A. Overview

I. Academic Year

2017-18

II. Purpose

Outcomes assessment at the course level measures student achievement of individual course outcomes.

Results and analysis from the course outcomes assessment are used by faculty to improve teaching and learning at the course level.

Course Outcomes lead to degree, certificate and program outcomes and Institutional Core Learning Outcomes .

Course Outcomes assessment is tied to Core Theme Objective B: Transforming Lives – Education.

B. Previous Review's Recommendations, Action, and Analysis

I. List recommendations from previous reviews, summarize actions taken in response to recommendations, evaluate effectiveness of actions.

1. Completion rate of scheduled course outcomes assessment:

Recommendation: With a 5% decrease in the completion rate of course outcomes assessment, and a 50% decrease in completion rate from summer and fall terms to spring term, it was recommended that assessments should continue to be scheduled heavily in summer and fall terms. It was also recommended that it might be helpful to have department chairs and directors intervene with those instructors who miss assessing courses summer, fall and winter. The academic assessment coordinator (AAC) recommended sending a list of those instructors to department chairs (DC) and directors for follow-up

Actions: Course outcomes assessments were scheduled with as many instructors and courses as possible in summer and fall terms. Those instructors who did not complete Part B the first time were rescheduled for course outcomes assessments in winter and/or spring terms. During the second to third week of term the curriculum and assessment administrative assistant (CAAA) sent directors and department chairs a list of instructors who had not completed Part A/Part B. The CAAA also called directors or stopped by their offices to discuss the list of instructors who have not completed. While the AAC did not track whether or which directors and department chairs followed-up with instructors, the AAC was included on some of the follow-up emails from the Arts & Humanities and the Social Science DCs.

Results: Data indicates a 5% increase in instructor completion of scheduled course outcomes assessment. With summer completion at 100%, fall at 85%, winter and spring at 77% each, there was a 23% decrease in completion rate from summer to spring (compared with a 50% decrease summer to spring in 2016-17). While data continues to indicate higher completion rates for summer and fall, the difference between summer/fall and winter/spring is less than the previous year.

Effectiveness of actions: Data does indicate an increase in completion of course outcomes assessment. It is recommended that reminders and heavy summer/fall scheduling continue for another year, and completion numbers continue to be tracked.

2. **Measurement of student achievement of outcomes:**

Recommendation: Last year it was noted that some instructors may continue to use indirect measurements of student achievement of course outcomes. It was difficult to provide a recommendation, though, as tracking of which instructors use direct measurements and which do not, had not been implemented. As a result, it was recommended that the results of course outcomes assessment also include tracking of direct/indirect measurements, in order to provide better data, analysis and create a more thoughtful plan for implementation in the future.

Actions: During 2017-18, the AAC tracked and documented methods of assessment.

Results: A total of 77 instructors completed Part A, which requires instructors to describe their methods of assessment for each of the 3 outcomes assessed. 76 instructors reported direct methods of assessing student achievement of outcomes.

Effectiveness of actions: We now have a more accurate picture of how many of our instructors are measuring student achievement of course outcomes using direct measures of assessment. The results indicate 99% of CGCC instructors are using direct measurements of student achievement of outcomes, which is much higher than assumed in the 2016-17 report.

3. **Making the connection between evidence of student achievement of course outcomes and changes/improvements made to courses:**

Recommendation: 2016-17 saw a 54% increase in documented data-driven recommendations for improvements. It was recommended that faculty continue to document data-driven changes and improvements to courses, given that there was a slight drop (2.2%) in student achievement of course outcomes.

Actions: Data-driven recommendations for changes and improvements to curriculum, course design and delivery continued to be tracked by the AAC during 2017-18.

Results: A total of 86 changes/improvements are planned as a result of evidence based from course outcomes assessment. This number is up from the 85 suggested changes last year, even though the number of courses assessed was down by 11. Numbers of instructors suggesting changes/improvements was tracked for the first time this year, with 59 out of 75 instructors (79%) recommending changes and/or course improvements based on evidence from their course outcomes assessment. Tracking instructors suggesting changes as opposed to changes based on numbers of courses assessed provides a better idea of how many instructors are using evidence from course outcomes assessment as a means of determining where improvements and/or changes need to be made.

