

# Preliminary Report: WASC Level II Retreat on Assessment in Practice



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# The Project



- Create a means for reporting out SLO's with assessment and action plans in a manner that generates dialogue across campus and demonstrates how it informs institutional effectiveness.
- How does this assessment/evaluation get us closer to reaching our college vision and achieving our college goals — closing the loop and moving forward?
- How can we map them to Strategic Priorities in the Strategic Plan?

# Research Questions



- How do we report out on SLO assessment, evaluation, and action planning in a manner to inform planning and resource allocation?
- How do we map this to planning?

# Supplemental Materials



- *San Diego Mesa College Institutional Planning Manual, Spring 2011*
  - Integrated Planning Framework
- *San Diego Mesa College 2011 Program Review Handbook for Instructional Programs, Student Services and Administrative Services*
  - Guidelines and Response Sheet for Completion of Program Review
  - Goal Matrix

# Mentors



- **Julie Slark**
  - Recently retired Vice Chancellor of Educational Services, Rancho Santiago Community College District
  - Consultant to over 25 community colleges
  - Served on over 20 comprehensive and interim accreditation visits
  - Wrote RP Group's "Planning Resource Guides"
  - Sits on editorial board for *Community College Review* and *Journal of Applied Research in the Community Colleges*

# Mentors, continued



- **Robert Pacheco**

- Dean of Research, Development and Planning and Accreditation Liaison Officer for Barstow College
- Assessment Chair of Executive Board of RP Group
- Moderates national Learning Assessment Listserv
- Edits Assessment Corner in the monthly journal, *Perspectives*
- Researcher for BRIC grant
- Barstow College Institutional Effectiveness Committee Chair, SLO Assessment Committee member, and Matriculation Committee member

# Mentors continued



- **Norv Wellsfry**
  - ACCJC Associate Vice President
  - Retired from Los Rios Community College District
    - ✦ 31 years, including teaching experience in CISC and Accounting
    - ✦ Planning and assessment leadership
    - ✦ Accreditation

# Speakers



- **Amy Driscoll: Engagement of Faculty in Student Learning Outcomes Assessment; Closing the Loop; Developing a Culture of Assessment**
- **Cyd Jenefsky: Outcomes Based Academic Program Review Process (including use of learning assessment to inform process)**
- **Fred Trapp: Program Review and Assessment of Learning**
- **Laura Martin and Laurie Dodge: Using Technology to Support Assessment**

# Major Findings



- Mesa has a great framework and set of processes -- the mechanics are set, with a few areas to work on
  - Major need is in area of resource allocation:
    - ✦ Assure that we include all resources, not just focus on financial
    - ✦ Get the criteria and rubrics completed for the resource allocation committees
      - this will institutionalize the process of transparency and make clear how allocations are made
      - and permit practitioners to return to the primary work of student learning

# STUDENT LEARNING!



- **Mesa is focused upon meeting the letter of the 2012 deadline, looking at the mechanics, but we need to get beyond that**
  - In all likelihood, given the level of where we are, we might not be at proficiency (those colleges undergoing reaffirmation in Fall 2012 will be expected to demonstrate assessment and action at all three levels –course, program, and institutional)
  - What the commission will be looking at is the dialogue surrounding student learning
    - ✦ Not just the assessment and how many iterations, but
    - ✦ What happened as a result of the assessment –how did student learning improve as a result of the dialogue associated with the assessment?

# True North



- The message over and over was ***practitioner engagement in student learning and meeting student learning or support needs***
- This needs to inform Program Review
- Curriculum discussion needs to integrate with student learning assessment and dialogue
- Results need to stem from this holistic process
- Program Review needs to reflect this

# Program Review Questions 1-3



- **Mission**
  - Explain if recently revised
- **Description of program (and curriculum) or service area**
  - Describe any changes in the past year

# Program Review Question 4: The Locus for Assessment



- **SITUATION: Describe the current state of the program/service area**
  - Connect to College Mission, Vision, Values and Goals
  - Connect to College's Annual Objectives/Priorities and Performance Indicators
  - Describe how your program serves students, the College, and the community
    - ✦ Provide the context of what you do, how you do it, and how it impacts learning
    - ✦ Provide multiple factors –become holistic in process

# Program Review Question 4: The Locus for Assessment



- Tell the story of your program/service area's Strengths, Challenges, and External Influences
  - Achievement Data:
    - ✦ Program outcomes (retention, success, productivity, awards, disaggregated when possible)
    - ✦ Point of Service Surveys, process numbers, students served by specific service
  - Qualitative Data:
    - ✦ **IT'S ALL ABOUT THE DIALOGUES SURROUNDING LEARNING OR SUPPORTING LEARNING!**
      - Demonstrate how closing the loop got us to student success

# Closing the Loop on SLOs



# Program Review Question 5



- **TARGET:** Describe where you want the program or service area to be in five years –these are your goals, based upon your analysis in Question 4

# Program Review Question 6



- **PROPOSAL:** Describe where you need in order to achieve the Target (five years out) listed in Question 5

# Goals Matrices



- Identify SMART goals associated with the PROPOSAL –what you need in order to achieve this
- Include specific resources
  - Mentors advised that we include ALL RESOURCES and emphasize them equally –there are some resources that don't require allocation of funds and some that do
    - ✦ Professional Development based upon a Needs Assessment
    - ✦ Curriculum Support –capacity and content
    - ✦ Learning Support
    - ✦ Personnel –Faculty and Classified
    - ✦ Equipment and Supplies

# Proposal for Future Program Reviews



- Find a means to aggregate common needs among programs and services areas (very important, with implications for Integrated Planning Framework)
- Include a section where the program or service area tracks results
  - What was the *outcome* of what you did (actions taken in practice) or what you received in terms of resources
  - What was the *outcome* of what you were not able to do, due to lack of resources (including personnel)

# The Future



- Dialogue at ALL LEVELS of governance groups and the divisions
- Plans and actions proposed and developed at these levels and at the institutional participatory governance level
- We are at the beginning, and we need to keep our True North, it's all about

**STUDENT LEARNING**  
**STUDENT SUCCESS**