results and prompted improvements such as the development of alternative projects and the provision of cover letter examples (R1.48).

The Child Development (CD) program provides another example of the work of faculty that improves the meaningfulness of SLO assessments. In Fall 2013, the CD program, as a part of the California Community College Child Development Curriculum Alignment Project (CAP), extensively reviewed and aligned SLOs from eight Child Development courses. Child Development faculty along with the Child Development advisory committee met repeatedly to share strengths and weaknesses of the current SLOs and course content as well as develop plans for improvement. Through this process, course content, SLOs, and program outcomes were modified and aligned with the California Teacher Competencies. Modifications were submitted through the college’s curriculum review process in Fall 2013. In Spring 2014, eight more Child Development courses will be reviewed and aligned.

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**Recommendation 1, Bullet point 4 – Standard I.B.5**

- Use of documented assessment results to communicate matters of quality assurance to appropriate constituencies. (I.B.5 listed as I.B.4 in the Evaluation Report)

**Standard I.B.5**

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

**Specific actions taken to address Standard I.B.5:**

- Added CCCCO Scorecard link on home page.
- Published updated Gainful Employment data in the course catalog and online.
- Established Learning Improvement Focused Inquiry Group.
- Implemented new data tool for faculty to discuss instructional improvement.

**Discussion:**

In their Evaluation report, the Evaluating Team found that Gavilan College met Standard I.B. (p 19, Evaluation Report); however it was quoted as bullet-point 4 of Recommendation 1 (although incorrectly cited as I.B.4).

The college uses regular assessment reports to communicate matters of quality assurance. These reports include the College Factbook, Student Profile, Gainful Employment, Student Success, Distance Education, Assessment Distribution, and Student Success Scorecard reports (R1.49). As the result of a series of significant grant-funded initiatives, the Office of Institutional Research (OIR) regularly produces evaluation reports on particular interventions (R1.50). These data are shared across campus and through email in the form of research updates and posted on the public OIR website. The Director is a regular visitor to different constituency group meetings, where he presents data and discusses the meaning of results (R1.51). The Director also presents regular reports to the Board of Trustees and the community overall on a regular basis (R1.52).