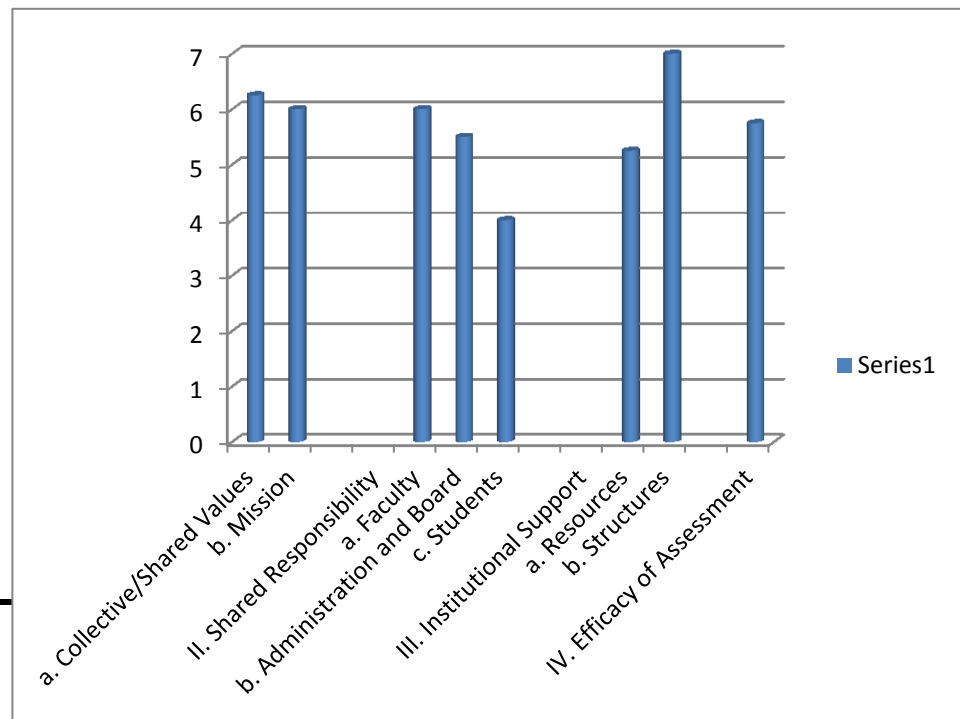


	a	b	c	d	e	f	AVE	Range
I. Institutional Culture								
a. Collective/Shared Values	5	7	7	6			6.25	5-7
b. Mission	6	7	5	6			6	5-7
II. Shared Responsibility								
a. Faculty	6	6	5	7			6	5-7
b. Administration and Board	6	6	4	6			5.5	4-6
c. Students	3	5	3	5			4	3-5
III. Institutional Support								
a. Resources	6	5	4	6			5.25	4-6
b. Structures	8	6	7	7			7	6-8
IV. Efficacy of Assessment	5	5	6	7			5.75	5-7

Red = Less than the highest level two marker--assuming we should be working at mastering the level 3 elements

**2010 Administrative Evaluation of the SVCC Assessment System against the HLC Levels of Implementation**



**Observations:**

- Low Student
- Proud of structures
- Administration recognizes faculty engagement
- Continued Growth needed to reach level 3
- Work with adjuncts/reluctant faculty needed

**Communication issues**

- Do admins realize operational planning IS assessment for non-academic areas of college?
- Why no reference at all to Board of Trustees in comments? Do we differentiate this from faculty?

**Resulting recommendations?**

- Build in annual report or training for Board on Assessment
- Taskforce to examine student understanding of assessment (SGA involvement)
- Ask Administrators to circle Level Three areas that they think we are lacking.

## Comments (sorted by type)

### I. Institutional Culture

many are starting to value assessment

Assessment is done in all departments or programs

I am not clear if non-academic areas are assessing regularly and appropriately

Assessment is an institutional priority but not fully embraced by all faculty, especially adjuncts

The mission statement is identified but not always used in all academic programs.

Mission statement talks about student learning

Assessment committee has been effective in shaping efforts

We have an active assessment committee who ensures a focus on assessment exists

### II. Shared Responsibility

Still need to grow in support of assessment with some faculty members

Need more growth in faculty initiative re: assessment and active learning strategies

Need to reward and publically recognize work to improve student learning more

Many faculty are adjuncts and are unfamiliar with assessment practices

Faculty actively participate in ongoing assessment activities

In-service days could better be utilized for assessment purposes

deans and directors clearly support assessment.

The CAO actively supports and guides the assessment process

Students are not as involved on committees as should be.

Communicate with students in syllabi but no representation and no clear evidence of their knowledge base

Students are aware of assessment, but really don't know how it affects them.

### III. Institutional Support

Clear budget connection

Budget crisis has impacted faculty development options

Funds are limited in support of assessment

Financial conditions may be detrimental

The system for data collection is in place but not used by all faculty

More resources need to be allocated here

Some conference meeting and tech support is available

Committees and delegation of responsibilities is well established.

No solicitation of proposals and no departmental budget control for assessment

#### IV. Efficacy of Assessment

Need to increase usefulness of data. We are better at defining assessment and therefore have better data to

Data not always used to improve and change student learning

We have an effective assessment committee.