Effectiveness of actions: We now have a baseline of percentage of instructors using outcomes assessment to determine where course adjustments need to be made. As stated above, instructor data, as opposed to course data may have more relevance in determining the connections instructors are making between evidence from outcomes assessments and changes/improvements made to courses.

4. **Documenting the effectiveness of changes made from previous course outcomes assessment:**

Recommendation: In the past many instructors did not make a connection from recommendations made in previous course outcomes assessments and student achievement of outcomes in current course outcomes assessment. While changes might have been recommended, no indication of the effectiveness of those changes were noted in current course outcomes assessments. During 2016-17, 75% of courses that had previously been assessed, made no mention of the effectiveness of previously suggested course adjustments. As a result, the assessment loop of recommendation-implementation-measuring effectiveness-making adjustments was not closed. Since mandating the question addressing reflecting on the effectiveness of course improvements from previous assessments was still a relatively new change, and since many courses were just starting to go through the assessment process for a second time, it was recommended to keep the question as mandatory, and to continue to email previous completed course assessments to instructors and gauge the results after another year.

Actions: The AAC included a pdf version of previous course outcomes assessments (Part B) in the email sent to instructors once Part A was completed. The recommendations and changes that instructors had mentioned were highlighted in the email.

Results: There has been a 19% increase from last year of the percentage of instructors who addressed the effectiveness of changes made from previous course assessments. This year a total of 39% of instructors who had suggested changes in previous course outcomes assessments, described the effectiveness of those changes. Of the 34 changes (total) that were suggested by those instructors a total of 14 changes were documented as being made.

Effectiveness of actions: Emailing instructors pdf versions of previous course assessments and highlighting changes that were planned as a result of those previous assessments seems to help remind instructors of changes and improvements that were planned so that they can address the effectiveness of those changes.

5. **Feedback from Department Chairs, Directors, Chief Academic Officer:**

Recommendation: It was recommended that department chairs, directors or the CAO respond to instructors, so that there be some documentation of a feedback loop between instructor course assessments and requests for support or acknowledgement of good work being done. It was also recommended that the AAC continue to email completed course outcomes assessments to department chairs, directors and the CAO, highlighting requests for support, or "best practices".

Actions: The AAC continued to highlight requests for support and "best practices" documented by instructors when sending Part B's to department chairs, directors and the CAO. During an Instructional Council meeting the AAC also requested that the CAO, department chairs and directors respond to instructor requests for support and/or documentation of best practices, cc-ing the AAC for the purpose of documentation of "closing the loop".

Results: In 2016-17 year one department chair and 4 directors responded to a total of 15 course outcomes assessment submissions. 2017-18 saw an increase in responses, with one director and 6 DC's providing responses to 22 course outcomes assessments. Many of the responses were "thank-you's" for good assessment work, however there are also emails documenting help problem solving and providing added support/resources for instructors.

Effectiveness of actions: It appears that the AAC's efforts to highlight instructors' assessment efforts and requests for support have helped to improve the feedback from directors/department chairs.

6. **Sharing of "best practices":**
Recommendation: *This recommendation was a holdover from 2015-16 analysis of course assessment.* It was recommended that it should be acknowledged that many of CGCC's instructors are doing exceptional work, as evidenced by their course outcomes assessment. Because there did not seem to be much sharing of "best practices" whether in instruction, curriculum development or assessment practices, it was recommended that an improved method that allows for sharing of best practices be implemented.

