

## Summary of Institutional Dialog About New Assessment

The college's new model of assessment; passed by both the Academic Senate and the Shared Governance Council in Spring 2012, was created after a year and a-half of college-wide dialogue and an extensive Faculty Assessment Survey evaluating college assessment efforts. The survey was completed by 168 faculty (87 percent of full-timers and 25 percent of adjuncts), which included 821 comments. The new model, beginning in fall 2012, establishes a five-year cycle of assessment coinciding with the state-mandated course outline revision timeline, and integrates course and program-level assessment with course outline revision, program review, planning and requests for resources. Dialogue begins at the department level with analysis of CSLO and PSLO assessment results, also posted on the college's Public Drive for transparency. The assessment results are included in the annual program review and reviewed by an expanded planning committee.

When a need for improvement is identified, departments integrate curricular or pedagogical changes through the course outline revision process, and write new program SLOs as part of the program review process. When improvements call for support in terms of professional development and/or resource allocation, assessment results are used as supporting evidence in making those requests. The President's Cabinet, Shared Governance Council and CTE Committees review and rate resource allocation requests tied to program review.

To expand the dialogue, programs have been showcasing CSLO/PSLO assessment processes, results and improvements made at department chair, CTE, and GE meetings; college assemblies and all-day focused Flex workshops.