

## Outcomes Committee

*Create a culture where outcomes assessments (SLOs, GEOs, AUOs) are understood, valued, and a resource leading to improved instruction, curriculum, programs, and/or services.*

### Mt. San Antonio College SLO Report 2010-11

Jason Chevalier, Outcomes Coordinator • October 31, 2011

The Outcomes Committee has spent the last eight months on the following, (a) evaluating the SLO assessment process in consultation with campus faculty and leadership, (b) providing forums for open dialogue and training, (c) identifying impediments to the institutionalization of the process, and (d) working to establish an ongoing outcomes-assessment process, one that is aligned with the campus culture and leads to the improvement of teaching and learning. As such, the Outcomes Committee has established the following goals for the 2011-12 school year:

1. Create and integrate a long-term outcomes assessment cycle (SLO, GEO, AUO) that is ongoing and integrated into the current planning mechanisms of the College.
2. Create a culture that values SLO assessment as an integral part of student learning and College planning.
3. Utilize assessment data to guide planning, curriculum design, pedagogy, and decision-making at the unit and institutional levels.
4. Create mechanisms that support the faculty in designing, implementing, and evaluating assessment processes.
5. Create a culture that supports campus-wide dialogue that furthers student success.

The following positive comments/observations were captured at the executive and unit levels of ePIE:

1. The process is meaningful and we have used it to improve teaching and learning.
2. Areas that are service oriented and/or have outside accreditation (Nursing, EMS/Paramedic, Writing Center, etc.) appear to have higher levels of acceptance with the assessment process than do the traditional disciplines (history, biology, English, etc.).
3. Most departments have crafted SLOs at the course level and discuss the items at their monthly meetings.

The following concerns were captured at the executive and unit levels of ePIE:

1. The outcomes-assessment process needs to be clearly defined and articulated to the campus body.
2. Areas need additional support from the research office.
3. Areas find TracDat an impediment to the process.
4. Areas would like resources to include adjunct faculty in discussions.
5. Areas want to see outstanding examples that have led to curricular or pedagogical improvement.
6. Areas are unsure of how to assess the numerous courses that have not been offered due to the state budget situation.
7. Areas want the process simplified, feedback on their work, and an evaluation of the quality of work.

The College has established a goal of having 50% of courses assessed by June 2011 and 100% of courses by June 2013. As of September 16, 2011, this is where the college stands:

1. 47.7% of courses have assessed to *Summary of Data*.
  - a. Earth Sciences & Astronomy have assessed 100% of courses to this level.
2. 44.7% of courses have assessed to *Use of Results*.
  - a. Math & Computer Science, DSP&S, and Mental Health/Psych Tech have already assessed 100%.
3. At the program level:
  - a. 75% of programs have an SLO (which meets the current goal)
  - b. 28% have assessed to *Use of Results* (the current goal is 50%).