

## Spring 2019 Outcomes Perception Survey

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### **Purpose:**

A campus-wide survey was conducted at the end of Spring 2019 term to learn about the breadth of experience Mesa employees have in their respective department's outcomes and assessment process at San Diego Mesa College. The Outcomes Assessment efforts at Mesa College began in the 2009-2010 academic year, and as of 2018-2019 academic year, Mesa is halfway through the second six-year assessment cycle.

### **Methodology:**

Data collection took place from April 1<sup>st</sup> through April 23<sup>rd</sup>, 2019. The survey invitation was sent to the entire Mesa campus, a total of 3239 recipients. After the initial email invitation, two reminders followed to encourage respondents to take the survey. A total of 198 respondents participated in the survey, resulting in a 6% participation rate. Out of the 198 submitted surveys, 122 were fully complete.

### **General Findings:**

- On average, there were fewer respondents who reported being involved in outcomes-related initiatives, 14% participants compared to 86% non-participants.
- When asked about their department, most respondents agreed or strongly agreed their department is coordinating student assessment activities annually in consultation with the departmental faculty/staff/administrators (83%) and that assessments are administered each semester (78%).
- Over 70% of respondents agreed or strongly agreed there is a department consensus in the approach to student learning and that it has an effective plan for periodic review of course outcomes (71% and 74%, respectively).
- Over half of respondents agreed or strongly agreed that their department has an effective plan for periodic review of program outcomes (69%) and for reviewing the design of assessment tools (68%) and that data gathered from the assessments is reviewed each semester (68%).
- 60% of respondents agreed or strongly agreed that DOCs update their deans throughout the year regarding assessment activities.
- Most respondents agreed or strongly agreed that Faculty/Classified Professionals/Administrators have a professional duty to regularly assess what students are learning (81%).
- Over 70% of respondents agreed or strongly agreed that Outcomes Assessment is best developed and administered by the respective departmental proctors (75%) and that clearly defined outcomes makes it easier for students to understand the course, program, or service area goals (73%).
- About half of respondents see value in the time they spend on Outcomes Assessment (54%).
- 41% of respondents agreed or strongly agreed that the effectiveness of their work improves when outcomes are regularly assessed throughout the cycle and that assessing outcomes has immediate relevance to their daily work.

- When asked if they believed Outcomes Assessment has improved the quality of education at Mesa College, only 36% agreed or strongly agreed to this statement with 41% feeling neutral about this statement.

### Comparison Findings

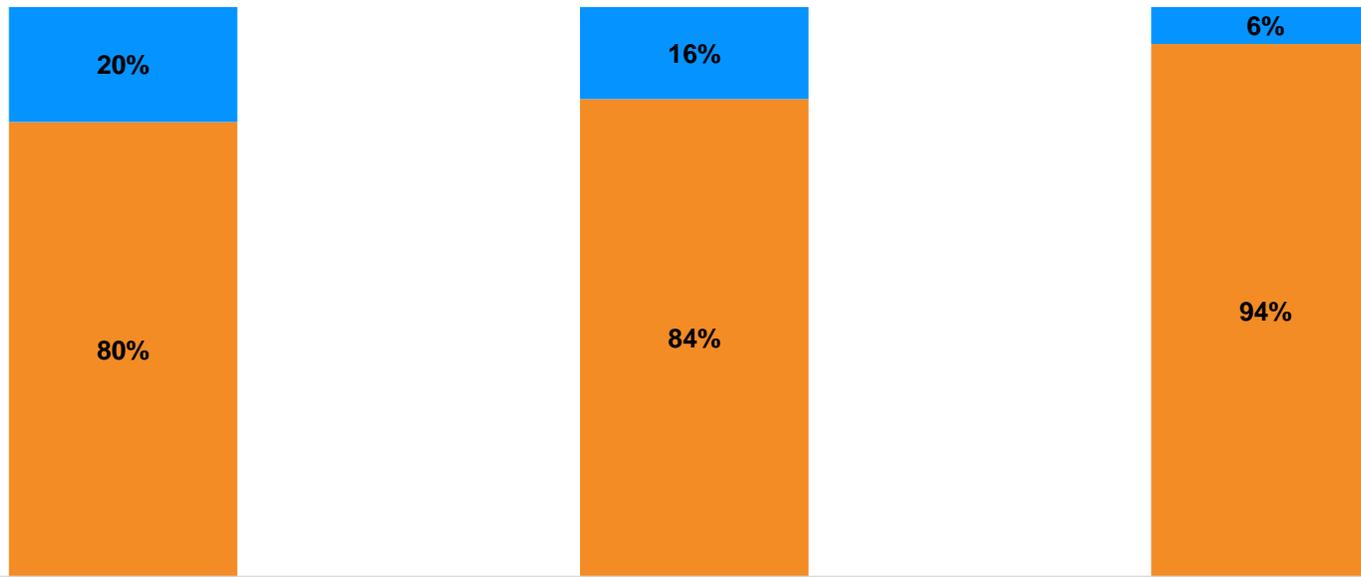
When comparing answers of respondents who reported direct involvement in outcomes related initiatives (participants) to responses of those who did not report direct involvement (non-participants), the following were some findings:

