College Report Card, 2024

Methodology of Ratings

All Institutional Effectiveness Committee members score each of the narrative responses on a 5-point scale:

> 5 – Exceptionally solid
> 4 – Solid, with some areas that could be tuned up
> 3 – Does the job okay, but has a good amount of space for improvement
> 2 – Does not meet expectations
> 1 – More miss than hit

Each member of IEC independently scores responses for each rubric statement and submits his or her ratings to the chair ahead of the year's last IEC meeting. The scores are aggregated and then distributed at the final meeting of the academic year for discussion. Since norming is not possible on this single target, the initial raw scores are used to promote dialogue not just about the College's performance level but also what constitutes expected practice. Members sometimes change scores if they feel they are off-base, missed something, or had an expectation clarified.

Given the committee's changes in representation from year to year, the implementation of new college initiatives and technologies that reveal gaps and opportunities, and the settling of the norms as improvements are institutionalized, the likelihood, if not the expectation, is that the scores vary from year to year. As they go up and down, they comprise an annual level of satisfaction that reveals whether we feel we are gaining or losing ground in the different areas.

Revisions, Spring 2024

In Spring 2024, IEC made the first major revision in the rubric in over 10 years. The original language had come from ACCJC and was, as was typical for ACCJC at that time, shot through with redundancies and ambiguities. In spring 2024, IEC standardized and simplified the rubric statements to get broadly at two questions: is it happening, and are improvements being made? In addition, for **integrated planning** it was important to address to what extent it is informed by data and—another key concept of accreditation—results are being communicated out to the college. For **program review**, a key question is to what extent the process itself—analyzing the data and writing the document—is leading to actual program improvements. And for **outcomes assessment**, a key consideration is whether or not outcomes are the result of and result *in* dialogue about student learning and organizational effectiveness.

Results of Ratings

	2022*	High	Low	2024	Change*
Integrated Planning				3.50	
The College's planning efforts are ongoing and systematic		4	3	3.80	
The institution reviews and refines its integrated planning processes.		5	3	3.80	
Planning systems are informed by data and analysis		4	3	3.30	
The results of performance on institutional priorities are communicated broadly so that the college has a shared understanding of its strengths and weaknesses.		4	2	3.10	
Program Review				3.40	
Program Review processes are ongoing and systematic		4	2	3.30	
The results of program review are used to refine and improve program practices		4	2	3.10	
The institution reviews and refines its program review processes.		5	3	3.80	
Outcomes Assessment				3.38	
Outcomes assessment is ongoing and systematic		4	3	3.30	
The results of outcomes assessment are used to refine and improve program practices		4	2	3.40	
The institution reviews and refines its outcomes assessment processes.		4	3	3.70	
Dialogue about student learning within instructional departments is ongoing, pervasive, and robust		4	2	3.10	

*Because the rubric statements were comprehensively revised in 23-24, this year's results are not comparable to prior years, as they have been in the past and will be in the future.

Annual Integrated Planning

Continued Progress

In AY 14-15, two new external planning requirements were addressed. Institution-set standards, required by ACCJC, were reviewed and revised at the same time the college underwent its mission, vision, values, and strategic goal review. They will be reviewed every three years along with these other documents. And the Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) required the college to adopt short-term and long-term goals in a variety of institutional effectiveness annually. AY 17-18 was the Year of the Plan: not only was the accreditation document finalized for the visit in October 2018 (including two quality focus action projects), but the Educational Master Plan was also wrapped up, the Strategic Plan was started and completed, the Participatory Governance Model Handbook revised and updated, the guided pathways self-assessment and work plan written, and the first integrated planning document for equity, SSSP, and basic skills submitted.

AY 18-19 was a mini "Year of the Plan": following the Educational Master Plan, the Facilities Master Plan was completed, as well as a variety of other documents requiring systematic evaluation and planning, including the (new) Student Equity plan, the (new) Guided Pathways self-assessment, the AB705 Adoption Plan, and the certification that local Strategic Goals are tied to the Vision for Success. In 19-20 progress was made on creating and presenting the first assessment of the 2018-2021 Strategic Plan: a workflow, report format, and timeline were all established although a couple of measures remained stubborn to produce, and no progress was made on goal 2. In 20-21, considerable progress was made in the Office of Institutional Research on self-training in infographics. One result was the posting of the 2018-2021 Strategic Plan concluding results in April 2021 sent out to the college community through the OIR's first formal newsletter.

