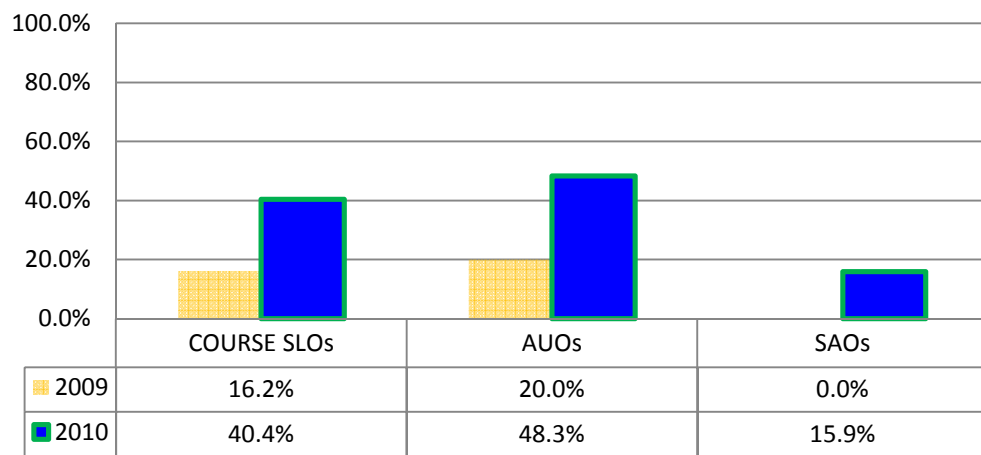


2011

Comprehensive Assessment Report

Modesto Junior College AUOs, SAOs & SLOs Percentage Assessed To Date

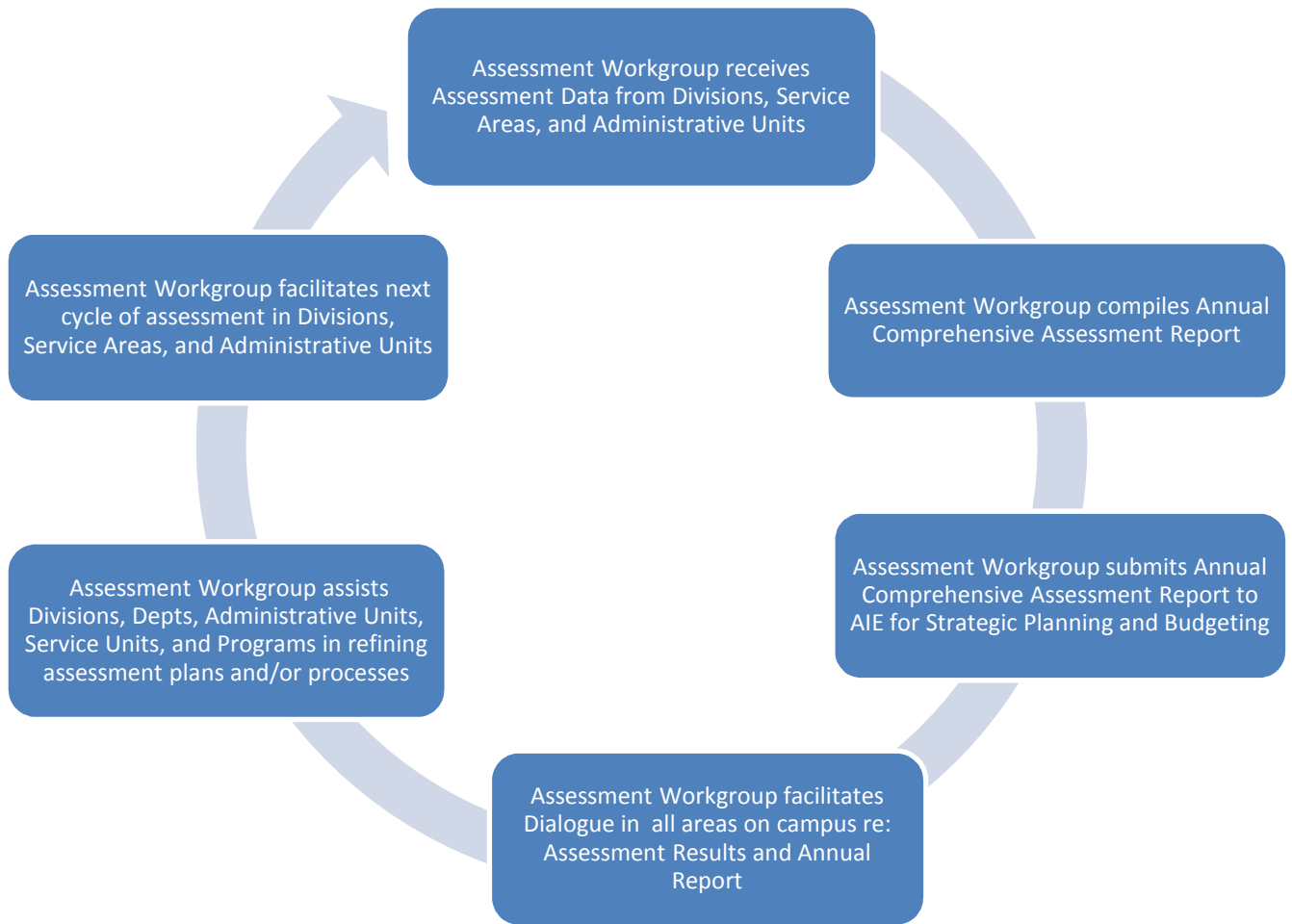


MJC Assessment Workgroup

Modesto Junior College

5/6/2011

Cycle of Outcomes Assessment at Modesto Junior College

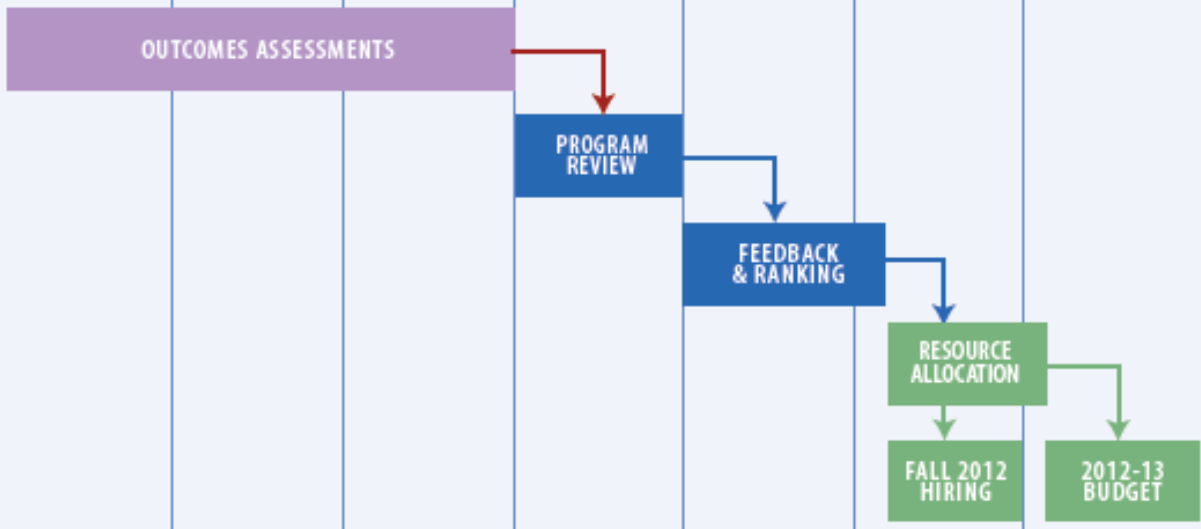


ASSESSMENT PROGRAM REVIEW AND RESOURCE ALLOCATION PROCESS



2010 2011 2012

SPRING SUMMER FALL SPRING SUMMER FALL SPRING



OUTCOMES ASSESSMENT	PROGRAM REVIEW	RESOURCE ALLOCATION
<p>SYNOPSIS: The ongoing process wherein college areas systematically define, measure, document, evaluate, and report the outcomes of student learning, student services, and operational functions at the college for the purpose of continuous quality improvement.