Excerpts from the Final Report to the Davis Foundation (January 2013)

Since the awarding of the grant the campus has made significant progress on its goals which otherwise, may not have been possible. Each goal was significantly advanced in multiple ways including the following:

- An Associate Dean for Assessment and Planning was hired in summer 2010 to help the campus achieve its assessment goals through training and mentorship as well as to enhance and coordinate documentation of assessment activities.
- An Assessment Advisory Group (AAG) was formed in fall 2010 to advise about assessment and advance assessment capacity in the programs represented and across the campus. The members of this group have been broadly representative of the academic departments and Core domains of the college as well as of Student Affairs. This group serves not only as a liaison to other faculty members, but as a resource for members to learn about current assessment issues at the local, state and national levels, enabling them to participate as fully as possible in decision making around assessment.
- Stipends were provided for faculty to develop assessment plans for departments and ePortfolio course sites.
- In spring 2012 the college piloted a "Teachfest" that built on a long-standing "Techfest" event held at the end of May. Assessment specialist Dr. Peggy Maki presented to the faculty and offered her expertise in assessment review sessions of the Core Domains that were held that day.
- ePortfolio implementation has continued to expand with the focus on entering students enrolled in the First Year Experience (FYE) course.
- The MCLA web page for Institutional Research, Assessment and Planning http://www.mcla.edu/Academics/institutionalresearch/ was created in fall 2010. It continues to provide faculty with information on learning outcomes assessment, statewide and national issues, a current list of professional development opportunities for faculty, and an “Assessment Forum,” a collection of recent, influential research articles and books, designed to stimulate conversations about assessment.
- Almost all academic majors have now completed curriculum maps. Others are in progress.
- Three academic programs have revised their outcomes as part of this work.
- Over half of all undergraduate academic programs are engaged in ongoing assessment activity and document their work in brief reports that summarize findings and their use of them.
- The new Professional Masters of Business Administration (PMBA) program has established learning outcomes and is using ePortfolio to collect and score student artifacts.
- Core domain Tier 1 courses in Critical Reading, Thinking and Writing (ENG 150) is piloting a pre-post assessment of writing in spring 2013. Assessment in Tier 1 will be expanded in fall 2013.
- All four Core Curriculum Tier 2 domains have ongoing assessment processes and document their work in brief reports that summarize findings and their use of them.
- All Core domain Tier 3 capstone courses have ongoing assessment processes and document their work in brief reports that summarize findings and their use of them.
- Area leaders of eight co-curricular programs have developed learning outcomes for their programs. They are assessing the outcomes according to a plan specific to each program and write brief reports to document the process and the planned use of the results.
The Alumni survey has been revised and a time table developed for administering “1 year out” and “5 year out” surveys, which began in spring 2012.

All of these advances in assessment have served to inform the programs and the institution about student learning and enabled them to strengthen programs and services. We will sustain and build upon the outcomes of this project by leveraging a variety of resources and the expertise of faculty to build a flexible and sustained assessment system from which data and information can be drawn to facilitate planning, meeting of institutional benchmarks, and related goals.