- Both groups had similar responses when asked if clearly defined outcomes makes it easier for students to understand the course, program, or service area goals, 68% of non-participants agreed or strongly agreed compared to 71% of participants.
- Both groups had similar responses, with both around a third agreement, when asked their perception about Outcomes Assessment improving the quality of education at Mesa College, 32% of non-participants agreed or strongly agreed compared to 39% of participants.
- Both groups had close agreement percent in regards to the effectiveness of their work improving when outcomes are regularly assessed throughout the cycle (35% of non-participants agreed or strongly agreed compared to 47% of participants).
- Both groups had close agreement percent in regards assessing outcomes having immediate relevance to their daily work (34% of non-participants agreed or strongly agreed compared to 47% of participants).
- More participants agreed or strongly agreed they saw value in the time they spend on Outcomes Assessment, 63% compared to 44% for non-participants.
- Both groups had over 50% agreement regarding Outcomes Assessment being best developed and administered by the respective departmental proctors; however, participants seem to feel more strongly about this statement, 87% agreement compared to 62% agreement for non-participants.
- Both groups had over 70% agreement regarding Faculty/Classified Professionals/Administrators having a professional duty to regularly assess what students are learning; however, participants seem to feel more strongly about this statement, 92% agreement compared to 71% agreement for non-participants.
- About two thirds of respondents agreed or strongly agreed that their department administers assessments on a semester basis (66% for both groups).
- More than half of non-participants agreed or strongly agreed that their department demonstrates consensus on the approach to student learning (55%) and that their department reviews data gathered from assessments on a semester basis (52%). However, more participants agreed or strongly agreed that their department demonstrates consensus on the approach to student learning (89%) and that their department reviews data gathered from assessments on a semester basis (82%).
- Slightly over one half of the non-participant respondents agreed or strongly agreed that their department has an effective plan
  - for periodic review of course outcomes 56%
  - for periodic review of program outcomes 57%
  - for reviewing the design of assessment tools 55%
- In contrast, over 70% of the participant respondents agreed or strongly agreed that their department has an effective plan
  - for periodic review of course outcomes 71%

- for periodic review of program outcomes 76%
- for reviewing the design of assessment tools 74%
- More than two thirds of respondents agreed or strongly agreed that their department coordinates student assessment activities annually in consultation with the departmental faculty/staff/administrators (71% of non-participants compared to 89% of participants).
- Less than half of the non-participant respondents agreed or strongly agreed that their department updates the Dean throughout the year on assessment activities (42%) compared to more than half for the participant respondents (58%).

