

## A. Overview

### I. Academic Year

2016-17

### 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. Measurement of student achievement of outcomes:

- 2015-16: It was recommended that many instructors could benefit from more training regarding direct measurement of student achievement of outcomes, specifically those that do not assign separate scores for each outcome when using the one measurement of all outcomes, those who use participation as a direct measurement or those using end of course grades.
- 2016-17: The Academic Assessment Coordinator (AAC) has encouraged all instructors and worked with some to improve alignment between outcomes and how they are measured (ART 230, ART 253, ART 281, ECE 130).
- A few instructors are now working to implement better assessment methods into their courses.

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

- 2015-16: It was recommended that instructors increase documentation of the adjustments and improvements that they say they are making to their courses, specifically those based on outcomes assessment data and thoughtful analysis. It was also recommended that instructors could benefit from continued professional development regarding the importance of connecting assessment and analysis of student learning outcomes and improvements made to courses.
- 2016-17: The AAC made a presentation to faculty at fall 2016 in-service, highlighting importance of connecting evidence from course outcomes assessment to the documented changes made in the course.
- Of the 86 course outcomes assessments completed, 56 instructors (65%) documented a need for a total of 85 changes as a direct result of their course outcomes assessment.

### **3. Documenting changes made from previous course outcomes assessment:**

- 2015-16: To increase documentation of closing the loop between assessments and suggested changes, it was recommended that a required question be included in the course assessment analysis (Part B) that requires instructors to document the effectiveness of changes suggested and implemented from previous assessments. To help instructors document the changes, it was recommended that previous course assessments be made readily available to instructors as they complete their Part B.
- 2016-17: The AAC made a presentation to faculty at fall 2016 in-service, highlighting importance of implementing best practices of closing the loop between assessments.
- 2016-17: "Optional" was removed from the question that allowed for instructor reflection about the effectiveness of previous recommended changes on the course outcomes assessment tool ([Part B](#)). This change occurred in spring of 2017. Also, as recommended, the AAC emailed previous completed course outcomes assessments to instructors, so that they had access to their previous recommendations.
- As a result of these changes there is a 54% increase in documentation of the effectiveness of improvements made as a result of course outcomes assessment from 2015-16 (11) to 2016-17 (17).

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

- 2015-16: It was recommended that there be documentation of closing the feedback loop between instructor requests for support in their course outcomes assessments and responses from their direct supervisors, whether department chair, director or CAO.
- 2016-17: The AAC requested that department chairs, directors and/or the CAO provide feedback to instructors regarding course outcomes assessment to include: responding to requests for resources or help, acknowledging use of best practices, acknowledging receipt of course outcomes assessment.
- 2016-17 saw an increase in feedback from department chairs and directors acknowledging work well done and/or best practices (Copp – all outcomes assessments for department, Jepson – all outcomes assessments for department and Brackenbury - Pre-College Math I & II) and aiding with problem solving or finding resources (Brackenbury - Reading & Writing I & II, Jepson - MA 136, NUR 90)

### **5. Sharing of "best practices":**

- 2015-16: It was recommended that an improved method that allows for sharing of best practices be implemented.
- 2016-17: The AAC, Director Curriculum and Assessment (DCA) and Director of Library Services have had meetings to discuss how to move forward on this recommendation. Questions being addressed are who is responsible for this information and where should it be placed. No other action has been taken beyond discussion.

### **6. Increased participation in Student Course Evaluations**

- 2015-16: It was recommended that Instruction attempt to facilitate an increase in participation of SCE.
- 2016-17: The AAC made a presentation to faculty at fall 2016 in-service about importance of SCE to students and assessment, and presented some options to make

the process easier. The Curriculum and Assessment Administrative Assistant (CAAA) made changes to the email sent out about SCE to help instructors implement the SCE more easily. The AAC also sent a reminder about SCE in emails sent to faculty throughout the term.

- Completion rates for SCE have decreased by 6% (SCE are not completed as a result of instructors either not sending them out, or students not responding to them)

## 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	8	6	2	75%
CTE	22	17	5	77%
ESOL	7	6	1	86%
Math/Computer Science	9	5	4	56%
Nursing/Health Occupations	12	12	0	100%
Pre-College	6	6	0	100%
Science	18	7	11	39%
Social Science	13	13	0	100%
Writing/Literature/Foreign Language	16	14	2	88%
<b>Totals</b>	<b>111*</b>	<b>86</b>	<b>25</b>	<b>77%</b>
<b>(Totals 2015-2016)</b>	<b>(117*)</b>	<b>(97)</b>	<b>(20)</b>	<b>(83%)</b>

\* 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.