</p> <p>INCLUDES:</p> <ul style="list-style-type: none"> • CLOs (Course Learning Outcomes) • SAOs (Service Area Outcomes) • AUOs (Administrative Unit Outcomes) • PLOs (Program Learning Outcomes) • GELOs (General Education Learning Outcomes) <p>DIRECTED AND MONITORED BY:</p> <ul style="list-style-type: none"> • Accreditation/Institutional Effectiveness Committee (AIE) • Assessment Workgroup 	<p>SYNOPSIS: The process in which college areas review and evaluate their overall effectiveness by evaluating outcomes, refining and improving program practices, analyzing trends, and identifying necessary resources to ensure that program activities align with the college's strategic goals.</p> <p>DIRECTED AND MONITORED BY:</p> <ul style="list-style-type: none"> • Accreditation/Institutional Effectiveness Committee (AIE) • Program Review Workgroup 	<p>SYNOPSIS: The process of evaluating and prioritizing the rankings and recommendations derived through all program reviews and the shared governance process in order to most effectively budget and allocate resources (such as hiring) in order to ensure continuous quality improvement.</p> <p>DIRECTED AND MONITORED BY:</p> <ul style="list-style-type: none"> • Planning & Budget Committee

Approved by the Accreditation/Institutional Effectiveness Committee

EFFECTIVE AUGUST, 2010

OVERVIEW

Mission Statement of the Assessment Workgroup

The Assessment Workgroup promotes a culture of evidence by facilitating and coordinating an ongoing process of establishing expected learning 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 SLO data from the Program Review process, to the Accreditation/Institutional Effectiveness Committee, which informs strategic planning for the college.

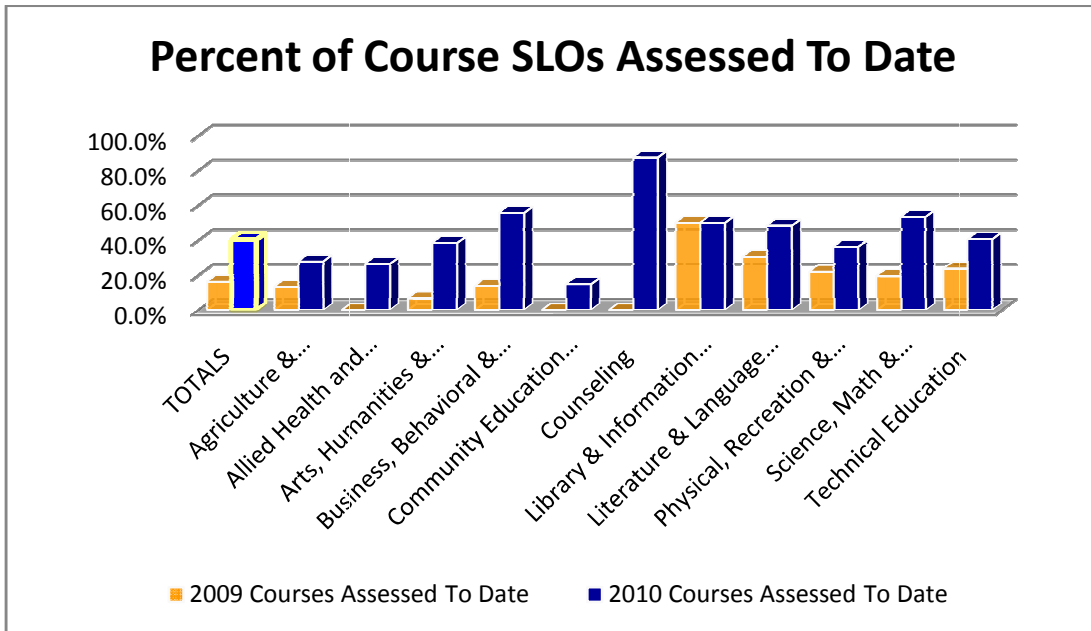
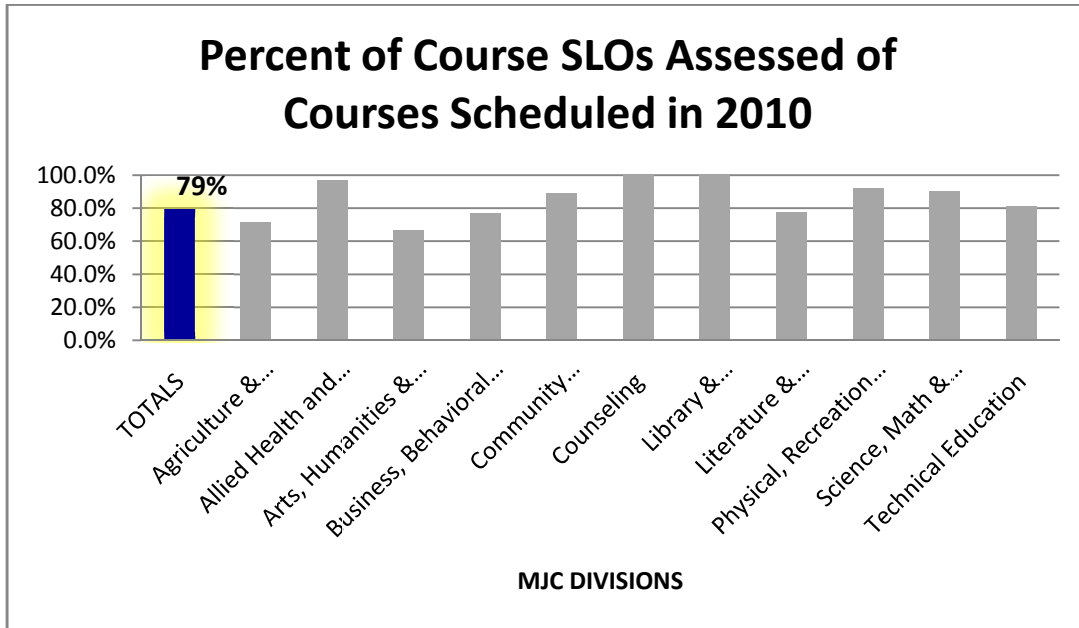
Charge of the Assessment Workgroup