In AY 21-22, the Cerro Coso Community College 2021-2024 Strategic Plan was completed by the task force. It was posted to the website in April for college-wide feedback and then reviewed by College Council in May, recommended to the president, and forwarded to the board of trustees for approval in June. The ACCJC midterm report was drafted, reviewed, revised, posted for feedback, and finalized for board approval. And in 21-22, the president convened a Participatory Governance Task Force to carry out a thorough review and revision of the model. In AY 22-23, the College's 2022-27 Educational Master Plan was begun and completed; in contrast to prior EMP's that were largely based on external and internal environment scans, the College went this time with Gray and Associates, who performed a detailed market analysis, showing what programs are more viable than others to meet the employment needs of communities in the service area. Overall, the College was pleased with the completeness and level of detail provided through the process. In AY 23-24, a first

draft of the 2025 ISER was completed and many of the Standard drafts were distributed to committees and work groups for discussion and feedback. As well, the 2024-29 Facilities Master Plan was also completed, a partnership again with Gray and Associates that was deemed valuable and efficient; the new FMP was approved by the board in June 2024.

Goals

- Complete a review and revision of the Participatory Governance Model Handbook and publish the next edition (held over from the previous year)
- Complete the creation of a stand-alone Institutional Planning Handbook as a split off from Participatory Governance Handbook and vet through appropriate committees and constituent groups
- Complete the next college strategic plan in a process coordinated with the development of the next district strategic plan
- Complete a final draft of the 2025 ISER and ship off to ACCJC

Rubric Statement 2: Planning systems are informed by data and analysis; dialogue about institutional effectiveness is ongoing, robust, and pervasive.

Continued Progress

A result of College Council's satisfaction survey delivered in spring of 2014revealed College Council was not as effective as it thought it was. This led to changes in both College Council and Academic Senate to improve the flow of information up and down the ladder of representation—Academic Senate in scheduling specific committee reports each meeting and College Council in relocating constituent reports at the beginning of the agenda rather than the end, and a one-stop governance tab created on the college website with agendas, minutes, and meeting schedules for all participatory governance committees. An additional improvement in 15-16 was turning the Student Success and Support Council into a participatory governance committee, which immediately set about deepening institutional dialogue about student success by creating four inquiry groups in spring 2017 to research best practices around the Student Success Factors of "Directed," "Focused," and "Connected."

Also in AY 16-17, the college applied for and was awarded an IEPI technical assistance grant with the area of focus being the development of an institutional research office. In 17-18, the college implemented the work of the inquiry groups with a set of "plug and play" strategies that full-time and adjunct instructors were asked to employ in their classes, and also carried out the work of establishing an institutional research office. In 19-20, the OIR reported out on declining enrollment at the IWV campus, with the result of making changes to the IWV block schedule: sessions were conducted for classified staff, managers, and faculty through presentations at committee and all-staff meetings, at lunch-n-learns, and at flex day activities. Also in 19-20, the college applied for a second round of IEPI technical assistance funding to build out a "Phase 2" of the OIR with the goal of expanding the availability and use of data for the college community.

In AY 20-21, with the roll-out of district-wide dashboards, the college OIR pivoted to infographics as part of the IEPI grant's goal of developing increasingly tailored and customized reports and summaries that are interactive, easy to use, and visually appealing. In addition, research was conducted on data governance structures at other colleges, with the outcome that IEC should be the entity to advise the college on matters relating to data governance. In AY 21-22, a comprehensive data set formatted for easy embedding into program review documents was developed by OIR.

AY 22-23 saw the hiring of a new college director of institutional research, and one immediate improvement was the development of the first generation of Student Profiles, aggregating important data points about defined populations (e.g., Hispanic women, all Hispanic students, first-generation students, etc.) based on annual cohorts—data points like average age, percent seeing a counselor, percent on financial aid, retention rate, persistence rate from fall to spring, etc. A spring flex day presentation received rave reviews. In AY 23-24 comprehensive data sets for annual unit planning were curated by the OIR, who also volunteered to meet with individual departments to facilitate dialogue around department and unit achievements.

Goals

- Complete a redesign of the Office of Institutional Research website to provide data— including disaggregated data— more visibly to the college community in a single central easy-to-find location.

Rubric Statement 3: The institution reviews and refines its integrated planning processes.