78% of instructors completed their scheduled course assessments (2 courses had two instructors of record). This percentage is down from last year, which saw 83% of instructors completing their scheduled course assessment.

Another way to look at this data is that the following courses were scheduled for assessment, but did not get assessed this year: ART 102, BA 177, BI 121, BI 232, BI 233, CH 123, CS 160, CS 260, ECE 187, ENG 253, ENG 254 ESR 172, MTH 111, MTH 112, MTH 253, TA 101, TA 274. Some of these

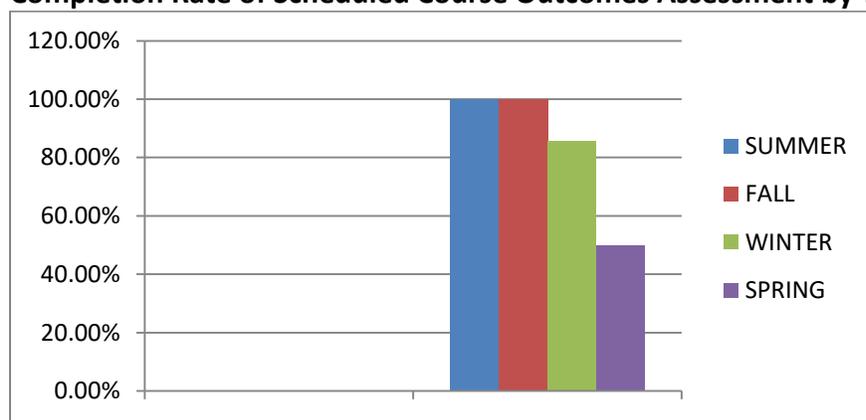
courses have not been assessed for a number years. As a result, it's difficult to determine whether students are achieving course outcomes and/or whether any changes need to be made.

**Non-completion of scheduled course outcomes assessment by department:**

Department	Percentage of courses scheduled but not assessed
Arts/Humanities	25%
CTE	23%
ESOL	14%
Math/Computer Science	44%
Nursing/Health Occupations	0%
Pre-College	0%
Science	61%
Social Science	0%
Writing/Literature/Foreign Language	13%

When analyzing the decrease in course outcomes assessment completion, a few factors should be taken into consideration. One change from last year is compensation for completion of course outcomes assessment. Previously adjuncts were paid for up to 3 hours at the Special Project Rate. Fall term 2016 saw a new [Collective Faculty Bargaining Agreement](#) which included a substantial increase to adjunct pay, bringing adjunct pay closer to that of full-time faculty. As a result course outcomes assessment is now included as part of what faculty are expected to do when they receive their NOTAs, meaning that adjunct faculty would not be paid extra for course outcomes assessment. Completion of course outcomes assessment is now considered part of the responsibility that comes with teaching at CGCC and not an extra task to be paid on top of faculty wages.

**Completion Rate of Scheduled Course Outcomes Assessment by Term:**



One other consideration is end of year burnout, which may be assumed when looking at completion rates term by term. It's obvious that completion rates decrease each term, with spring term seeing the lowest rate of completion at 50% of that of summer and fall terms.

## D. Results of assessment work related to competency:

### I. Total number of students assessed and average percentage of students meeting course outcomes (by department)

1457 students were assessed over the academic year with an average of 87.2% of the students meeting 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.

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	80	80	71%	92.6%
CTE	255	255	80%	84.5%
ESOL	76	76	92%	89.0%
Math/Computer Science	170	170	61%	87.6%
Nursing/Health Occupations	213	213	100%	95.3%
Pre-College	89	89	100%	80.1%
Science	246	246	50%	83.8%
Social Science	260	260	100%	87.3%
Writing/Literature/Foreign Language	378	378	89%	84.8%
<b>Total</b>	<b>1767</b>	<b>1457*</b>	<b>82%</b>	<b>87.2%</b>
<b>(Totals 2015-16)</b>		<b>(1667*)</b>		<b>(89.4%)</b>

\*The total of 1667 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 drop in student achievement of course outcomes at 87.2% in 2016-17 from 89.4% in 2015-16. This drop is not significant, and students continue to meet course outcomes at a relatively high rate.