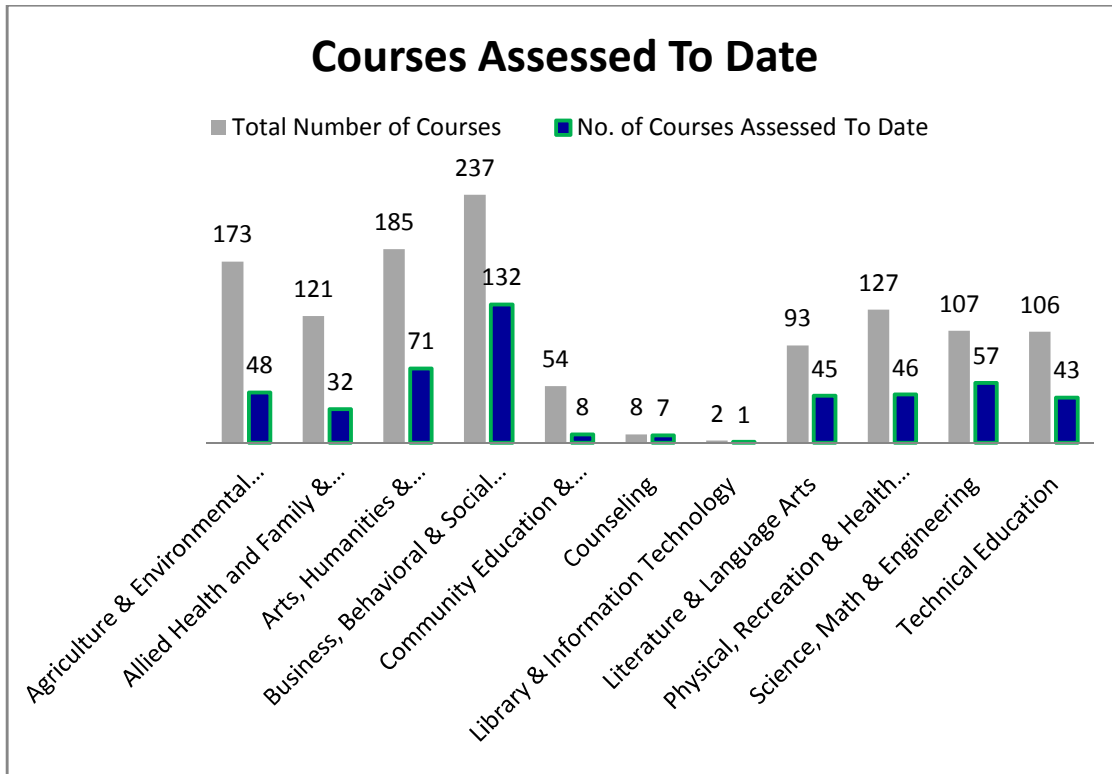
- A. Facilitate assessment processes
 1. Train faculty/staff in writing SLOs, SAOs, and AUOs
 2. Train faculty/staff in assessing SLOs, SAOs, and AUOs
- B. Receive assessment data from electronic program review reports at the division, service area, and administrative unit levels
- C. Compile, organize, 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

