

**Modesto Junior College**

**Comprehensive  
Assessment Report**

**MJC Assessment Workgroup**



**2010**

## **Background**

In an effort to improve facilitation of assessment processes and activities, the Accreditation/Institutional Effectiveness Committee established the Assessment Workgroup in the fall of 2009, and the workgroup began bi-monthly meetings in January, 2010. The 18-member workgroup consists of two co-chairs and representatives from instructional divisions, service areas, and student services (See Appendix A for a complete list of members). Over the course of the spring semester, the workgroup developed a mission statement, clarified its charge, collected assessment data, and developed a comprehensive annual report summarizing the assessment activities from spring, summer, and fall 2009.

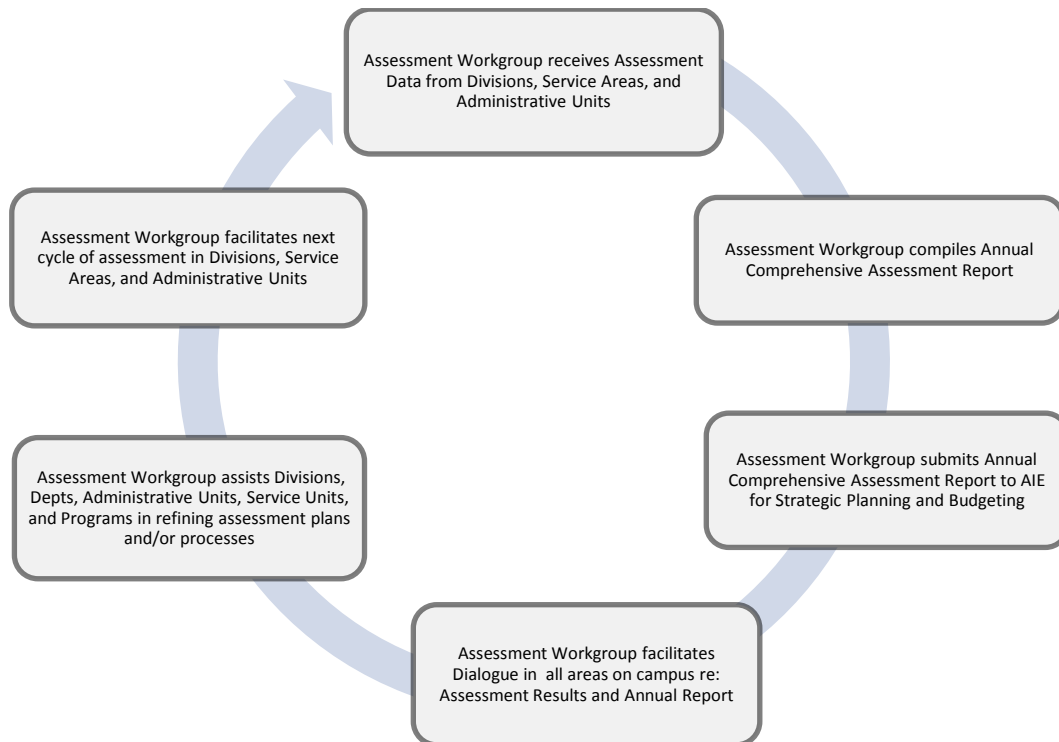
### **Mission Statement**

The Assessment Work Group promotes a culture of evidence by facilitating and coordinating an ongoing process of establishing expected outcomes (Student Learning Outcomes, Service Area Outcomes, and Administrative Unit Outcomes), collecting assessment results, analyzing and discussing their implications, reporting them, and responding to them. Our membership of campus-wide representatives fulfills this mission by gathering, sharing, reviewing, and dispersing the latest information about the assessment process to all areas of the college. We also accomplish our mission by forwarding suggestions, based on outcomes data from the Program Review process, to the Accreditation/Institutional Effectiveness Committee, which informs strategic planning for the college.