The majority of course outcomes assessments indicate direct assessment methods to measure student achievement of course outcomes, such as tests, quizzes, papers, presentations and projects. Some instructors report specific measurements for specific outcomes (example: [Uto's COMM 140](#) and [Colton's ESOL – Level C/D](#)), which would make it easy to determine student achievement of each outcome. Some instructors, however, continue to use the same

assessment strategy for all outcomes, without any indication of assigning separate scores for each outcome. This practice, much like using end of course grades, may not provide adequate feedback to students' performance since they may represent overall competency of students, without identifying strengths and weaknesses on specific learning outcomes.

Many instructors use 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.

### Rate of Student Course Evaluations (SCE) Administration:

	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
Summer	7	3	43%	5	4	80%
Fall	41	31	76%	43	32	74%
Winter	35	25	71%	36	28	78%
Spring	17	10	59%	19	13	68%
Total	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.

2016-17 saw a 6% 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, 85 changes were suggested as a result of course assessments during the 2016-2017 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 Saito's ([NUR 111](#)) *"Based on the analysis above, no course adjustments are warranted, however we consistently fine-tune the course based on a variety of input."* (see also [ENG106](#) and [ENG 231](#)) and *"Not related to assessment: The development of ever more, and effective, teaching materials is an on-going process. Every time I teach this course, I am adding new materials (and sometimes deleting old ones that are not working)"* ([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 ([CAS 231](#), [CAS 270](#), [CG 209](#), [Math II](#), [MTH 60](#))

[MP 111](#), [NUR 60](#), [PSY 101](#), [RD 115](#), [RD 115](#), [WR 227](#) ),

- Changes to curriculum ([BA 101](#), [COMM 140](#), [ESOL Level A/B](#) , [MTH 65](#), [MTH 243](#), [NUR 211](#), [PSY 216](#), [RD115](#), [SPA 202](#)),
- Improving instructional materials and resources for students ([CAS 133](#), [EC 200](#), [MA 131](#), [MA 180](#), [WR 227](#)),
- Improving instructor-student interaction to better support student achievement of outcomes ([ENG 250](#), [WR 90](#)),
- Changes in format of course (delivery)( [EET 112](#), [HST 202](#)),
- Changes in assessment methods ([CIS 120](#), [ESOL Level B](#), [ESOL Level D](#), [FN 225](#), [G 201](#), [MA 122](#), [MA 124](#), [Math II](#), [OS220](#), [PE 182](#), [PSY 201A](#), [PSY 202A](#), [PSY 202A](#), [Reading, Writing & Math](#)), or clarifying methods of assessment ([ESOL Level C/D](#)),
- Changes to prerequisites/preparedness: [BA 222](#), [CAS 170](#), [HE 262](#)
- Changes to course design ([HPE 295](#))

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

A total of 86 course assessments were completed during 2016-17. 72 of these courses have previously been assessed. As a result, instructors are beginning to close the loop on previous assessments, by indicating the effects of the changes they implemented from a previous assessment (ex: [Byers' MTH 65](#); [Emmons' MA 131](#); [Jepson NUR60](#); [Berry's ATH 103](#)). A total of 18 (25%) instructors described the effectiveness of the implementation of changes from previous assessments.

A total of 14 courses out of the 86 courses had not been previously assessed, the result of CGCC catching up on the assessment cycle or the courses being new or not previously taught. Changes ranged from:

- Changes made to resources ([ATH 103](#), [NUR60](#)),
- Changes made to scoring quizzes to auto-score to provide students with real-time progress updates ([MTH 20](#)),
- Increase in student-content interaction ([MTH 65](#), [PSY 202A](#), [SPA201](#)),
- Outcomes clarified/updated ([CG 209](#), [MA 131](#), [NUR 90](#), [WR 90](#)),
- Resources refined and posted to Moodle for better student access ([Pre-College Reading & Writing I & II](#)),
- Course curriculum redesigned for relevancy ([CAS 231](#), [CG 209](#)),
- Increase in instructor-student interactions([MP 111](#)),
- Changed assignments to help students better achieve outcomes ([ATH 103](#)),
- Improved instruction towards specific outcomes ([PSY 202A](#)),
- Course changed from f2f to online ([MP 150](#))

There is a 54% increase in documented changes made as a result of course outcomes assessment from 2015-16 (11) to 2016-17 (17).