Actions: Following recommendations from the assessment of Core Learning Outcomes #1 *Communicate effectively using appropriate reading, writing, listening, and speaking skills.* (Communication) and #2 *Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information* (Critical thinking and Problem-Solving), during spring and fall 2017 in-services, faculty had an opportunity to share best practices related to the 2 CLOs. Faculty worked together to create a list of best practices, both teaching and resources, that supported students in achieving these CLO.
Faculty have also had opportunities to connect, to share best practices and contribute to resources with **Faculty Inquiry Group, Open Educational Resources** (OER) and **Teacher Support Center**

Results: Progress has been made on this recommendation during 2017-18

Effectiveness of actions: Through a collaborative effort, faculty now have many resources and ideas that they can use to support students in achieving the first two Core Learning Outcomes. This activity is planned to continue as faculty assess student achievement of the remaining 3 CLOs.

7. **Increased participation in Student Course Evaluations**

Recommendation: Student and instructor participation in Student Course Evaluations remained fairly low during 2016-17: of the 100 SCE scheduled and sent out, only 69 (69%) had student responses. This was a decrease of 6% from the previous year. It was recommended that the AAC and CAAA continue in their attempts to facilitate an increase in participation of SCE.

Actions: Notifications regarding the SCE were increased with the CAA including a reminder in the Part A email to instructors to look for SCE information from the CAAA. Early ending classes were tracked by the CAAA to ensure that they had their SCEs early.

Results: 77 instructors completed Part A's were sent links and instructions to SCE's, 49 (64%) SCE's have responses, leaving 28 (36%) SCE's with no responses. Response rates have decreased by 5% from the previous year.

Effectiveness of actions: Early notification of SCE's has not proven effective.

8. **Educate students about the importance of Course Outcomes**

Recommendation: It was recommended that the AAC should begin to collect data related to how instructors educate students about course outcomes in order to get a baseline set of data for analysis and planning in 2018-19. Of concern was that students may not be aware of course outcomes or the importance of course outcomes to course design (supporting resources, activities, assessments, i.e. why they are doing what they are doing in their courses) and ultimately how achieving course outcomes contribute to their success in their courses.

Actions: A question was added to Part B asking instructors to describe how they share information about course outcomes with students. The AAC tracked instructor responses.

Results: 85% of instructors responded that they introduce students to course outcomes. Of the 15% who were not included in the data, many did not appear to understand the question or did not answer the question. Of the 85% who did respond, the majority of instructors noted that course outcomes were included in the syllabus and reviewed during the first day. Many instructors also included that outcomes were discussed or linked to activities and assignments throughout the term.

Effectiveness of actions: A baseline set of data has been established tracking how instructors share course outcomes information with students.

C. Overview of Course Outcomes Assessment

I. **Total number of courses scheduled for assessment and total number of courses assessed (by department)**

Department	Number of courses scheduled for outcomes assessment	Number of courses with completed course outcomes assessment	Number of scheduled courses that did not have outcomes assessed	Percentage of course outcomes assessment completion
Arts/Humanities	7	5	2	71%
CTE	18	15	3	83%
ESOL	7	4	3	57%
Math/Computer Science	8	7	1	88%
Nursing/Health Occupations	12	12	0	100%
Pre-College	4	4	0	100%
Science	17	10	7	59%
Social Science	7	7	0	100%
Writing/Literature/Foreign Language	12	11	1	92%
Totals	92*	75	17	82%
(Totals 2016-17)	(111*)	(86)	(25)	(77%)
(Totals 2015-16)	(117*)	(97)	(20)	(83%)