Data Highlights from the 2010 Calendar Year

- The inventory of courses at MJC went up from 1,027 in 2009 to 1,213 in 2010.
- Of the 1,213 courses reported from all Instructional Divisions, 620 courses (51.1%) were scheduled to be assessed during the 2009 and 2010 calendar years.
- In 2010, 30 courses (2.5% of total course inventory) that were scheduled for assessment were not offered.
- 79% of the courses that were scheduled for assessment in 2010 were actually assessed.
- 490 courses (40.4% of total course inventory) have been assessed.
- There were gaps in data from some Instructional Divisions.
- 29 of 60 AUOs were assessed as of the end of the 2010 calendar year. The Instructional Administrative Units now have enough information to review collective findings, share best practices and learn from each other.
- SAO assessment was completed for all Student Service areas in 2008 before starting the current four-year cycle of assessment. In 2010, assessment data was collected to begin the four year cycle as scheduled.

COURSE SLOs





Assessment-Related Professional Development Activities

- A Modesto Junior College team attended the White Water Institute during the summer of 2010, and this provided an opportunity to develop a plan to address the assessment needs of our institution and units within our institution. The MJC team was able to develop a plan to train key faculty and staff within instructional divisions and help them build a sound program-based assessment strategy.
- A Modesto Junior College team delivered a presentation entitled, “Outcomes Assessment Necessity: The Mother of Invention” at the Student Success Conference during October 2010.
- Many programs and divisions held program-mapping sessions to facilitate dialogue, strengthen programs, and develop program-level outcomes.
- Divisions and Academic Senate now have Assessment as a standing item on meeting agendas.

Findings (Based on SLO Results, Analyses, and Action Plans)

SLO process:

- Instructors have improved their syllabi creation and assignment instructions based on their enhanced understanding of their course structure, assessment tools, and expectations for students brought about by their participation in the course assessment process.

- Many instructors have a better understanding of SLOs and how they differ from objectives. In fact, some departments are considering rewriting their SLOs.
- Having an outcomes-based focus has helped faculty clarify their grading criteria and understand the relationship between learning and grading more fully.
- It appears that faculty involved in multi-section courses has a greater opportunity for dialogue than those in single-section courses.
- Multifaceted SLOs (one SLO with many parts) yield less useful information since result tallies do not clearly indicate which part of a multifaceted SLO needs particular attention.
- Some faculty are beginning to examine their Course Outlines of Record based on findings made during their Assessment process. It appears that some COR are overly ambitious in scope and lead to unrealistic SLOs.
- Some faculty expressed concern that SLOs are too specific and/or difficult to assess.

Pedagogy:

- Some instructors have begun to embrace hands-on, project-based learning in an attempt to improve student success. Examples of this hands-on learning include additional workshops, lessons and examinations.
- Some instructors have begun to develop additional pedagogical resources for students, including reference websites, video libraries and appendices of information—all intended to improve student success.
- Faculty in certain areas are implementing a student portfolio evaluation model in an attempt to improve learning.
- Many faculty propose revising assignments, retooling evaluation methods and improving didactic teaching by seeking additional professional development.
- Several action plans refer to the continued need for library research workshops.

Resources:

- Some faculty requested that the college continues to provide textbook access to students in the library.
- Some faculty noted that tutors improve student learning outcomes, especially when there is good communication between faculty and instructional support services such as the Writing Center.
- There continues to be a lack of physical resources and infrastructure in some areas that directly impact student success. Therefore, many action plans revolve around availability of financial and faculty resources and updating antiquated facilities.