## **E. Recommendations**

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

#### **1. Completion rate of scheduled course outcomes assessment:**

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, assessment should continue to be scheduled heavily in summer and fall terms. In general course outcomes assessments are scheduled with as many instructors and courses as possible in summer and fall terms, trying to catch those instructors who did not complete in fall, in the next two terms. It might also be helpful to have department chairs and directors intervene with those instructors who miss assessing courses summer, fall and winter. The AAC recommends sending a list of those instructors to department chairs and directors for follow-up.

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

Some instructors continue to use indirect measurements of student achievement of course outcomes. It is difficult to provide a recommendation, however, as tracking of which instructors use direct measurements and which do not, has not been implemented. It is recommended that the results of course outcomes assessment also include tracking of direct measurements, in order to provide better data, analysis and create a more thoughtful plan for implementation in the future. The AAC will also focus on methods of assessment this year and continue to coach individual instructors on improving assessment methods whenever possible. If analysis next year seems to indicate that there are a large number of instructors who are still using indirect measurements such as participation and grades, it may be recommended that this issue is addressed on a larger scale such as training at an in-service or hiring of an instructional designer to support instructors.

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

As stated in Part D, 2016-17 saw a 54% increase in documented data-driven recommendations for improvements. It is recommended that faculty continue to document data-driven changes and improvements to courses, especially given that there is a slight drop (2.2%) in student achievement of course outcomes. While many of these courses may be mature enough that there are not a lot of improvements or changes that need to be made, because CGCC values [“Excellence” and “Commitment to learning”](#) as evidenced in CGCC’s Mission Statement and is committed to continuous improvement as indicated in [CGCC’s Core Theme document](#), it is recommended that faculty continue to document the adjustments and improvements that instructors say they are continually making in their courses. Doing so is a way to celebrate excellent teaching practices and provides evidence to our students, our community, our peers and NWCCU of our commitment to a continuous improvement model. Making the connections between evidence of student achievement of outcomes and those improvements would further indicate that we are grounding our improvements and adjustments on data and thoughtful analysis.

#### **4. Documenting changes made from previous course outcomes assessment:**

Many course outcomes assessments continue to make no connection from recommendations made in previous assessments. While changes might have been recommended, no indication of the effectiveness of those changes are 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 is not closed. Since mandating the question addressing reflecting on the effectiveness of course improvements from previous assessments is still a relatively new change, and since many courses are just starting to go through the assessment process for a second time, it is 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.

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

Instructors also use Course Outcomes Assessment to request help/support from department chairs, directors and various other college resources, such as from the library staff or advisors ([ATH 103](#), [CAS 170](#), [MUS 108](#), [OS 280G](#), [SPA 201](#))

As mentioned in the analysis of 2015-16 course outcomes assessment, department chairs, directors and the Chief Academic Officer serve not only as leaders and mentors for their faculty, but also are part of the “checks and balances” in helping to ensure that faculty are instructing and assessing their students in a way that enables students to achieve course outcomes and ensuring that faculty have what they need to teach their students and make improvements to their courses. Part B includes an opportunity for instructors to request resources (materials, training, equipment, etc.) that might be required to implement recommended course adjustments, and to indicate budget implications resulting from their request. 2016-17 saw an improvement in the process to document closing the loop between these requests and responses from a few department chairs and one director, however there is still room for much improvement. While 1 or 2 department chairs, and occasionally a director, include the AAC (for the sake of documentation) in responses to faculty regarding course outcomes assessment, there continues to be lack of response from department chairs and directors regarding requests, despite the AAC highlighting these requests in emails. Without documentation, it’s not clear how instructors are to make improvements if their requests for support are not acknowledged.

Similarly, many instructors are documenting best practices, improvements or exemplary instruction and assessment. Again, there does not seem to be much acknowledgement of the great work that our instructors are doing, potentially adding to the opinion that course assessment is a futile exercise that one must cross off a to-do list. Much like the feedback a student receives from an instructor on a term paper, it would benefit instructors if they could receive some kind of feedback from their Department chairs or directors on their annual course outcomes assessment.

It is again highly 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. It is 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”.