Continued Progress

Since 2011-12, the annual integrated planning cycle has undergone improvements as a result of evaluation and assessment:

- The completion of a new set of strategic goals that is far more focused and measurable than the prior set,
- revision of the program review template to align resource categories directly with those in the annual unit plan,
- revision of the program review template to more fully embed outcomes assessment,
- revision of the unit plan template to require annual updates on program review goals,
- revision of the unit plan template to prompt fuller reporting of 'closing the loop' actions on outcomes,
- provision of more complete budgetary information to units at the beginning of the planning cycle and a prepopulated budget worksheet to simplify budget-building,
- creation of mid-point progress checks on the achievement of annual unit plan goals,
- adjustment of the deadlines of annual plans to enable fuller dialogue between levels of the planning cycle (units, sections, divisions),

- simplification and enhancement of the budget-building process whereby the budget development committee speaks to some but not all unit leaders,
- development of a process for establishing and reviewing institution-set standards,
- creation of an evaluation instrument to measure the effectiveness of the planning process,
- development of a web-input form for planning documents at all levels: unit, section, division, resource request, mid-year progress,
- redesigning the planning templates to bring the resource request areas down to the unit plan level,
- Revisions to the web-input system for better ease of use and more attractive report generation,
- Inclusion of drop-down themes in the SLO sections of unit, section, and division plans to facilitate the work of the SLO committee in identifying trends,
- Elimination of redundant budget information inside of the annual plan itself in favor of direct input into the budget worksheet spreadsheet; creation of drop-down options for justification of budget augmentations (vendor increase, program expansion, etc.),
- Addition of a 'one-time' code into the budget worksheets to track program initiatives that are not ongoing expenses such as instructional supplies, non-instructional supplies, personnel, etc. This was designed to help smooth out year-to-year budget analysis,
- Further streamlining of annual planning templates to the core gap analysis of equity, outcomes assessment, program review progress, and accomplishment of prior year goals,
- More small changes implemented in the planning templates: institutional research, outreach, and safety and security were added as units at the unit plan level and institutional research was added as a resource in all levels of unit, section, and division,
- Transition of the budget worksheet into a web-input form for ease of use and ease of tracking,
- Division plans revised to be more streamlined, as well as an executive summary added to enable connection to district level goal setting and district operational budgets,
- As a response to the accreditation recommendation to develop evaluation criteria for resource allocation decisions, creation of a rubric to rate budget requests on a variety of factors and dimensions, including relevance, innovation, and planning justification,
- In 19-20 and in 20-21, deployment of the rubric alongside budget development discussions and recommendations for the purposes of refinement,
- In 21-22, development of supplementary budget documents to go along with the prioritization rubric--explanation sheet and guidelines to unit plan proposers,
- In 22-23, deployment of the rubric for reals
- First comprehensive review of the integrated planning process and template, including feedback from the primary users of unit administrators and faculty chairs as well as recommendations from the program review and outcomes assessment committees.

- Implementation of the improvements to the annual planning process gathered in the prior year, including turning many cumbersome drop-down fields into more flexible textboxes and providing for more actionable input in the outcomes assessment area for the purposes of auto-populating in subsequent years,
- In AY 23-24, after that first comprehensive revision of the planning process in 22-23, recategorization of several unit plans that rely on other unit plans into section plans and consequent revision of the annual planning app,
- Detransition from the budget software Axiom after its never-quite-happened soft-launch of the last two years and the consequent building out and elaboration of budget worksheets to better suit the college's needs.

Goal

- No goals planned for next year, taking a year off from tinkering.

Rubric Statement 4: The results of performance on institutional priorities are communicated broadly so that the college has a shared understanding of its strengths and weaknesses.

Continued Progress

In 14-15 the planning pages were restructured to be more useful for sorting and easy searching by year, type of plan, and planning unit. In 16-17, "The Progress Report" was created by the IEC as a periodic newsletter to report out matters of quality assurance regarding student learning and achievement to the internal college community; also in 16-17, PLO assessments were first published on the college website for instructional programs. In 17-18, the college's progress on institutional priorities (strategic goals) was the topic of a series of Progress Reports throughout the spring semester, and the SLO website was revamped for greater relevance and improved clarity, including a new page that shows all PLO assessment results in one location. In 18-19, a chart was created by IEC that shows which committees, constituencies, and operational groups should be reviewing which of the college's important data sources and reports. After the COVID shutdown in 19-20, progress was made in 20-21 implementing the report chart.

AY 21-22 was another hit and miss year in this area. While some reports were shared per the chart, others were not, either because it didn't happen or because the reports and/or data sets were delayed. Unit plans, division plans, and resource request analyses were presented to College Council as usual but somehow section plans were missed. The student experience survey was conducted in spring 2021, and while the outcomes were shared internally to the units and departments concerned, there was no college-wide presentation of the results. Progress Reports were restarted in fall semester but tailed off in the spring. On the plus side, the Guided Pathways Scale of Adoption was shared with academic senate and feedback solicited. Equitable placement results in English and math were shared with faculty. Because of a burgeoning college-wide conversation about what constitutes "consultation," the midterm report and the strategic plan were posted to the college website in draft form for review and feedback; this action was well received and encouraged to continue as a way to be more transparent.