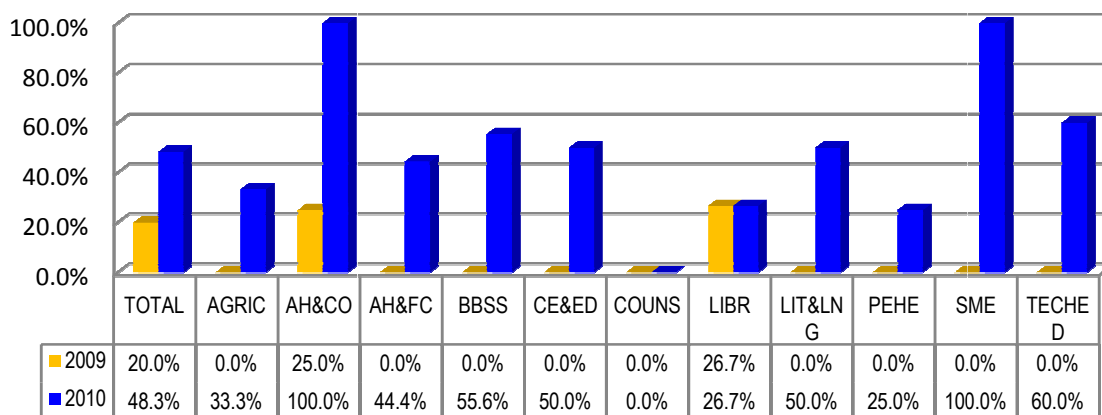
Recommendations

- The Workgroup needs to continue to focus on Assessment as a tool for pedagogical improvement and growth.
- The Workgroup needs to encourage those submitting results to include analysis, especially when assessing multifaceted SLOs (one SLO with many parts).
- Divisions should encourage greater dialogue among faculty within divisions and departments regarding SLOs and their results.

- The college should encourage greater dialogue among faculty across divisions, departments, and units regarding SLOs and their results.
- The college should facilitate workshops to help refine the language of SLOs so they are specific, measurable, and meaningful.
- The college should facilitate workshops to develop stronger class management skills since some instructors cite students' lack of adequate preparation and attendance as factors in SLO results.
- The college should strengthen instructional support services to improve students' written and verbal communication since some instructors cite inadequacies in these basic skills as barriers to success.

Administrative Unit Outcomes (AUOs)

Administrative Unit Outcomes in 2010



CALENDAR YEAR 2010 - To Date

	Total number of AUOs	AUOs Scheduled for Assessment To date	AUOs Assessed of AUOs Scheduled	AUOs Assessed with Action Plans
TOTALS	57	27	26	21
Agriculture & Environmental Science	3	1	1	1
Arts, Humanities & Communications	4	4	4	1
Allied Health and Family & Consumer Sciences	9	4	4	4
Business, Behavioral & Social Sciences	9	5	5	n.a.
Community Education & Economic Development	4	2	2	2
Counseling	0	0	0	0
Library & Information Technology	15	4	4	4
Literature & Language Arts	4	1	2	2
Physical, Recreation & Health Education	4	1	1	1
Science, Math & Engineering	3	3	3	3
Technical Education	5	5	3	3

2010 Calendar Year AUOs Related Assessment Activities

In 2010, Instructional Administrative Units began a concerted effort to assess AUOs. Division Offices showed a marked improvement in AUOs assessed from 2009 to 2010. In 2010, 36.7% of AUOs reported were assessed, compared to 20% in 2009. By the end of 2010, 48.3% of the total AUOs on inventory have been assessed. The assessment of AUOs has been completed by most divisions, as compared to only two divisions in 2009.

The preferred assessment approach used by division units in 2010 was online surveys, targeted student surveys, and process-tracking in offices. These tools were used to assess the satisfaction levels of service by students, faculty, and the community and/or learning goals set for students.

Selected divisions evaluated website information and its value to students.

Findings (Based on AUO Results, Analyses, and Action Plans)

AUO process:

- There is a growing awareness and understanding of the various tools available to help assess AUOs (i.e. survey monkey, class climate, open lab assessment processes, survey sampling of students, phone surveys, etc.)
- As classified employees have become more aware of the assessment process they have requested training and professional development in the subject.
- Having a standing Assessment Work Group agenda item at IAC's weekly meetings has kept assessment discussions constant amongst deans.
- Satisfaction surveys regarding services in areas assessed denoted a positive response rate by students and faculty. Results rarely dropped below 85% satisfaction rates and were commonly at 90% or higher in selected categories.

Pedagogy:

- The satisfaction of student and faculty with service provided by Divisions was a common indicator examined. In 2010, services from the Agriculture Division Office, the Allied Health Division Office, the Arts, Humanities and Communication Division Office, the Center for Learning Assistance, the ESL Open House, the Math Drop-In Tutoring Center, the Science Mathematics and Engineering Division Office the Technical Education Department Office, and the Writing Centers were surveyed. Satisfaction surveys were a common tool used for collecting student and faculty feedback.
- Other Administrative Unit Outcomes (Goals) assessed surrounded service items related to operation improvements, such as: transparent budget and BPO processes, website information, tracking of student petitions, utilization of labs, expansion of CTE Perkins program planning, etc. These items were assessed on scale of items being put in place or activities completed.
- Measure E efforts have impacted the ability of some Divisions to evaluate selected areas due to changes in the physical location of some learning environments.

