



<p><b>Palo Alto College Vital Statistics</b></p> <ul style="list-style-type: none"> <li>✓ 8,580 total students enrolled Fall 2012</li> <li>✓ 7,215 part-time students enrolled</li> <li>✓ 1,329 FTIC students</li> <li>✓ 940 graduates YR12</li> <li>✓ Students select from over 158 core courses</li> </ul>	<p>Palo Alto College faculty and staff assess student learning outcomes as the sum total of the learning experience at the institution and use assessment findings to motivate improvements in student success and program development. Assessment of student learning outcomes at Palo Alto College reflects the college's commitment to provide exemplary, accessible education and training to a diverse and aspiring community by:</p> <ul style="list-style-type: none"> <li>➤ Identifying what students should learn</li> <li>➤ Measuring student learning</li> <li>➤ Collecting data systematically to understand and improve student learning</li> <li>➤ Devising necessary instructional/institutional strategies based on data analysis</li> </ul>
<p><b>Institutional Core Competencies</b></p>	<p><b>Means of Assessment</b></p>
<p>Critical Thinking</p>	<p>Direct-Sample artifacts from students who have 45 or more earned college credit hours are collected and assessed to measure the culmination of student learning using an agreed upon scoring rubric</p> <p>Indirect-CCCSE and identification of high risk courses with accompanying action plans</p>
<p>Communication</p>	<p>Direct-Sample artifacts from students who have 45 or more earned college credit hours are collected and assessed to measure the culmination of student learning using an agreed upon scoring rubric</p> <p>Indirect-CCCSE and identification of high risk courses with accompanying action plans</p>
<p>Empirical and Quantitative Skills</p>	<p>Direct-Sample artifacts from students who have 45 or more earned college credit hours are collected and assessed to measure the culmination of student learning using an agreed upon scoring rubric</p> <p>Indirect-CCCSE and identification of high risk courses with accompanying action plans</p>
<p>Teamwork</p>	<p>Direct-Sample artifacts from students who have 45 or more earned college credit hours are collected and assessed to measure the culmination of student learning using an agreed upon scoring rubric</p> <p>Indirect-CCCSE and identification of high risk courses with accompanying action plans</p>
<p>Social Responsibility</p>	<p>Direct-Sample artifacts from students who have 45 or more earned college credit hours are collected and assessed to measure the culmination of student learning using an agreed upon scoring rubric</p> <p>Indirect-CCCSE and identification of high risk courses with accompanying action plans</p>
<p>Personal Responsibility</p>	<p>Direct-Sample artifacts from students who have 45 or more earned college credit hours are collected and assessed to measure the culmination of student learning using an agreed upon scoring rubric</p> <p>Indirect-CCCSE and identification of high risk courses with accompanying action plans</p>

### **Professional Development provided to support Assessment:**

- Chairs, Leads, and Deans attend a Summer Assessment Institute where assessment plans, communication, and infrastructure is created to support assessment in the upcoming academic year.
- All faculty participate in an assessment related activity each semester such as how to write student learning outcomes, examples of assessment methods, the value of academic assessment, and rubric development and use.
- All faculty responsible for submitting artifacts for assessment receive individual support both electronically and face-to-face.
- Four faculty assessment coaches receive training in how to use Tk20 assessment software and how to support faculty assessment of Student Learning Outcomes (SLOs).
- All faculty assessors receive calibration training intended to reduce assessment scoring variance. They learn how to score artifacts within assessment software and how to support the college's overall assessment strategy.
- Faculty have an opportunity to participate in college-wide creation and revision of institutional core competency rubrics.
- All faculty are invited to discuss assessment findings during a college-wide meeting to determine how the findings will be used to enhance student learning.
- Department chairs and leads meet with full-time faculty for more localized discussion of assessment findings and to create actions plans based on the findings.

Assessment information about Palo Alto College can be found on the college outcomes assessment website at <http://legacy.alamo.edu/pac/assessment/development/default.aspx>. In order to enhance the overall communication flow of our assessment process, the following takes place:

- PAC outcomes assessment website contains the annual assessment calendar with a video narrative highlighting each event that faculty need to know.
- PAC outcomes assessment website includes FAQs, assessment definitions, and houses all documents faculty need to participate in the assessment process.
- All faculty responsible for submitting assessment artifacts receive a group and an individual email notifying them of their assessment responsibilities.
- All faculty responsible for submitting assessment artifacts are offered face-to-face support.
- Biweekly meetings with the four assessment coaches occur to ensure consistency of the process.
- Faculty assessors have two formal meetings during the academic year supplemented by video explanations of FAQs.