In AY 23-24, the first Strategic Plan Annual Report in sustainable format was delivered, including the creation of data sets and the design and development of tableau visualizations. Ultimately, it was decided that, for the time being, the report will be provided as a static report with the concept of a dashboard put off for the time being. Also, the Schedule of Committee Review of Reports chart was revised for the first time since 2020.

Goals

- Compile the second Strategic Plan Annual Report, and post to the college website.
- Review and revise the Schedule of Committee Review of Reports to bring it up to date and house it in the Institutional Planning Handbook as its place to live.
- Review and refine the goals that can be chosen to associate with AUP initiatives in the planning app and generate an aggregated report showing what initiatives are related to what goals

Program Review

Continued Progress

In 2019-20, the Vice President of Academic Affairs, the Outcome Assessment Committee Chair, and the Program Review Committee Chair began meeting with authors of Program Reviews two years out from writing to provide guidance in the completion of assessments in preparation of writing. The Program Review template was revised to be fully accessible, including the tables. This, along with the time required to access data from Tableau, led to some challenges in integrating data into the document. A request was made that middle managers are provided relief from other tasks to allow time for completion of Program Reviews.

In 20-21 and 21-22, there continue to be many overdue program reviews. The Program Review coordinator has met with many of the program review authors; however, this does not seem to have made much impact on the rate of completion. Training and workshops were offered to authors, department chairs, and area administrators to help ensure data can be accessed and integrated into the document and that the various Program Reviews are making progress. These trainings were also recorded so that they could be easily shared or reviewed. Additionally, the Program Review coordinator offered to pre-read documents and meet in small resource groups to help push the writing forward.

Accomplishments for 2022-2023
- Documented the Program Review Timeline (will present to AS in early Fall 2023)
- Identified and Reorganized the Programs required to complete the Program Review process, revised schedule to accommodate the new programs
- Completed 10 Program Reviews this spring semester:
  - Non-Instructional PRs – 6
    - Athletics (2021)
    - Library (2023)
    - Instructional Technology (2023)
    - Maintenance and Operations (2022)
    - Financial Aid and Scholarships (2020)
    - Student Government (2022)
  - Instructional PRs – 4
    - Child Development/Early Childhood Education (2023)
    - Paralegal Studies (2023)
    - Vocational Nursing (2020)
    - Web Professional (2022)
  - Late PRs – 6 completed

Accomplishments for 2023-2024
- Completed the Program Review Handbook
  - The New Program and Program Discontinuance processes were identified as Academic Senate issues and moved to the appropriate committees. The New

Program process has been documented through CIC. Program Discontinuance is being addressed by Academic Senate.

- Both the Non-Instructional and Instructional templates were revised to be in alignment with each other. This included addressing accessibility issues. Revisions were based on feedback from PRC members and recent reviewers.
- Admissions and Records and Information Technology completed the PR Review process through College Council in Fall 2023.
- No program reviews were completed during the year, the PRC Coordinator worked individually with PR proposers, and much progress was made but none were completed. The following are in process:
    - Safety and Security is in process, supposed to be submitted by the end of Spring 2024 semester.
    - Counseling completed a first draft, recommendations for revision were sent in April 2024, waiting on a resubmission.
    - Distance Education submitted a first draft at the end of April.
    - Outreach completed a first draft, feedback was sent, waiting for a resubmission.
    - Basic Needs and Promise were restructured with a new hire. Will look at PR in fall 2024 to allow for new hire to get settled.
    - Behavioral Health is in process, the PR Coordinator worked with the proposer on issues related to data, should have a first draft by end of Spring 2024
    - Social Sciences submitted a first draft, responded to feedback, submitted at the end of April, will go through the PR review process at the beginning of the Fall 2024 semester.
    - Medical Assisting submitted a first draft, feedback was provided, waiting for a revision to be submitted.
    - General Sciences submitted a first draft in Spring 2023, feedback was provided, but did not submit a revision.
    - Welding Technology submitted a second draft in February 2024, feedback was provided, waiting on a draft for second read.
    - Public Safety had several conversations, was assured in process, and has not submitted a draft yet.
    - Child Development Center completed a first read at the end of Spring 2024, will complete the PR review process at the beginning of the Fall 2024 semester.
    - Kinesiology has not responded to any email requests for a draft of the PR.
    - Emergency Medical Technician has not responded to any email requests for a draft of the PR. Did meet in 22-23 academic year, but no progress has been made.