### **Charge**

- A. Facilitate assessment processes
  1. Train faculty/staff in writing SLOs, SAOs, and AUOs
  2. Train faculty/staff in assessing SLOs, SAOs, and AUOs
- B. Receive assessment data from electronic program review reports at the division, service area, and administrative unit levels
- C. Compile, organize, and summarize report data and findings (including best practices and/or changes from divisions, service areas, administrative units, and programs) in an annual Comprehensive Assessment Report
- D. Submit Annual Comprehensive Report to Accreditation/Institutional Effectiveness Committee for use in strategic planning and resource allocation
- E. Facilitate dialogue in divisions, departments, programs, service areas, and administrative units
  1. On SLO, SAO, AUO assessment results
  2. On Annual Comprehensive Assessment Report
- F. Assist divisions, departments, administrative units, service units, and programs in refining assessment plans and/or processes

## Cycle of Outcomes Assessment at Modesto Junior College



## Data Findings

- Of the 1,322 courses reported, 258 courses (19.5%) were scheduled to be assessed in 2009 (Spring, Summer, Fall). (See Appendix B.)
- Of the 258 courses scheduled to be assessed, 163 courses (63.2%) were assessed.
- Of the 163 courses assessed, 52 courses (31.9%) also included action plans.
- There were significant gaps in data reporting from several areas. (See Appendix B.)
- Student services began the SLO process in 2008-09 with the development of several SLOs in each department area. Each area was required to assess at least one SLO.
- SLOs were incorporated into the Program Review format for student services and linked to goal and objective development. It was agreed that student services Program Review would be conducted over a four-year cycle.
- In 2009-10, student services transitioned into the development of Service Area Outcomes (SAOs) and modified and simplified its Program Review process.
- Four student services program areas are currently under review for 2009-2010.
- The AIO assessment process was incomplete in 2009, so the findings are inconclusive. (See Appendix C.)

## Process Findings/Action Plans

Finding	Action Plan
<ul style="list-style-type: none"> <li>• Data reported in multiple formats</li> </ul>	<ul style="list-style-type: none"> <li>• Create standardized templates for collecting data</li> </ul>
<ul style="list-style-type: none"> <li>• Confusion over expected data               <ul style="list-style-type: none"> <li>◦ assessment of “those who passed” vs. all students</li> <li>◦ identification and reporting of action plans</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Create standardized templates for collecting data</li> <li>• Ensure that SLO, AUO, and SAO action plans inform Program Review</li> </ul>
<ul style="list-style-type: none"> <li>• Complications with multiple sections (decision making, data collecting, and missing data, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Create a template of scheduled meetings, outgoing notifications, etc.</li> <li>• Assign more point people to collect data</li> <li>• Create standardized templates for collecting data</li> </ul>
<ul style="list-style-type: none"> <li>• Outcomes assessment remains undervalued, which inhibits comprehensive, informed, active participation in the assessment process</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate ongoing dialogue to inform and encourage participation in the assessment process</li> <li>• Assign more point people to collect data</li> <li>• Emphasize the cyclical nature of the assessment process and its role in institutional planning and effectiveness</li> </ul>
<ul style="list-style-type: none"> <li>• Lag time between assessment and discussion of results inhibits productive dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Allow opportunity for brief narrative within the standardized templates for collecting data</li> </ul>
<ul style="list-style-type: none"> <li>• Institutional processes and forms do not successfully integrate AUOs and SAOs</li> </ul>	<ul style="list-style-type: none"> <li>• Use institutional timeline to integrate outcome assessment processes</li> <li>• Suggest changes to Program Review documents to integrate all service areas more fully.</li> </ul>
<ul style="list-style-type: none"> <li>• Outcomes assessment schedule required greater flexibility to accommodate changes in course offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor offerings and adjust assessment schedule as necessary</li> </ul>

## Conclusion

Working through this first annual cycle of institutional assessment, the Assessment Workgroup has realized the benefits that institution-wide assessment grants MJC.

- Standardizing a timeline and creating unified processes for assessment of SLOs, AUOs, and SAOs has brought together all areas of the institution, whether instruction, administration, or service area.
- Institution-wide review of SLO, AUO, and SAO results has allowed dialogue to take place with regard to effective assessment, beneficial data, and efficient processes.
- While all areas can report standardized data, the Assessment Workgroup has found a way to facilitate the idiosyncrasies of different divisions, departments, and service areas, allowing for the natural diversity of each area.
- Institution-wide review of assessment data unifies MJC, facilitating communication between areas which might not interact on a regular basis.
- Assessment of the various departments and divisions allows leaders to rely on evidence for decision making, budgeting, and planning for institutional effectiveness.

The workgroup is aware that as the culture of evidence based decision making matures at MJC, participation in the assessment processes, analysis of the data, and application of the results will benefit both programs and learners. MJC will be a stronger institution for these efforts.

