Establish a comprehensive institutional effectiveness system that integrates assessment with planning, budgeting, and program implementation in a continuous improvement cycle.

The assessment coordinators have identified nine general areas of interest in pursuing the assessment component of the MCC Strategic Plan. These are:

I. Dialoguing – Meetings
Five meetings with the Campus-wide Assessment of Student Learning Committee (CASTLE) were initiated on campus; one more meeting is scheduled.

There was one meeting with Student Services, Administrative Services, OCET, and University Center in the fall of 2004. Follow-up meetings were made with Student Services.

Several meetings were held with Liberal Arts faculty and several workshops were presented to program coordinators on formatting and writing their annual report.

Assessment coordinators also were present in many institutional committees including but not limited to the Implementation Council meetings, Unit Leader meetings, Faculty Senate, and by individual appointment with key personnel.

II. Implementation and Monitoring three pilot programs
Implemented a pilot program for two instructional programs (Nursing and Accounting) and one with Academic Support (OCET).

III. Work on the design for an Assessment Website
Design developed for the assessment website. Waiting on word of who will implement and update the site.

IV. Developing an Orientation Day
Preliminary meeting initiated on developing a formal Orientation Day for the campus.

V. Implementation of SLOs on campus
SLOs and curricular grids have been developed for most class outlines. A decision has yet to be made on how to publicize it. We have asked faculty to expand the scope of SLOs to include class syllabi.
VI. Development of evaluation instruments to measure the broad campus-wide goals (COWIQs)
The coordinators have worked on providing evaluation instruments for each of the five broad campus-wide goals:

   A. Standardized testing will be piloted in fall, 2005 for critical thinking
   B. Oral communication will have an evaluation instrument shortly.
   C. Written communication will be developed once an English instructor returns from an English Assessment Conference (funded by the assessment committee) in the summer. Will start with COMPASS data.
   D. Information processing will probably use the work of Windward CC along with work performed for an MCC grant.
   E. Quantitative has only started with preliminary COMPASS data.

VII. Received Program Reports – provided Feedback
Twenty of twenty-two program review reports were received including three comprehensive program reviews (pilot programs). The assessment coordinator has provided feedback to most program coordinators.

The pilot programs also started validation procedures for the program review. Feedback was garnered and the self-study guide to program review will be revised (both instructional and academic support) to meet faculty needs.

VIII. Developed a budget
A budget was created for the 2004-2005 academic year. Approximately two-thirds was funded. Close to 80% of the budget was used or encumbered for future assessment activities.

IX. Developed and prioritized a list of activities
A list of assessment activities was created in the summer of 2005 for providing direction for assessment activities. Throughout the year, this list was constantly updated and prioritized to be in step with WASC accreditation standards.

Activities in these nine areas of assessment will continue in spring, 2005. For those interested in a more comprehensive report, the Assessment Coordinator will be submitting an end-of-the-year report in late May detailing activities for the rest of this year and next.

Respectfully Submitted on April 18, 2005
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