* Some courses were scheduled more than once (and included in this number) – when an instructor did not complete a course assessment, the course was rescheduled in a following term in an attempt to give the instructor another opportunity to complete the course assessment process. Courses that were scheduled for outcomes assessment, but canceled are not included in these numbers.
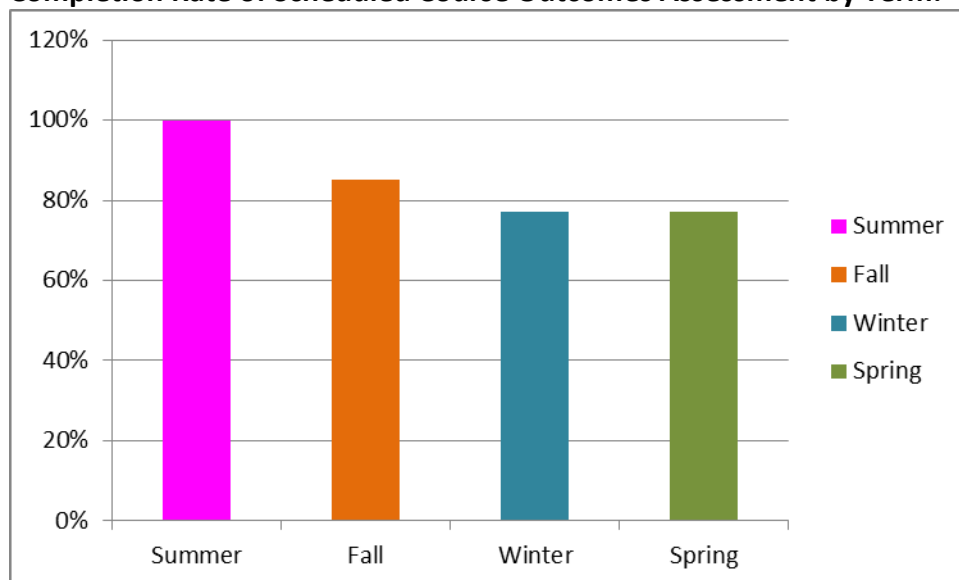
82% of instructors completed their scheduled course assessments. This percentage is up by 5% from 2016-17. As stated above, some of the courses in the data table were counted twice, due to the fact that if the assessment was not completed by an instructor the first time it was scheduled, the assessment was moved to the next term (and included in the total number of courses scheduled). Because some courses are only taught once a year, rescheduling the instructor to assess a course in the following term sometimes means that while an instructor may complete an assessment for the year, the course originally scheduled may not get assessed. While 8 instructors did not complete course outcomes assessment for 2017-18, a total of 12 courses scheduled for course assessment did not get assessed. It should be noted that 3 of the instructors who did not complete course outcomes assessment left CGCC's employment before their Part B's were due to be submitted, leaving 5 instructors, total, who did not complete course outcomes assessment for other reason.

Comparison of completion rates for scheduled course outcomes assessment by department from 2015-16 through 2017-18:

Department	Number of courses scheduled for outcomes assessment	Number of courses with completed course outcomes assessment	Number of scheduled courses that did not have outcomes assessed	Percentage of course outcomes assessment completion	2016-17 Percentage of course outcomes assessment completion	2015-16 Percentage of course outcomes assessment completion
Arts/Humanities	7	5	2	71%	75%	55%
CTE	18	15	3	83%	77%	77%
ESOL	7	4	3	57%	86%	71%
Math/Computer Science	8	7	1	88%	56%	83%
Nursing/Health Occupations	12	12	0	100%	100%	100%
Pre-College	4	4	0	100%	100%	70%
Science	17	10	7	59%	39%	90%
Social Science	7	7	0	100%	100%	100%
Writing/Literature/Foreign Language	12	11	1	92%	88%	90%
Totals	92*	75	17	82%	77%	83%
(Totals 2016-17)	(111*)	(86)	(25)	(77%)		
(Totals 2015-16)	(117*)	(97)	(20)	(83%)		

A comparison of completion rates for course outcomes assessment over the last 3 academic years is included to gauge if and in which departments improvement in course outcomes assessment is being made, and which departments may be struggling. As stated in Part B, actions were taken during 2017-18 to try to improve completion rates in course outcomes assessment. While DCs and directors have always been included in reminder emails to instructors regarding non-completion of course outcomes assessment, this year directors were provided a list of instructors who had not completed course outcomes assessment by email, as well as verbally. In many departments, the data indicates favorable percentages when a director and/or department chair contacts an instructor to urge them to complete their assessment and/or reminds them of contractual obligations with regards to assessment. Of note the Nursing/Health Occupations department and Social Science department have a 100% completion rate over the last 3 years (the AAC has been copied on emails from the Nursing and Health Occupations director and Social Science department chair intervening to encourage the instructors to complete their assessment). The Pre-College department has had a 100% completion rate for the last two years. Of note is the increase in completions for CTE, MTH/Computer Science and Science as a result of the director contacting faculty. It should also be noted that the number of faculty scheduled for course outcomes assessment in many departments is fairly low. As a result, when one faculty completes or does not complete their course outcomes assessment there can be a significant impact on department and overall percentages of completion.