I. Charts

Figure 1. Targeted Outcomes Involvement  
N=124

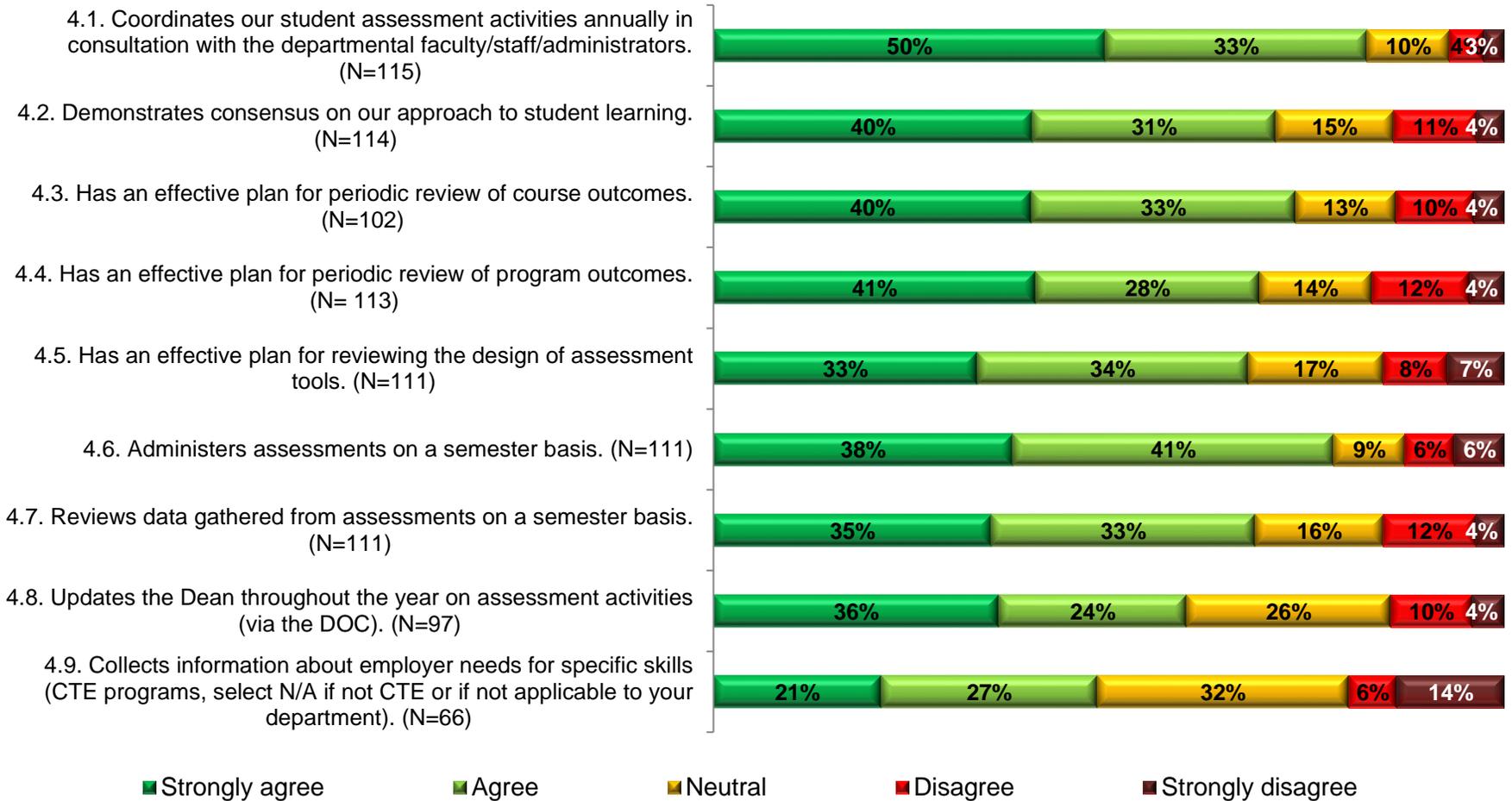


1. Have you served as a Department Outcomes Coordinator in this outcomes cycle? 2. Have you or are you currently serving on the Committee for Outcomes Assessment? 3. Have you or are you currently serving on the ILO Taskforce?