Goals
- Complete all current-year and overdue program reviews

Rubric Statement 2: The results of program review are used to refine and improve program practices

Continued Progress

In 2020-21, we had a goal to reestablish effective communication between PRC and OAC regarding Program Reviews. One Program Review committee member was added onto the OAC membership, tightening the alignment between the two groups. Further, PRC and OAC cohosted training workshops and Writers Workshops.

We are very hopeful that the new Curriculum and Assessment Management System will further streamline the Outcomes part of the Program Review template as well as make it easier for departments and programs to use the analysis and reflection from the Program Review to improve in student achievement and learning.

We would like to explore creating a space where program goals can be coded and displayed so that the college community can see the strategies and initiatives being implemented. We also would like to see further alignment of the Program Review and AUP processes.

In 2022-2023, the PRC Coordinator met with the college web master to review the PRC page on the college website. With a new website being implemented for the college, it was suggested to wait for updates until the following academic year.

In 2023-2024, the web master was overwhelmed with work and was not able to address the PRC web page on the college website.

Goals

- Develop methods for communicating program goals, strategies, and initiatives to the college community as part of a systematic renovation of the PRC webpage.

Rubric Statement 3: The institution reviews and refines its program review processes.

Continued Progress

In 2018-19, the template was revised to incorporate guided pathways concepts and to make the document accessible for people with disabilities. This also was the end of an era as Suzie Ama stepped down from chair of the Program Review Committee. Thank you, Suzie, for your years of leadership in this capacity.

The PRC focused a significant amount of effort in 2020-21 to review the PR template and content to evaluate its currency and relevancy. In addition, the PRC developed a new template and process to help authors successfully finish their first review in a timely manner. Major changes include restructuring the template, reevaluating current and developing new workshops, and identifying gaps in the current process that lead to delays or dissatisfaction. It was also recommended that the area administrators have a more active role in the Program Review process by attending workshops and trainings, providing support to authors as needed, and ensuring program reviews are on track to complete the process in the academic year they are due.

Challenges with eLumen led to a college-wide decision to move to a home-grown system to be developed which will help Program Review authors have accurate assessment data.

In 2021-2022, PRC added the recently hired CTE dean as a permanent member of PRC.

The goals from the 2021 Report Card were to implement the updated instructional template and create a similar template for non-instructional programs.

The instructional template developed in 2020-2021 was implemented this year. While there will always be room for improvement, the feedback on the new template and process has been mostly positive. Instructional Program Review authors particularly appreciated the ready-made data for the Trends section and how easy it was to copy-and-paste allowing them to focus on the interpretation of the data. Early data suggests the documents have been shorter, better organized, and tell a clearer story. We hope that with the new Curriculum and Assessment Management System (CAMS) implementation, similar improvements will result for the Outcomes portion of the document.

PRC began making similar changes to the template and process for non-instructional programs. PRC will launch the non-instructional template(s) for the 2022-2023 academic year.

PRC offered Writer's Workshops for authors, started in 2021-2022, which continues to receive positive feedback from the authors. Authors report that they have a better idea about how to evaluate their program and plan for the next five years, and that it helps them to get "unstuck" in their writing. The PRC Chair also offered to pre-read the document to provide early feedback. We have had very strong first read documents from those who have taken advantage of these opportunities.

PRC has also started providing feedback to authors separate from the regular Program Review meetings in a smaller group. Now, PRC discusses the feedback provided to ensure consistency and clarify any feedback. Then, the PRC chair, OAC chair, and one or two other members of PRC meet with the author. This has also been positively received by both committee members and authors. PRC members can have discussions without worrying about confusing the author, and it is less intimidating for the author to talk to 3-4 people than 10 or more people.

Also, within PRC, each part of the instructional template was delegated to committee members. This reduced the workload for most members of the committee and increased the

amount of engagement and feedback provided by them and gave each member a sense of ownership over part of the document. We will implement a similar process when we bring the non-instructional template online. Finally, a weekly brief for PRC members was provided to help members track the work being done.

The Office of Institutional Research was fundamental in obtaining Program Review data for the trends part of the document and providing it to Program Review authors in a spreadsheet formatted identically to the Program Review template's tables. Authors simply had to copy and paste their data into their document and then focus their efforts on interpreting what the data is revealing about their program and what steps, if any, should be taken to improve or enhance their program.

An ongoing challenge for PRC is the influx of Program Reviews in the latter half of the spring semester. To even out the workload, PRC would like to have non-instructional programs due in the fall semesters and instructional programs due in the Spring.

In 2022-2023 the Non-Instructional Template was implemented with positive feedback, however, with the turnover in leadership, there was some delay in moving Program Reviews forward.