Completion Rate of Scheduled Course Outcomes Assessment by Term:

In last year's analysis it is was assumed that end of year burnout, may be the cause of a decrease in completion rates term by term. It's obvious that completion rates decrease each term, with winter and spring term seeing the lowest rate of completion at 77% (summer term had 100% completion rate, and fall term had 85% completion rate). With this in mind the Academic Assessment department scheduled as many courses as possible for assessment summer and fall term, rescheduling those instructors who did not complete their assessment during winter and/or spring term. Of the 7 instructors who were rescheduled, 2 eventually completed a course outcomes assessment in later terms. Of the 4 course outcomes assessment that were not completed in spring term, all instructors were rescheduled from previous terms. It seems that it may not be so much that instructors are burned out by spring term, but that a large percentage who did not complete in early terms were not going to complete course outcomes assessment at all.

D. Results of assessment work related to competency:
I. Total number of students assessed and average percentage of students meeting course outcomes (by department)

1105 students were assessed over the academic year with an average of 88.2% of the students achieving the course outcomes that were assessed (3 outcomes per course). A student was determined as meeting the course outcome if they earned a "C" or better on the assessment(s).

Department	Total Number of Students Scheduled for Assessment	Total Number of Students Assessed	Total Percentage of students assessed from those scheduled	Average Percentage of Students Meeting Course Outcomes
Arts/Humanities	82	50	61%	97.1%
CTE	206	166	81%	81.5%
ESOL	54	24	44%	93.3%
Math/Computer Science	104	93	89%	85.9%
Nursing/Health Occupations	208	208	100%	91.7%
Pre-College	40	40	100%	86.5%
Science	260	187	72%	87.7%
Social Science	142	142	100%	78.5%
Writing/Literature/Foreign Language	202	195	97%	90.5%
Total	1298	1105*	85%	88.1%
(Total 2016-17)	(1767)	(1457)	(82%)	(87.2%)
(Totals 2015-16)		(1667)		(89.4%)

*The total of 1105 students may include students who would have been assessed more than once if a number of their courses were scheduled for course assessment.

Data indicates that there was a slight increase in student achievement of course outcomes at 88.1% in 2017-18 from 87.2% in 2016-17. When compared over three years, data shows that student achievement of course outcomes remains relatively high. Student achievement of course outcomes continues to meet CGCC's mission expectation (Core Theme B3.1).

In the 2016-17 Course Outcomes Analysis, it was assumed that there may be many instructors who were using end of term grades, participation or some other form of indirect assessment for assessing course outcomes. Method of assessment was tracked during 2017-18 and only one instructor reports using end of term grades as a method of assessment. No instructors reported using participation as a means of determining whether students are achieving course outcomes assessment. Data indicates that the previous assumption was incorrect and that almost all CGCC faculty are using direct measures to assess student achievement of course outcomes.

Many instructors refer to the results of Student Course Evaluations (SCE) in their assessment of student course outcomes. Students self-report their improvement or achievement of a course outcome, which can be valuable as this practice can encourage students to realistically self-assess and reflect on their understanding and progress, thus encouraging students to take responsibility for their own learning. While SCEs are considered an indirect measurement of student achievement of course outcomes, by comparing students' perception of their end-of-term understanding/mastery of the three outcomes with direct assessment of student achievement of the three outcomes, instructors can analyze discrepancies between students' self-perception and achievement of course outcomes. The Student Course Evaluations also provide instructors an opportunity to ask students specific questions, such as whether materials/resources are adequate, whether the time/location of a class is preferable, etc.

