

Edmonds Community College

**Annual Committee Report
For the 2007-2008 Academic Year**

Committee name: **Outcomes Assessment**

Coordinators: **Beth O'Donnell & Kathy Murphy**

Instead of forming a committee, the coordinators have served as consultants for faculty and programs and have created ad hoc teams to work on assessment-related projects.

Mission/purpose: To promote, coordinate, and facilitate assessment initiatives across the Edmonds Community College campus, particularly in areas that individual programs and faculty have identified as ongoing assessment needs.

Brief summary of the year's activities:

- ❖ We focused most of our time on **Accreditation**-oriented tasks, such as responding to research questions and surveys, addressing assessment-related **Accreditation Standards**, helping other staff and departments respond to Accreditation tasks, and contributing to the larger **Self-Study**.
- ❖ Additionally, we helped restructure the **Institutional Effectiveness Task Force** by re-examining its mission and areas of influence, especially with respect to Self-Study findings and Accreditation recommendations.
- ❖ We collaborated with **Institutional Effectiveness, IT, CIS**, and other faculty and administrators to research various software platforms (including Blackboard) that could be used to collect, track, and assess student learning, institutional-effectiveness measures, and other college-wide assessment indicators.
- ❖ We helped prepare a **Title III Grant** related to Outcomes Assessment, Professional Development, and Institutional Effectiveness. The college was awarded the grant for approximately 1.2 million, which, among other things, will fund the additional positions we need to improve coordination between Outcomes Assessment and Institutional Effectiveness and to integrate both more effectively into larger institutional processes.
- ❖ We devoted significant O.A. resources and efforts to processing results from the previous year's **Diversity Assessment** project, conducting the 07-08 **Writing Assessment** project, and supporting the **Writing Modules** project.

Diversity Assessment Project (2006-2007): We surveyed faculty who teach CD classes and Diversity-Studies courses to identify one commonly taught and assessed diversity outcome (as specified in the college's diversity domains). We used Blackboard to collect samples of student work that reflected the CD outcome identified in the initial survey. We then recruited faculty to evaluate how well students met the CD outcome. The results suggest that although faculty assignments address CD learning and students address CD concepts in their work, the assignment content and the student responses don't entirely reflect the actual domains—a likely indication that we need to re-examine the domains. In 2008, we began working further with Sandra Cross and other

Diversity Studies faculty to develop additional surveys and assessment tools to help clarify our CD content improve instruction.

Writing Assessment Project (2007-2008): As we did for the Diversity-Assessment Project, we used Blackboard to collect samples of student work. We recruited faculty to evaluate the students’ writing in terms of clarity and organization, two of the Writing Outcomes listed in the College-Wide Ability for Written Communication. We are still processing the students’ work and the faculty evaluations, but we have used the initial results in another on-going project supported, in part, by Outcomes Assessment: The Writing Modules Project.

The Writing Modules Project (Spring 2008 through Spring 2009, coordinated by English instructor Jennifer Inslee): English, Bridge, EAP, ESL, Writing Center, and TRIO faculty are identifying common student-writing errors (indicated, in part, by the Writing Assessment project) and developing cross-disciplinary instructional modules to help address student-writing problems.

How did the committee fulfill its stated mission through the above activities, and did it meet its projected goals for the year? (If the committee had a budget, please attach a record of expenditures.)

- ❖ We contributed significantly to the Self-Study process.
- ❖ Restructuring the I.E. Task Force will help improve coordination between Outcomes Assessment and Institutional Effectiveness.
- ❖ We used Blackboard to pilot program-level assessment of student learning—an area that both our Self Study and the Accreditation Team identified as needing improvement.
- ❖ We used results from previous and on-going projects to support additional follow up assessment work and instructional activities initiated by faculty

What are the committee’s goals for next year?

- ❖ Build on and address the findings and recommendations identified in the College’s Self-Study and the Accreditation Team’s report.
- ❖ Continue to use Blackboard to support classroom and program assessment.
- ❖ Continue to facilitate individual and large-scale assessment efforts.
- ❖ Help to shape and administer the Title III Grant work
- ❖ Continue to help research software platforms that will support all-levels of campus assessment.

Budget

RECAP 011-2940

**OUTCOMES
ASSESSMENT**

	TOTALS	Gonzalez	PT Fac F,W,Sp	Mini- grants- Projects	Registrations	Travel	Other
Allocations:	54,210.00	17,178.00	0.00	0.00	0.00	0.00	37,032.00
Expended:	34,193.69	0.00	33,342.64	784.00	0.00	67.05	0.00
Encumbered:	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Submitted:	21,309.32	17,178.00	0.00	2,448.00	1,510.00	0.00	173.32
Balances:	(1,293.01)	0.00	(33,342.64)	(3,232.00)	(1,510.00)	(67.05)	36,858.68