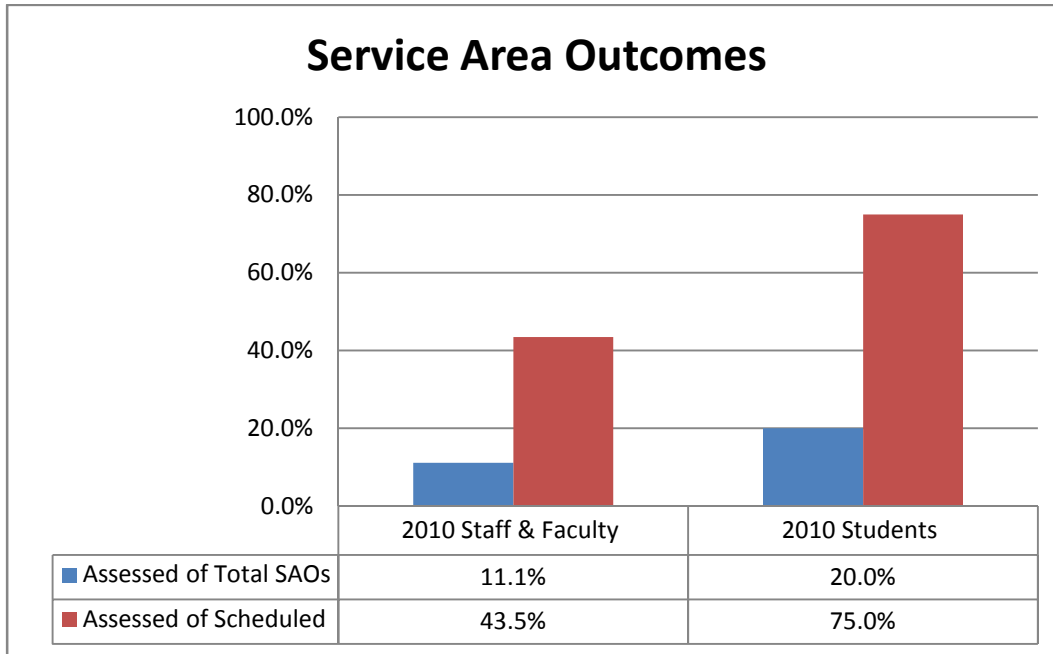
Resources:

- Staffing is a growing issue in providing proper employee support to keep labs and centers open for long periods throughout the work week and the weekend.
- Website information, resources, and their usefulness to students seems to be an area of review for Divisions to continue to establish consistency in expectation and use.

Recommendations

- Given that 2010 is the first calendar year with a significant amount of work by division administrative offices, time needs to be invested for multiple divisions to review the various approaches, findings and practices assessed together. This review should provide an opportunity for improving assessments in the future and identifying common indicators for assessment across Instructional Administrative Areas.
- Three divisions examined website or online media relating to communication with students. Digital communication is an area that needs review and discussion to establish common methods of communication by instructional divisions with students and community.
- Some division service areas are impacted by staffing shortages causing an inability to address selected AUOs. These impacts should continue to be discussed and evaluated in the planning process.
- The same satisfaction surveys were at times used to assess faculty satisfaction and student satisfaction. This approach skewed the data. Future efforts should assess faculty and students as separately targeted groups.

Services Area Outcomes (SAOs)



Assessment-Related Professional Development Activities

- Student Services collaborated with instructional faculty and the Director of Planning and Research to deliver a presentation at the 2010 Student Success Conference.
- The Student Services Council (SSC) reviewed the data collection process for SAOs and the decision was made to assess all service areas every year instead of rotating every four years.
- Assessment liaisons were identified within Student Services to form a workgroup.

Findings (Based on SAO Results, Analyses, and Action Plans)

Four departments were scheduled for assessment in 2010 as outlined in the Student Services, 4-year cycle Assessment Plan: Student Development, TRIO-SSS, Outreach and Welcome Center, and International Student Program. Three of the four departments scheduled for assessment submitted assessment results.

