

Assessment Report - Annual Update

Program Assessment (focus on most recent year)

Department:	Enrollment Services
Program:	Assessment
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A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1 Increase placement test preparation to raise placement levels.

2 Utilize Irregularity Reports to identify problems with accommodations testing.

3

4

B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

#1. After two years of asking students whether or not they prepared for their assessment tests in advance, we determined that we need to know more about how much preparation they did, so we have added that component to AccuPlacer. #2. We have documented that the number of irregularities identified have been reducing and we have moved this AUO into our regular procedures.

C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

#1 contributes to all four because when students prepare before their assessment, they score and therefore place higher into writing and math classes, thus reaching college level courses earlier in their academic careers.

#2 contributes to all four because minimizing problems with accommodations testing allows students to complete their course successfully.

#2 also contributes to all four because the accommodations to the needs defined by their disabilities helps them

E. How do you engage in collegial dialog about student learning outcomes?

Each year at our full-day summer retreat we engage in indepth discussion of the AUOs. We also ciscuss them some of our staff meetings, with staff in other departments such Outreach or Counseling, and with high school staff members.

F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?

***How has the objective or project impacted equity in your department or program?**

***What areas have you identified for program improvements that relate directly to equity in the coming year?**

Since our center serves nearly every incoming student and many segments of the public, we have not identified any specific equity needs. Except for classroom tests that we provide accommodations for disable students to take, all of the tests that we administer have validated to minize biases.