

**Current Assessment/Learning Outcome Committee (LOC)
Projects and Action at GRCC:
A Draft/Brainstorm by Marcie Sims**

GRCC has fully developed and implemented four campus-wide learning outcomes: Responsibility, Critical Thinking, Quantitative/Symbolic Reasoning, and Written Communication. We also have a few other campus-wide outcomes that are in various stages of development—some are just in the development stage or are still being defined. The four outcomes that are fully developed have campus-adopted definitions as well as some specific criteria/element measuring rubric models for faculty use (tools for measuring the success of the target outcome).

In winter 2002, the Learning Outcomes Committee created its own website and have posted all the Campus-Wide Outcome definitions, existing model rubrics, teaching and learning tools and classroom assessment techniques, and program-level assessment tools (such as an outcome survey) for faculty to use as a resource. The LOC will continue to post all updates on CWO's as well as AA Degree Outcome work and individual classroom assessment tools on our site on an on-going basis.

In many ways, GRCC has woven the Campus-Wide Outcomes (CWO's) into the climate of GRCC. To begin with, faculty in all departments have updated the campus CARs (Course _____) to include one or more of the four developed CWO's. Also, the LOC has sponsored several on-going workshops which have helped both full and part-time faculty implement CWO's into their individual classes (from syllabi to specific assignments and even measurement tools for assessing student achievement in the target CWO's). These steps have helped implement the CWO's into individual classes as well as at the program level.

First, there have been some syllabus workshops where both full-time and part-time faculty have been able to work on getting outcomes into their individual syllabi in a meaningful way. Marcie Sims offered an In-Service Day workshop in 1995 to get faculty from across the disciplines talking about the Written Communication Outcome. Julie Moore has offered various syllabus workshops helping both full and part-time faculty implement the basics of a course syllabus: including implementing one or more of the Campus-Wide Outcomes. [See Attachment A for a brief description of Julie's latest Syllabus Workshop, presented 2-22-02]

Also, the LOC sponsors a Summer Institute (we've had four so far) which targets one of the four outcomes and offers specific training and requires specific products from participating full and part-time faculty from across the disciplines.

The first Summer Institute helped faculty (from various disciplines, full and part-time) incorporate one or more of the four accepted CWO's into their individual course syllabi, and, in this way, faculty incorporated the targeted CWO's into their courses and also developed a tangible way for measuring students' demonstration of these specific skills. Also, the first Summer Institute worked on developing rubrics (measuring tools with specific criteria/elements taken from our accepted CWO definitions).

The most recent Summer Institute (Summer 2001—led by Julie Moore and Marcie Sims) targeted the Written Communication Outcome and worked on creating a specific assignment for a specific course. The assignment had to incorporate specific elements from the WC Outcomes, and then the faculty had to develop a specialized rubric to measure the targeted elements/criteria/skills from the WC Outcome that this specific assignment is trying to develop and/or assess. [See Attachment B—Summer Institute]

Also, the Science Division has created a survey to assess student exposure to targeted CWO's in their discipline/program level. [See Attachment C—Survey]. This project is in an early stage, but it should prove a valuable tool for assessing student exposure and understanding of the CWO's in the Science area.

Connecting the CWO's with AA Degree Outcomes and/or Program/Discipline Area

Assessment:

The English, Humanities, Math, and Science Divisions have begun connecting CWO's to their program outcomes. As mentioned above, the Science Division has adopted the CWO's and have specialized those outcomes to more specific outcomes related to their program/discipline level outcomes. The survey will help measure the overall CWO's exposure as well as program/discipline/course-level outcomes under the umbrella of the CWO's. [See Attachment C].

The English Division has developed eight AA degree outcomes which define specific discipline-based skills that our courses try to teach. Furthermore, the English Division has connected the CWO's and the AA Degree Outcomes through the CAR's and through on-going assessment projects. First, the English Division spent a day working on connections and language. Through this work, we developed a grid which connects our specific AA Degree Outcomes with the broader Campus-Wide Outcomes. Moreover, we went through all of our CAR's and determined which courses integrate which CWO's as well as which AA Degree Outcomes (or which elements of both). We labeled the individual CAR's with our findings and created a grid which listed which courses

incorporated which outcomes (both campus-wide and distribution-area outcomes). [See Attachment E—English Division AA Degree Outcomes and connecting Grid and Attachment F—Humanities Division AA Degree Outcomes]

Finally, the English Division has completed one cross-division project to assess one of the AA Degree Outcomes we developed. We took samples from all English 110 sections during Winter Quarter 2000, and we developed a simple rubric for measuring the outcome. We have implemented some changes based on the information we gathered in the way of full and part-time faculty training and syllabus workshops. We are in the process of starting a second project on one of our other AA Degree outcomes.

Also, we created an action plan for continuing both the assessment and training needed to improve in our outcomes success. One of the actions we've taken is to create "Round table" work sessions where we invite all full and part-time English Division faculty to learn, discuss and train for implementation and measurement of these outcomes in targeted courses (for instance, we've had an English 110 Round table and we are about to have an English 081 Round table and then a literature roundtable).

[Other Departments/Programs: Fill in here!!]

Program Assessment and Review:

GRCC's newly revised and implemented Program Assessment and Review process will also focus more closely now on both Campus-Wide Outcomes and AA Degree/Program-level outcomes. The new format includes sections that specifically address the CWO's and the individual Program's goals and outcomes. [See attachments from PA&I forms]

Teaching and Learning Center: GRCC has also established a Teaching and Learning Center for faculty and staff which will serve as a resource for the campus in all levels of assessment. [insert blurb from Jeff/Kim]

Upcoming LOC/Assessment Projects for measuring Campus-Wide Outcomes:

Spring 2002:

Michael McVay will conduct a Science Survey which will question all students in the science program in regards to the Campus-Wide Outcomes as well as the AA Degree Outcomes for the Science Division.

Jeff Clausen will head a Critical Thinking Project which will target the Critical Thinking CWO and develop a measurement tool and a process for collecting student work from across the disciplines in order to collect and assess a campus-wide snapshot of student Critical Thinking at GRCC.

Fall 2002:

Marcie Sims will head a Written Communication Project targeting that CWO in order to collect a student portfolios of all written communication work they do throughout the disciplines and measure the success of the CWO elements/definitions with a general measurement rubric for Written Communication.