Evaluation and analysis of Service Area Outcomes included responses from students, faculty, and staff at Modesto Junior College. The particular areas assessed related to the quality of services, staffing, training, and assistance towards student success. Student satisfaction of support services were very favorable for two of the three departments with responses for “Strongly Agree” and “Agree” ranging from 95-100%. However, Faculty/Staff/Administration’s satisfaction of support services was less favorable with responses ranging from 67-80%. The primary themes that emerged from the comments collected were 1) access to services, 2) span of services, and 3) staffing.

Action plans were developed to address office hours, websites, reception/help desk, programs, resources, and professional and staff development.

Recommendations

- Service areas should continue to increase staff and faculty participation with data collection and heighten their understanding about assessment.
- The college should facilitate workshops that develop skills to develop, assess, and analyze SAOs, SLOs, and AUOs.

Process Findings/Action Plans

ASSESSMENT WORKGROUP ACTION ITEMS, Fall 2010-Spring 2011

In the Spring of 2010, the Assessment Workgroup identified tasks to be accomplished for the 2010-2011 academic year. Below is what the workgroup accomplished and what still needs to be done:

The following action items were **ACCOMPLISHED**:

- **Created standardized templates for collecting data**
The workgroup created an electronic data collection form so that every department, service area, and administrative group could report assessment findings.
- **Ensured that SLO, AUO, and SAO action plan informs program review**
Assessment is a key factor in Program Review and identified action plans will help to inform funding, staffing, equipment, and facilities decisions.
- **Facilitated ongoing dialogue and encouraged participation in the assessment process**
Workgroup members are representatives for the divisions and service areas and assessment has widely become a standing agenda items in many divisions meetings. Additionally, the workgroup has held workshops in the topic areas of course SLO creation and program mapping.
- **Emphasized the cyclical nature of the assessment process and its role in institutional planning and effectiveness**
The workgroup has an active webpage where the assessment process is identified and is available for reference by all faculty, staff and administration. Additionally, the upcoming Program Review Net application is designed with this concept in mind and is programmed to inquire about results and status of all action plans identified.
- **Allowed opportunity for brief narrative within the standardized templates for collecting data**
See first item above.
- **Use institutional timeline to integrate outcomes assessment processes.**
On the Assessment webpage, the workgroup keeps an up-to-date grid of the institution's assessment schedule. This grid is also housed at divisions, departments, and administration areas throughout the college.
- **Monitor offerings and adjust assessment schedule as necessary**
The Assessment Workgroup meets twice a month and representatives make reports about any changes to the assessment schedule if or when the circumstances dictate.

The following items are yet **TO BE ACCOMPLISHED**:

- **Assign more point people to collect data**
Although the workgroup has grown in membership, there are still areas of the institution which are underrepresented or lack representation.
- **Create a template of scheduled meetings, outgoing notifications, etc.**
The Workgroup would like to schedule additional training sessions for all areas of the institution in SLO, AUO, SAO assessment and program mapping. Training sessions for PR Net will also be scheduled when the application is ready to introduce to the institution at large.

- ***Recommend changes to Program Review documents to integrate all service areas more fully and to include comprehensive assessment reports***

The Workgroup plans to engage in further dialogue with the Accreditation/Institutional Effectiveness Committee about the relationship between assessment and its function in Program Review.

Assessment Workgroup Membership

Co Chairs

Adrienne Peek: Assessment Coordinator
Ken Hart: Director of Research & Planning
Curtis Martin: Program Review Coordinator

Members

Steve Aristotelous: Physical, Recreation & Health Education
David Baggett: Agriculture & Environmental Sciences
Iris Carroll: Library Resource
Jennifer Hamilton: Literature & Language Arts
Antoinette Herrera: Student Services
Eileen Kerr: Business, Behavioral & Social Sciences
Pedro Mendez: Instructional Administrative Council
Steven Miller: Business, Behavioral & Social Sciences
Charles Mullins: Arts, Humanities & Communications
Kamran Payvar: Science, Mathematics & Engineering
Chad Redwing: Arts, Humanities & Communications
John Sola: Community Education
Teryl Ward: Allied Health, Family & Consumer Sciences
Jeremy Wilson: Science, Mathematics & Engineering
Jason Wohlstadter: Literature & Language Arts
Gerald Wray: Technical Education