In 2023-2024, both the Instructional and Non-Instructional templates were revised based on feedback. Accessibility issues were also addressed. The Program Review process was outlined in the PR Handbook, a Teams account was set up for Program Review to provide a digital space where documents are housed, and programs are now tracked through Teams as they progress through the PR process. In addition, the work of the PR Committee was moved into an asynchronous committee where committee members are given 2 weeks to review each PR submitted. This will hopefully spread the committee's work out more throughout the semester instead of a heavy review load at the end of each semester. The PR Coordinator also worked individually with each proposer to finalize the first draft, including making sure all areas are thoroughly addressed and grammar/spelling mistakes are fixed, before submitting the PR to the committee for a first read. Since most PRs are submitted at the end of the fall (non-instructional) or spring (instructional) semesters, the timeline for completing the PR process has been shifted to the next semester after the submissions are received.

Goals

- In Fall 2024, as part of the systematic renovation of the college webpage, more accurately document completed PRs and identify ways to communicate program goals, strategies, and initiatives to the college community.

Outcomes Assessment

Continued Progress

In 18 the OAC webpage was updated with the OAC Handbook, information on the committee composition, links to Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and Administrative Unit Outcomes (AUOs).

In 18-19 scheduled academic assessments were planned and completed in eLumen. Curriculum mapping includes Course Student Learning Outcome (CSLO/SLO) to PLO, and for every academic program, CSLO to ILOs. In Spring 19, a rubric was developed to assess PR information with feedback provided to the PRC. SLO/PLO assessment must be 95%, or more for Programs to go through PR. Post 5-year assessment cycle on OAC webpage for easy reference. Completed with the help of Cerro Coso webmaster.

A plan was created to move assessment to tracking those completed throughout the term. Because assessing happens at the end of the semester the committee agreed to assess the prior Spring and Fall, e.g. Spring 2019-Fall 2018. Every February the data would then be compiled. The numbers may vary by what is completed or course that were planned for the prior semester but assessed late in a following semester. The numbers were complete for the first tracking Spring 2019-Fall 2019 with the following results:

Ongoing assessment

> ➢ Courses Scheduled to be Assessed in Programs 5-year cycle [number/%]
> ➢ Courses Planned [number/%] in that semester
> ➢ Courses Assessed [number/%] in that semester

Spring 2019 – Fall 2019 Planned and Entered into eLumen

> ➢ Courses Scheduled to be Assessed in Programs 5-year cycle - 63 schedule (46 assessed within eLumen, 6 planned late for SP20, remaining 11 not planned in eLumen)
> ➢ Courses Planned - 77 courses planned (40 Fall/37 Spring)
> ➢ Courses Assessed – 49 courses fulling assessed. 13 courses with multiple instructors/sections have been entered by some but not all teaching faculty. (63%-76%) The remaining 15 have not been entered.

- Run first ILO report from eLumen. There was discussion regarding gathering of data within eLumen. eLumen's ILO report was not what was expected. The report is very

individual to each department or ILO as opposed to the college overall. More data is also needed from more courses as we continue to use eLumen for assessment data through additional terms of assessment. Report was attempted but eLumen is still not functioning as desired. Only other report available is the Widget graph which does not give specific breakdown of courses or performance scores. – We have moved away from the eLumen and our new own college-wide Curriculum and Assessment Management System (CAMS) should allow us to do this now since we can build the reports ourselves. (See more on goals below.) We also lost the staff of OIR to help with running reports.

- o A working committee as formed to help with switch to CAMS with one member of OAC and the Chair; CIC; distance education and web development; and VP of Academic Affairs.
- o A Word document form was developed by OAC and was provided to Department Chairs during the transition for compiling of data and central storage.

- Access to all known assessment cycles and updated as program move through Program Review. The OAC front facing webpages and governance pages was made throughout the term.
- The SLO Handbook has been updated and posted to the CC website and governance. Academic Senate approved as well.
- Spring 2023 and Fall 2023 assessment data was spread across faculty chairs submitting results to OAC chair to store on Committee Canvas space. Fall 2023 chairs started to input within CAMS.
- CAMS was used to Fall 2023 assessment data collection and fully launched for Spring 2024. We will be able to gage data more efficiently in the next annual report cycle collection of assessments. Two courses were assessed/tested in CAMS Spring 23 with 16 being sent separately for storying within Canvas. Sixteen courses were assessed within Canvas for Fall 2023 and data appears to be pulling correctly from the system.
- Annual Check in for SLOs, AUOs, and PLOs to be assessed the following year.
- Discussion completed with web designer in Spring 2024. Links were created and placed on the OAC Cerro Coso front facing webpage. Links for governance page scheduled be completed by Fall 2024 semester start.
- Instructors/Faculty Chairs to be contacted regarding upcoming assessments. This will help with planning in eLumen, connecting to Canvas, and tracking completions.