In last year's analysis, concern was expressed regarding whether students understand the purpose and importance of course outcomes (Recommendation #8). Student self-report of improvement in mastery of course outcomes may be less meaningful or have little value if students do not understand the intent of course outcomes. To resolve this issue, the AAC began to track how instructors communicate the purpose and importance of course outcomes to their students.

Rate of Student Course Evaluations (SCE) Administration:

	2017-18			2016-17			2015-16		
	Number of SCE's sent to instructors	Number of SCE's with results	Completion Rate	Number of SCE's sent to instructors	Number of SCE's with results	Completion Rate	Number of SCE's sent to instructors	Number of SCE's with results	Completion Rate
Summer	7	4	57%	7	3	43%	5	4	80%
Fall	36	23	64%	41	31	76%	43	32	74%
Winter	17	11	65%	35	25	71%	36	28	78%
Spring	17	11	65%	17	10	59%	19	13	68%
Total	77	49	64%	100	69	69%	103	77	75%

SCEs would not have results if the instructor did not send out the SCE to students or if there were no student responses.

2017-18 saw a 5% decrease in instructors administering the SCE despite the added efforts by the AAC and CAAA to better inform and support instructors in using SCE in assessment in student achievement of outcomes and in getting feedback from students to specific questions. CGCC continues to struggle with student responsiveness to SCE, and instructors may be lacking valuable information that could contribute towards course improvement.

II.   Total number of changes indicated as a result of course assessment:

In total, 86 changes were suggested as a result of course assessments during the 2017-2018 academic year. Changes not directly related to the analysis of student achievement of outcomes were also mentioned. For example, many instructors share comments similar to Hancock's (ENG 260) "*This was a successful course. I don't think the data warrants any changes. I will make changes the next time I teach it due to other factors: my desire to include*

more Asian writers, for example, or different discussion questions or texts. But overall, this is a solid course." (see also EC 201, RD 90 and WR 121). While these changes are not linked to course outcomes assessment evidence, they are indicative of instructor intention to improve student learning and are noteworthy.

Examples of changes noted as a result of course assessment:

- Changes to improve instruction (BI 122, EMS 105, SPA 102),
  - Changes to curriculum (CG 225, MTH 60, MTH 111, UAS 101),
  - Improving instructional materials and resources for students (ATH 102, BI 234, CAS 102, ESOL Level A, ESOL Level B, ESOL Level C/D, GS 109, HEC 226, HPE 295, MA 270, MTH95, PSY 201A, WR 122)
  - Improving instructor-student interaction to better support student achievement of outcomes (ART 252, ENG 195, MTH 112, PE 182J, Pre-College MTH I&II),
  - Changes in format of course (delivery)(BA 208, ESOL Level 1-2, MA 136, MP 140, Pre-College RD & WR II, SOC 205,),
  - Changes in assessment methods (or clarifying methods of assessment) (CAS 108, BI 231, ENG 250, FN 225, LIB 101, MA 132, MP 111, NUR 212, PSY 215),
  - Changes to prerequisites/preparedness: (CAS 121, EMS 106, MA 131),
  - Changes to course design (BA 222, CAS 140, ECE 234)

III. **Identify and give examples of assessment-driven changes made to improve attainment of course-level student learning outcomes.**

A total of 75 course assessments were completed during 2017-18. 39 of these courses have previously been assessed, with 31 instructors indicating that a total of 34 changes were planned as a result of evidence based on the previous course outcomes assessment.

Of those 31 instructors, a total of 12 instructors (39%) are beginning to close the loop on previous assessments, by describing the effectiveness of 14 changes (total) implemented from a previous assessment (ex: Wolman's MTH 111; Morse's MTH95 ; Kaser's WR 121; Langheinrich's BA 228, Gebhardt's GS 109).