■ No ■ Yes

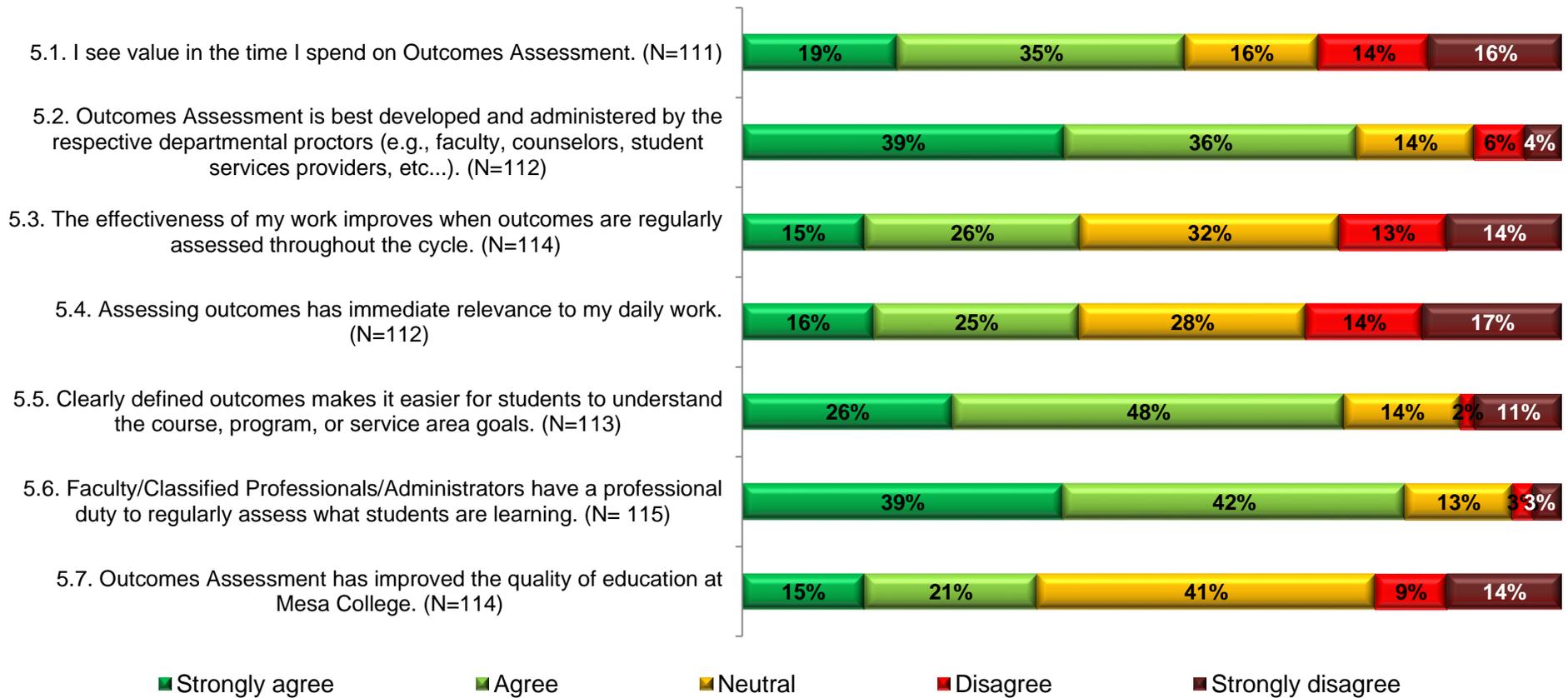
Note: For the purposes of this report, those who answered 'No' to the questions above are considered non-participants and those who answered 'Yes', are considered participants.

**Figure 2. My department...**



*Note: Responses left blank and N/A responses are not included. Each question has a different number (N) of valid*

**Figure 3. Respondent Perception**



*Note: Responses left blank and N/A responses are not included. Each question has a different number (N) of valid responses.*

## II. Comparison Tables

### A.

My Department	Sum Agreement Non-Participant (N=86)	Sum Agreement Participant (N=38)	Percent Difference
4.1. Coordinates our student assessment activities annually in consultation with the departmental faculty/staff/administrators.	71%	89%	<b>18%</b>
4.2. Demonstrates consensus on our approach to student learning.	55%	89%	<b>34%</b>
4.3. Has an effective plan for periodic review of course outcomes.	56%	71%	<b>15%</b>
4.4. Has an effective plan for periodic review of program outcomes.	57%	76%	<b>19%</b>
4.5. Has an effective plan for reviewing the design of assessment tools.	55%	74%	<b>19%</b>
4.6. Administers assessments on a semester basis.	66%	66%	<b>0%</b>
4.7. Reviews data gathered from assessments on a semester basis.	52%	82%	<b>30%</b>
4.8. Updates the Dean throughout the year on assessment activities (via the DOC).	42%	58%	<b>16%</b>
4.9. Collects information about employer needs for specific skills (*).	22%	34%	<b>12%</b>

### B.

Respondent Perception	Sum Agreement Non-Participant (N=82)	Sum Agreement Participant (N=38)	Percent Difference
5.1. I see value in the time I spend on Outcomes Assessment.	44%	63%	<b>19%</b>
5.2. Outcomes Assessment is best developed and administered by the respective departmental proctors (**).	62%	87%	<b>25%</b>
5.3. The effectiveness of my work improves when outcomes are regularly assessed throughout the cycle.	35%	47%	<b>12%</b>
5.4. Assessing outcomes has immediate relevance to my daily work.	34%	47%	<b>13%</b>
5.5. Clearly defined outcomes makes it easier for students to understand the course, program, or service area goals.	68%	71%	<b>3%</b>
5.6. Faculty/Classified Professionals/Administrators have a professional duty to regularly assess what students are learning.	71%	92%	<b>21%</b>
5.7. Outcomes Assessment has improved the quality of education at Mesa College.	32%	39%	<b>7%</b>

\* CTE programs, select N/A if not CTE or if not applicable to your department

\*\* e.g., faculty, counselors, student services providers, etc...