Goals

- Continue to implement the launch for CAMS (curriculum and assessment management system). Continue work toward mapping for all PLOs, GELOs, and ILOs for reporting purposes and help with program reviews as CAMS had launched to enter assessment data.
- Update current and work towards developing a more streamlined plan or notification system for reaching out to chairs for assessment to be completed.

- Completed update for the Canvas SLO and website to ensure links and access to CAMS and reports from CAMS for faculty chairs and faculty.
- Continue targeted training with Faculty Chairs and faculty for use in assessment planning within and feedback entering data, as well as help with ongoing analysis and discussion of courses that are assessed within the term.

Rubric Statement 2: The results of outcomes assessment are used to refine and improve program practices

Continued Progress

The College has formal and informal mechanisms for evaluating its variety of assessment activities.

- Formally, a systematic review is built into the integrated annual planning cycle for all levels of the institution, from the individual unit and department level to the division level of academic affairs, student services, and administrative services.
- The College assesses SLO's, PLO's, AUO's, and ILO's
- The College uses student performance data, student achievement data, operational data, and PLO and AUO data in the program review process.
- Program Review now includes a chart for future assessments (5-year plan identifying when SLOs and PLOs will be assessed)
- SLO Coordinator will continue to attend new faculty orientation to provide training related to learning outcomes and assessment.
- eLumen training resources and Department repositories have been developed and the information will be continually updated and improved as necessary. Departments will continue to be encouraged to continue to use said depositories within Canvas.
- Divisions, Units, Programs, and Departments must directly correlate LO assessment and student success to requests for resources.
- Themes from reporting instruments such as the AUP and Program Review, directly inform institutional planning and resource allocation.
- OA Committee will review the survey results in Fall 2019 and explore ways to increase awareness and engagement.
- The OAC public webpage and internal governance pages have been updated. The OAC handbook has also been revised this 20-21 term. More examples and information have been included within the document to help faculty with assessment and performance description.
- Additional information and prompts were added to the AUP template to prompt additional information and data related to assessments. This will start this year which is for the 22-23 AUP. Collection of information include current assessments and results, and items to be assessed in the upcoming year. This data will then auto-populate for results and prompts in the next AUP. This is the first year (22-23 AUP) with this data and we monitor functionality and progress.

Goals

- College survey should be sent out during Fall 2023/Spring 2024 for updated feedback on awareness and engagements. – Not yet met.
- Monitor the changes to AUP template for assessment and see if any additional changes or necessary or it works as expected to prompt completion of information and assessments. – ongoing

Goal

- Develop an aggregated report showing assessment results used to refine and improve program practices.

Rubric Statement 3: The institution reviews and refines its outcomes assessment processes.

Continued Progress

The Outcomes Assessment Committee prepares a Comprehensive Annual Assessment Report, addressing ILO, PLO, SLO and AUO progress.

- Programs address SLO and PLO data in their AUP, including progress made on previous assessment goals, along with identification of gaps and planned improvements, towards outcome assessment.
- OAC reviews each AUP, identifies gaps and overarching themes. The results are aggregated and reported out.
- A course matrix is used to track SLO assessment for both current and newly developed courses.
- Survey questions are included in the Planning Survey as another means to evaluate the College's student learning outcomes processes.
- The portion of Program Review related to Learning Outcomes will be presented to the Outcomes Assessment Committee prior to being reviewed by the PR Committee. Committee is working closely with PRC regarding AUOs as the come through for program review. A rubric has been developed to aid in objective and consistent reviews of AOU data within the PR.
- A meeting was held with Department leads to ensure consistency in drafting measurable goals for AUOs.
- A link has been added a link to AUOs on the OAC page

We have moved away from eLumen and are in the process of developing the new CAMS for use college wide. Therefore, any prior goals or progress related to eLumen has ceased in Spring 2022.

- Some progress has been made with GELOs and General Education programs have been moving through CIC and PR for review and updates and should all be

completed by end of Spring 2022. Mapping will be monitored as new GE Degrees begin their 5-year PR cycle. Monitor new PRs for IGETC, USC, and Gen Ed pathways. Monitor new and revised liberal arts degrees for tracking of assessment for their review. Assist faculty in change of those program as needed. Ongoing.

- The OAC public webpage and internal governance pages have been updated. The OAC handbook has also been revised this 20-21 term. More examples and information have been included within the document to help faculty with assessment and performance description.
- Many of the goals from 2020-2021 involved implementation of eLumen and while progress was made the college made the decision in Fall 2021 to move away from eLumen therefore no further work on the goals was done nor completed. Those goals have been reformed to work in the new system for upcoming terms.
- CAMS fully implemented for assessment data Spring 2024.

