcomes assessment that is ongoing, systematic and used for improvement of student learning and organizational effectiveness
 - Include evidence of an ongoing and robust dialogue about the results of that assessment.
 - Include evidence that outcomes assessment has resulted in changes to improve student learning. Note that this evidence can be quantitative or qualitative.
 - Include a process that links student learning outcomes assessment with program review and the ongoing evaluation and modification of organizational structures that support student learning.

- **be consistent with the campus culture**
 - be sensitive to and supportive of academic freedom
 - build on our strengths
 - recognize faculty expertise in evaluating student learning and the tools already used for student learning outcomes assessment

- **provide results that inform our practice**
 - produce useful results
 - be clearly connected with student learning and student success
 - be effective
 - be guided by what has been done in other institutions that have recently been given clear accreditation
 - be pilot-tested and reviewed extensively before being finalized

In addition, there was an interest that the committee strategically communicates with the broader campus community throughout the development process.