Changes ranged from:

- Changes made to resources (GS 109, MA 131, WR 121),
- Increase in student-content interaction (GS 109),
- Course curriculum redesigned for relevancy (FN 225, MTH 111)
- Increase in instructor-student interactions (MA 136),
- Changed assignments to help students better achieve outcomes (MTH95),
- Increased alignment between assessment and outcomes (PSY 215)

The number of instructors addressing the effectiveness of assessment driven changes has increased from 20% (2016-17), for a total increase of 19% from last year.

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E. Recommendations

I.   **Identify any changes that should be implemented towards course assessment.**

    1. Completion rate of scheduled course outcomes assessment:

While there has been a 5% increase on completion rates for course outcomes assessment from the previous year, there continues to be faculty who are not completing annual course outcomes assessment, which is part of their contractual agreement. By tracking completion rates by term, it appears that those instructors who did not complete their assessment in spring term, had been rescheduled as a result of non-completion from previous terms. It can most likely be concluded that non-completion is more a result of an instructor struggling or not intending to complete course outcomes assessment than end of year burnout as previously assumed. Connecting the increase in completion rate to director or department chair interventions with those instructors who are not completing, it is recommended that the AAC and CAAA continue to notify directors and department chairs of those instructors who are not completing. Because directors and department chairs have more authority over their faculty, their interventions may be the most effective in increasing completion rates. It is recommended that as many instructors as possible continue to be scheduled for course outcomes assessment during summer and fall, in an attempt to increase opportunities for completion in subsequent terms if necessary, since it appears that a few instructors eventually complete their required course outcomes assessment by spring term. It is also recommended that directors and DCs continue to be notified of instructors who are not completing course outcomes assessment, so that they can connect with those instructors to encourage them to complete and meet their contractual responsibility.

2. Making the connections between evidence of student achievement of course outcomes and changes/improvements made to courses:

Instructors continue to document planning changes and improvements to courses as a result of evidence from course outcomes assessment. Previously the AAC tracked total number of changes planned, however after analysis of course outcomes assessment last year, it seemed more relevant to track the number of instructors planning changes based on evidence from outcomes assessment, as a means of determining whether instructors are making connections between evidence from outcomes assessment and changes/improvements required to improve student achievement of course outcomes. 2017-18 was the first year that numbers/percentages of instructors were tracked, and it is encouraging to note that 59 out of 75 instructors (79%) recommended changes and/or course improvements based on evidence from their course outcomes assessment. With a baseline set, it is recommended that numbers of instructors who are making changes to courses based on evidence from outcomes assessment continue to be tracked, as a means of determining the effectiveness of outcomes assessment and instructor "best practices" in using data to drive changes and improvements.

3. Documenting changes made from previous course outcomes assessment:

As more and more instructors complete a second assessment of courses taught, it can be expected that there will be an increase in the number of instructors who describe the

effectiveness of those changes in the subsequent assessments. While there has been a 19% increase in the number of instructors addressing the effectiveness of planned changes from last year, in 2017-18 there were still 19 instructors (61%) who had indicated planned changes and improvements, yet did not address whether those changes were effective in helping students achieve course outcomes. Without addressing whether the changes were made and whether those changes were effective, the assessment loop of recommendation-implementation-measuring effectiveness-making adjustments cannot be completed.

It is recommended that the AAC continue to email pdfs of previous course outcomes assessments, highlighting changes/improvements that were planned so that instructors can continue to address the effectiveness of those changes. Since 2017-18 was the first year this effort was put into practice, it is assumed that instructors will grow accustomed to being reminded of changes suggested from previous course outcomes assessment, and thus address the effectiveness of those changes on a more regular basis.

4. Feedback from Department Chairs, Directors, Chief Academic Officer:
Feedback from department chairs, directors and the chief academic officer (CAO) is important, both to acknowledge the good work that faculty are doing in ensuring their students are achieving course outcomes and in helping to provide resources as requested by faculty or help problem-solve when issues arise.