Goals

- Monitor new PRs for IGETC, USC, and Gen Ed pathways. Monitor new and revised liberal arts degrees for tracking of assessment for their review. Assist faculty in change of those program as needed.
- Work toward mapping GELOs and ILOs following any changes. And create monitoring system to ensure system mapping up to date after program review and other processes completed.
- Continue training within Canvas for SLO assessments and use of the platform for data use and review within different departments and programs. Specific trainings will be developed for faculty chairs to help with assessment planning and use of the Canvas and CAMS. Creation of training videos and how-to guides with new CAMS. Record trainings that are provided and finding accessible storage location with help assistance of Distance Education (DE) department. Ongoing.
- Work with OIR and CAMS teams for pulling of reports in new system as needed to assess functionality and appropriateness of report.

Rubric Statement 4: Dialogue about student learning within instructional departments is ongoing, pervasive, and robust

Continued Progress

The College maintains an Outcomes Assessment Committee, charged with providing oversight for the College's outcome assessment processes and documents in order to improve student learning and achievement.
- The committee representation is reflective of all staff groups.
- The committee maintains its faculty emphasis, being the largest representative group, and a faculty member is also the committee's chair.

- The OAC Canvas page is used as a repository for assessments that were previously submitted in Curricunet and Moodle. Departments can provide the SLO Coordinator with assessment tools to be included in eLumen when an assessment is planned.
  - OA Committee reports are regularly provided to Academic Senate, and IEC. All OA Committee agenda and minutes are posted to the Governance tab.
  - Presenters at CIC were asked to report "When the course/program was last assessed" and "How the assessment results informed the SLO/PLOs, and ultimately the COR being presented". It was determined at the end of Spring 2021 that the purpose of the question in revised courses or programs was not providing as much information as originally thought. It was decided that the question would no longer be requested within the "reasons for submissions" box and instead can be asked in the area involving SLO/PLO language as applicable. Inquiries can be made by OAC Chair or individual CIC members regarding SLO/PLO language in the relevant section which will also include the information and questions next to the outcomes information in the CORs or Programs in the change report.
  - Reflection templates are added to assessments entered in eLumen to help faculty and departments discuss collected assessment data among each other and OA Committee. An action plan is created within eLumen when SLOs/AOUs/PLOs have not been met.
  - The documents for transition from eLumen to CAMS will be stored here as well. This includes all SLOs assessment reports and new assessment on the Word document form for SP 22 semester. Chairs are pulling reports because they have access to pull the information within Canvas. OAC is assisting with help.
- The annual integrated planning template prompts all departments and units to identify outcomes assessed, analyze the reason for missed targets, and describe any changes made for the improvement of operational effectiveness and/or student learning and achievement in the prior year.
  - AUPs are the primary location where Department reflection on outcomes is documented and discussed.
- Departments will be asked to provide evidence of dialogue related to course and program SLOs. This can be in AUPs, and Department minutes can be uploaded into eLumen or the OAC Canvas page.
- Presented trainings as appropriate or upon request for use of data information collected through eLumen to help with discussion of assessments. The amount of data available through eLumen will continue to change and grow as semesters progress and more data is able to be uploaded. We may need more data collection before trainings would be helpful. Ongoing goal with continued trainings for new faculty or changes within eLumen.
- A separate prompt asking for identification of goals from PR within the annual unit plan was developed. There was some confusion within those reported and additional prompt notes were discussed to be added for clarification.

- Targeting training for upcoming Program Review was conducted. Attendance was those with upcoming PLOs to begin focusing on what they need for next year writing. Training was initiated to grow and change with information discovered through meetings.
- Training was initiated and will continue to grow and change as needed for meeting with those in the current writing year and another for those who will be writing in the next year so they understand data that should be captured regarding SLO/PLO prior to writing.
- Worked with Program Review Committee to implement trainings and workshop sessions for assessment data gathering and use in eLumen and the program review. The workshops will be for current PR writers and those gathering to prepare for writing in the next year(s). Individual meetings also scheduled as needed.

Goals (ongoing)

- Continue targeted trainings in the future such as contacting those who have upcoming assessments for individualized help or group presentation to those who are completing PLOs and/or SLOs in upcoming semesters.
- Begin and continue training in CAMS and Tableau for assessment data for locating necessary information in CAMS such as current Course Outline of Record (COR), prior assessments if not met, completion of reflections. This goal is ongoing because of new or existing faculty needs or changes with college-wide systems.
- Monitor implementation of new CAMS system for needs being met as desired and discussed.