## **6. Sharing of “best practices”:**

This recommendation is a holdover from 2015-16 analysis of course assessment. As stated above, it should be acknowledged that many of our instructors are doing exceptional work, as evidenced by their course outcomes assessment. It’s unfortunate, however, that there does not seem to be much sharing of “best practices” whether in instruction, curriculum development or assessment practices. It should be mentioned, however that resources related to CLO#1: Communication ([Sources & Evidence and Organization & Presentation](#)) have been shared on a faculty resources webpage. Doing something similar for other faculty best-practices might prove to be a worthy endeavor.

It is recommended that an improved method that allows for sharing of best practices be implemented.

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

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

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

One concern is 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. It is 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. This recommendation may aid in Recommendation #7 and is connected to the institution’s plan to educate students about Institutional Core Learning Outcomes.

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

**Recommendation #1:** The AAC will track course completion rates and encourage department chairs and directors to email faculty who are not completing their annual course outcomes assessment. While department chairs and directors are included in all assessment email to faculty, including follow-up emails when Part A’s and B’s are not submitted by the due date, it might also be helpful for the CAAA to include a list of instructors who have not completed

course assessment for the term in the final (location of assessments) email sent out. Department chairs and directors could email those faculty and strongly encourage them to complete course assessment in the following term.

**Recommendation #2:** There have already been many changes this year that should help with regards to implementation of the above recommendations. The Curriculum and Assessment Department (CAD) was created and a director hired, which should help to provide better direction with regards to course outcomes assessment. The Curriculum and Assessment Administrative Assistant (CAAA) has moved from part-time to full-time, providing more support for the department as well. The CAAA tracks the scheduling of course outcomes assessment and completion, and ensures that instructors are using the correct outcomes from the updated CCOGs. This has freed up the AAC to better track direct measurement of course outcomes.

**Recommendation #3:** The AAC will continue to track evidence from course outcomes assessment that connect student achievement of outcomes with recommendations for improvements/changes. With more time freed up for the AAC, it might also be possible to contact faculty who aren't making the connection in their outcomes assessments and provide some training on a more individualized basis.

**Recommendation #4:** The AAC recommends continuing with the mandatory question regarding closing the loop from previous assessments and emailing previous assessments, highlighting the changes recommended from the older assessments. It is anticipated that as more and more courses move through the second, and even third cycle of course outcomes assessment, addressing recommendations from previous assessments should increase.

**Recommendation #5:** While it would be helpful to require department chairs and directors to respond to faculty as they submit their course outcomes assessment, it should be noted that department chairs and directors are already stretched with other duties. While the Academic Assessment Coordinator makes every attempt to notify department chairs and directors of requests for support or examples of "best practices" by indicating such in bold in notification emails, it could be assumed that some of these requests for support or acknowledgements of "best practice" are happening "behind the scenes" in responses to faculty without cc-ing the Academic Assessment Coordinator. The AAC will continue to request being included in any responses to faculty so that closure of the feedback loop can be documented and at the same time continue to encourage department chairs and directors to read and respond to their faculty's efforts in academic assessment.

**Recommendation #6:** As noted in the previous year, sharing of "best practices" among faculty continues to come up in conversations among both faculty and administrators. Web pages that share this information have been discussed, and faculty have access to other faculty's course outcomes assessment on the college website. Exemplary course outcomes assessments are also noted on the website. One thought from the previous year was to directly share exemplary assessments, best practices, concerns, etc. among all faculty within a discipline. Time permitting, the AAC may continue to consider sharing course outcomes assessments by emailing copies to other faculty within the discipline (with faculty permission). This practice

could potentially engage faculty within a discipline to collaborate on problem solving, best practices, concerns, etc.

**Recommendation #7:** The AAC and CAAA continue in their attempts to facilitate an increase in participation of SCE through email reminders and supporting faculty in sending their SCE to students.

**Recommendation #8:** The AAC will add a question to Part B that will help track how faculty share information about course outcomes with their students.

**F. Number of Departmental faculty involvement by department.**

A total of 88 faculty (out of 113 scheduled) participated in course outcomes assessment (while 3% fewer courses were scheduled than in 2015-16, 9% fewer faculty participated).

The following numbers indicate the number of faculty, by department, who completed Course Outcomes Assessment (some courses in Nursing/Health Occupations had two faculty members of record).

Department	Total Number of Faculty involved in course assessment
Arts/Humanities	6
CTE	17
ESOL	6
Math/Computer Science	5
Nursing/Health Occupations	14
Pre-College	6
Science	7
Social Science	13
Writing/Literature/Foreign Language	14
<b>Total</b>	<b>88</b>

**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.