Thank-you's and acknowledgement of good work from the majority of DCs has increased this year. Similarly, the Director of Nursing and Health Occupations has consistently provided feedback on all course outcomes assessments for her department.

Requests for support and/or resources have also been responded to on a more consistent basis this year. It is recommended that the AAC continue to highlight requests for support/resources and good work that is being done when emailing Part B's to instructors/DCs/directors and the CAO in an effort to ensure instructors' good work is recognized and their needs are being met.

5. Increased participation in Student Course Evaluations
Student and instructor participation in Student Course Evaluations remains fairly low: of the 77 SCE scheduled and sent out, only 49 (64%) had student responses. This is a decrease of 5% from the previous year. SCEs are an opportunity for students to take responsibility for their own learning and could be considered the "Voice of the Student". Instructors can benefit from the results of the SCEs as it allows them to compare their data with students' self-perception of their achievement of course outcomes and note any discrepancies. SCE results can also provide information for specific improvements with regard to the instructor generated questions. With such a low participation rate for SCE, instructors and students are not benefiting from the results of this indirect measurement of student achievement of course outcomes, and students may feel that they don't have a voice with regards to their learning.

It is difficult to determine why the response rate for SCE's continues to decline. Are instructors just randomly forgetting to send out the SCE's to their students or are there instructors who are consistently not sending out the SCE link/and not getting SCE responses? It is recommended that the SCEs responses be tracked over the next three years by instructor, as a means of determining the reason behind the decline of SCE and to use the results to inform changes in our process.

6. Educate students about the importance of Course Outcomes
This year, the tracking of how instructors share information about course outcomes with their students was initiated. It is recommended that in 2018-19 the AAC specifically track those instructors who respond to a more intentional approach of discussing course outcomes and linking them to activities and assessments that students complete throughout the term. It is also recommended that the related question on Part B be clarified.

II.   **Describe your plan for implementation of any changes.**

Recommendation #1: The AAC and CAAA will continue to schedule the majority of instructors to complete course outcomes assessment during summer and fall terms, dependent on the courses that are up for assessment. The AAC and CAAA will continue notifying directors and DC's by email, phone conversations and office conversations, when instructors have not completed their course outcomes assessment.

Recommendation #2: The AAC will continue to track the numbers of instructors who are making changes to courses based on evidence from outcomes assessment.

Recommendation #3: The AAC will continue to email instructors copies of previous course assessments, highlighting instructor recommendations for changes/improvements. The AAC will continue to track the number of instructors who address the effectiveness on those changes on the 2018-19 Course Outcomes Assessment Results tracking spreadsheet.

Recommendation #4: The AAC will continue to highlight "good work" and "best practices" documented by instructors on their course outcomes assessments, as well as highlight any questions or requested resources made by instructors. The AAC will also continue to highlight in the "Part B Thank You Email" when a response from a director/DC is required.

Recommendation #5: The CAAA will track which instructors are not receiving responses from students on the SCEs. The CAAA will also send a follow up email to those instructors clarifying whether they sent the SCE links/instructions to students in an effort to pinpoint if the issue is that the instructor is forgetting to send students SCE information.

Recommendation #6: The AAC will clarify the question regarding how instructors are sharing information about course outcomes assessment with students and continue to track instructor responses to the question.

F. Number of Departmental faculty involvement by department.
A total of 75 faculty (out of 92 scheduled) participated in course outcomes assessment (while 17% fewer courses were scheduled than in 2016-17, 5% more faculty participated).
The following numbers indicate the number of faculty, by department, who completed Course Outcomes Assessment.

Department	Total Number of Faculty involved in course assessment
Arts/Humanities	5
CTE	15
ESOL	4
Math/Computer Science	7
Nursing/Health Occupations	12
Pre-College	4
Science	10
Social Science	7
Writing/Literature/Foreign Language	11
Total	75

G. Additional comments.

The first plan of action is to share the results and analysis with faculty, Department Chairs, Instructional Administrators and the President. Doing so would help to move the college forward in implementing the recommendations.