## APPENDIX A

### Assessment Workgroup

Adrienne Peek.....	English Faculty – Literature & Language Arts Division; President-elect of Academic Senate
Ken Hart.....	Director of MJC Research and Planning
Gerald Wray.....	Automotive Technology Faculty – Agriculture, Environmental Sciences & Technical Education Division
Iris Carroll.....	Librarian – Library & Information Technology Division
Jeremy Wilson.....	Engineering Faculty – Science, Math & Engineering Division
Jason Wohlstadter.....	English Faculty – Literature & Language Arts Division
Jennifer Hamilton.....	English Faculty – Literature & Language Arts Division
Pedro Mendez.....	Director of Technical Education – Agriculture, Environmental Sciences & Technical Education Division
Antoinette Herrera.....	Director of MJC Health Services
Kamran Payvar.....	Math Faculty – Science, Math & Engineering Division
Charles Mullins.....	Speech Faculty – Arts, Humanities & Communications Division
Steve Aristotelous.....	Physical Education Faculty – Physical, Recreation & Health Education Division
Steven Miller.....	Political Science Faculty – Business, Behavioral & Social Sciences Division
Teryl Ward.....	Nursing Faculty – Allied Health, Family & Consumer Sciences Division
Laurie Prusso.....	Child Development Faculty – Allied Health, Family & Consumer Sciences Division
Bronda Nidey.....	Dental Assisting Faculty – Allied Health, Family & Consumer Sciences Division
David Baggett.....	Agriculture Faculty – Agriculture, Environmental Sciences & Technical Education Division
Milan Motroni.....	Adaptive Physical Education Faculty – Physical, Recreation & Health Education Division

## APPENDIX B

### MJC Course SLOs (Summary by Division)

	Total number of Courses	Number of Courses Scheduled to Be Assessed	Number of Courses Actually Assessed	Number of Courses Assessed with an Action Plan	% of Courses Scheduled for Assessment from the Total Number of Courses	% of Courses Actually Assessed from Courses Scheduled for Assessment	% of Courses Assessed with an Action Plan Submitted from Courses Assessed
<b>TOTALS</b>	<b>1322</b>	<b>258</b>	<b>166</b>	<b>52</b>	<b>19.5%</b>	<b>64.3%</b>	<b>31.3%</b>
Agriculture & Environmental Science	179	34	22	15	20.4%	64.7%	68.2%
Allied Health and Family & Consumer Sciences	106	0	3	0	0.0%	0.0%	0.0%
Arts, Humanities & Communications	196	41	13	3	20.9%	31.7%	23.1%
Business, Behavioral & Social Sciences	264	74	34	13	28.0%	45.9%	38.2%
Community Education & Economic Development	53	0	0	0	0.0%	0.0%	0.0%
Counseling	20	0	0	0	0.0%	0.0%	0.0%
Library & Information Technology	2	1	1	1	50.0%	100.0%	100.0%
Literature & Language Arts	102	27	21	3	26.5%	77.8%	14.3%
Physical, Recreation & Health Education	125	31	28	0	24.8%	90.3%	0.0%
Science, Math & Engineering	136	19	19	6	14.0%	100.0%	31.6%
Technical Education	139	31	25	11	22.3%	80.6%	44.0%

(Please see Assessment website for course SLO data.)

APPENDIX C

MJC AUOs

	Total number of Admin. Unit Goals	Number of Admin. Unit Goals Scheduled to Be Assessed	Number of Admin. Unit Goals Actually Assessed	Number of Admin. Unit Goals Assessed with an Action Plan	% of Admin. Unit Goals Scheduled for Assessment from the Total AUO's	% of Admin. Unit Goals Actually Assessed from those Scheduled	% of Admin. Unit Goals Assessed with an Action Plan Submitted
TOTALS	25	4	5	5			
Agriculture & Environmental Science	0	0	0	0			
Allied Health and Family & Consumer Sciences	0	0	0	0			
Arts, Humanities & Communications	4	1	1	1	25.0%	100.0%	100.0%
Business, Behavioral & Social Sciences	0	0	0	0			
Community Education & Economic Development	0	0	0	0			
Counseling	0	0	0	0			
Library & Information Technology	15	3	4	4	20.0%	133.3%	100.0%
Literature & Language Arts	0	0	0	0			
Physical, Recreation & Health Education	0	0	0	0			
Public Safety	0	0	0	0			
Science, Math & Engineering	0	0	0	0			
Technical Education	6	0	0	0			

MJC SAOs

(Please see 2008 data at Assessment website.)