



KEEPING OUR STANDARDS *HIGH*

ASSESSMENT, INSTITUTIONAL EFFECTIVENESS AND RESEARCH (AIER)

Academic year 2009-2010 marked the midway point of GCC's six-year accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC). The college launched preparations for its March 2012 accreditation visit in September 2009. Committees began addressing the four recommendations made by the ACCJC in its 2006 Evaluation Report, relating to general education; governance; integration of Student Learning Outcomes (SLOs) in program and course documents; and leadership of the Board of Trustees. The Office of Assessment and Institutional Effectiveness was renamed Office of Assessment, Institutional Effectiveness and Research to reflect the importance of research in the assessment and accreditation processes. AIER conducted student surveys designed to produce information about the students' experiences at GCC and about the learning that takes place in the classroom. Also, GCC academic departments and administrative divisions are reviewing programs using the TracDat assessment data management system. Linking assessment results to planning and budgeting within TracDat is also being Institutionalized. All identified learning and administrative outcomes are eventually linked to the College's four Institutional Strategic Master Plan goals: Pioneering, Educational Excellence, Community Interaction, and Dedicated Planning.

STUDENT LEARNING OUTCOMES: COURSE LEVEL ASSESSMENT

GCC's goal is to develop and publish Student Learning Outcomes for every course listed in the college Catalog, and to assess course requirements for all AA, AS, and Certificate programs. The Course-Level SLO Booklet project began in Fall 2008, and one year later, during Fall Semester 2009, the college reached 51.7 percent of that goal, publishing SLOs for 181 of the 350 courses in the catalog. It was a significant increase over the Spring 2009 semester's publication of only 70 courses. During Fall Semester 2009, over 60 percent of AA and AS courses, nearly 20 percent of Certificate courses, and about 15 percent of non-technical courses were assessed.

STRENGTHENED ROLE OF FACULTY

This year the GCC faculty plays a more integral role in assessment and accreditation processes. Through faculty membership in the Learning Outcomes Committee, which regulates curriculum to ensure alignment with the mission of the College, and other committees such as the Promotions, Professional Development Review Committee, and the Committee on College Assessment, faculty are involved in the review of program, course and unit assessment plans and reports. Faculty members on these committees also implement professional development initiatives and deliberate over the promotion of faculty members. Faculty members also lead and sit on the four accreditation standards committees, helping to gather, organize and analyze data that supports the College's efforts to meet and surpass these standards. GCC is confident that these combined efforts will result in a successful accreditation visit in 2012.