

This report summarizes Career and Technical Education (CTE) Assessment Report findings for the fall 2017 semester. It is divided into the following sections:

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In collaboration with VPASA Scott Morrison, academic division directors, and academic faculty, Planning and Assessment Coordinator Mandy Billings developed course assessment reporting tools on the JotForm platform for Liberal Arts and CTE divisions. Academic faculty were introduced to the new reporting form during fall division meetings and given a March 30 deadline for submitting fall 2017 assessment reports. Assessment report due dates, example reports, and other resources were available on the new [WestNET Assessment page](#) (link requires intranet login).

The JotForm Assessment Report form is similar in format and content to the previous Google Form version. One significant difference is that many response fields now contain limited reporting options that must be selected from a pre-defined dropdown list, reducing some of the confusion caused by previously open-ended response options. It was recommended that faculty select one SLO for each Assessment Report submitted; faculty were not expected or required to select multiple, or all, SLOs for assessment. In these reports, faculty identified key assignments, projects, or tasks that serve as indicators to assess specific SLOs. Student performance on indicators was measured by evaluating whether students achieved the \_\_\_\_\_ or \_\_\_\_\_ for a given indicator:

- : At least 50% of students achieve 70% on assessment
- : At least 70% of students achieve 70% on assessment

The following table includes all CTE courses that reported conducting course-level SLO assessment during the fall 2017 semester. The table lists the course, SLO achievement levels for all SLOs assessed, and whether an improvement plan is under consideration for the assessment process moving forward.

As noted in the introduction, faculty were not expected or required to assess all SLOs for each course, given that some SLOs may not be applicable for some courses. Faculty were instead encouraged to pick one SLO to assess, though some did assess multiple applicable SLOs. For the SLOs asse

	Target Met	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Yes
	Target Met	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Yes
	Target Met*	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	No
	Not Assessed	Not Assessed	Not Assessed	Target Met	Not Assessed	Not Assessed	Not Assessed	Yes
	Target Met	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	No
	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not			



The following table outlines the number of CTE courses assessing specific SLOs both from fall 2017 and from the previous reporting year.

SLO 1: Working Knowledge	6	50%	5	56%
SLO 2: Written Communication	4	33%	0	0%
SLO 3: Quantitative Literacy	1	8%	0	0%
SLO 4: Information Literacy	2	17%	1	11%
SLO 5: Diversity and Society	0	0%	0	0%
SLO 6: Critical Thinking	0	0%	0	0%
SLO 7: Career Preparation	1	8%	3	33%

\*All courses reporting in the 2016-17 reporting year conducted assessments during the fall 2016 semester. A small number also included assessment data from the spring 2017 semester, and/or from earlier semesters. It is therefore difficult to make a direct fall-to-fall comparison between these two collections of assessment data.

SLO 1 continues to be the most frequently assessed SLO as most faculty already have classroom assignments or national exams in place that clearly serve as indicators for working knowledge of specific course material. A slight increase in SLO 7 assessment is in line with CTE's focus on career preparation, but remains lower than anticipated. Faculty have shared anecdotally that in CTE courses, SLO 1 (Working Knowledge) and SLO 7 (Career Preparation) are easier to assess and perceived as key or primary learning outcomes for the division.

Last year, the 2016-17 academic year, was the first year that course-level SLO assessment was reported

further define course-level SLO assessment moving forward. A new assessment plan coupled with a new strategic plan for the college could very well mean changes to the current JotForm reporting process, the SLOs being assessed, and the assessment timeline for faculty. Having that structure in place before beginning in-person professional development opportunities for faculty will be important to ensure delivery of accurate information and to avoid unnecessary confusion and frustration.

As with the development of the new strategic plan, soliciting input from the WNC community as this new assessment plan is developed will be key to creating an assessment plan that is both useable and useful for all involved. Without giving faculty the opportunity for ownership in this process, participation will continue to be low. Additionally, academic division directors and executive leadership must continue to be informed, invested champions of the assessment process to successfully strengthen WNC's culture of assessment across the community.

One significant challenge in consistently conducting annual SLO assessment is communicating how and why this kind of assessment serves our students and the wider WNC community. Questions that faculty have shared both publicly and privately include:

- Is course-level SLO assessment being used to evaluate faculty or make employment decisions?
- How is course-level SLO assessment different than the annual self-evaluation?
- What are SLOs? How are they different than course-specific learning outcomes? How are they connected to strategic plan KPIs?
- How do I know if I'm conducting a valid assessment of SLO achievement?
- Why is the assessment process important, and how will the results be used?
- Is conducting assessment part of my regular duties as a full-time professor or part-time instructor? Am I being compensated for this work? Can I refuse to participate?

Professional development opportunities, including All Faculty meetings, smaller group trainings by discipline or division, and one-on-

instructors, will be barriers to moving forward with this approach. Despite these and other anticipated challenges, it will be worthwhile to explore creative options for implementing this recommendation.

As we work to develop a new assessment plan for WNC, we should look to leaders in assessment for additional resources, strategies, and ideas. This may include attending conferences and webinars, reviewing books and journal articles, and reaching out directly to other institutions.