Merced College

"Students are our focus and we are known by their success"

Assessment Report For 2021-22 Academic Year

Mission:
Growing our community through education and workforce training:

- Lifelong Learning
- Basic Skills
- Career Technical Education
- Transfer
- Degree/Certificate Programs

Ensuring student success through equitable access, continuous quality improvement, institutional effectiveness, and student achievement.

What is Assessment:

- Assessment is the systematic collection, review and use of information about programs and services to improve student learning/experiences.
- Ultimate goal is to pose questions and gather information to bring about improvement.
- Assessment affects decision making. "Are students learning what they are supposed to be learning?" "Is there a better way to provide services to students and/or the college community?"

Types of Assessment at Merced College:

- Program Review
- Student Learning Outcomes Assessment
- Service Area Outcomes Assessment
- General Education Assessment
- Accreditation Reports

Instructional Assessment:

- From ACCJC Standard IIA.16 "The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students."
- From ACCJC Standard IIA.3 "The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional Procedures."
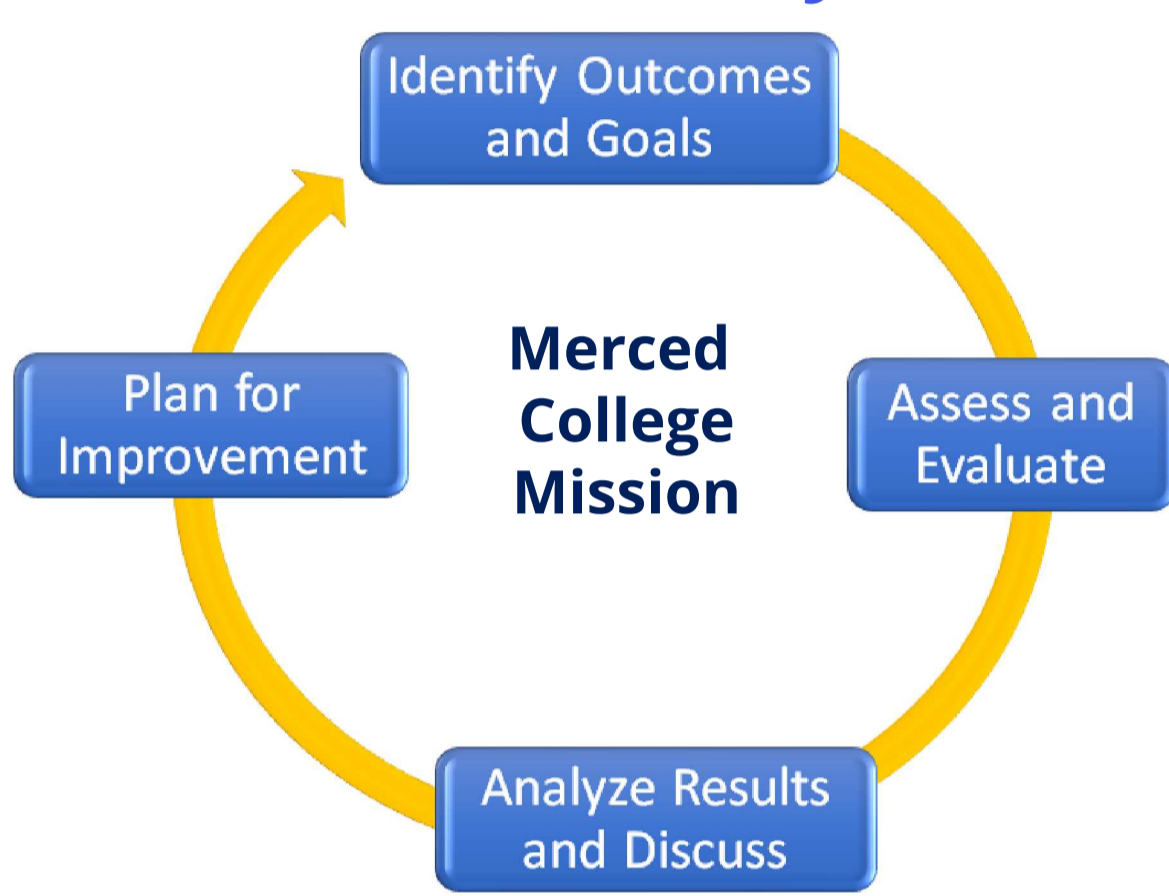
Non-Instruction Assessment:

- Merced College is committed to ensuring that non-instructional units provide the best service and support to further it's Mission.

Assessment Cycle

- Identify Outcomes and Goals
- Assess and Evaluate
- Analyze Results and Discuss
- Plan for Improvement

Merced College Mission

Program Review

Standard I.B.5 "The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

90% Instructional Programs
Have completed a Program Review in the last 2 years.

* Less than 100% due to some programs being only taught by adjunct or having no instructor of record, program inactivation, or no assessment data available due to newness of program.

100% Administrative Services
Program Reviews Completed for 2021-22.

100% Student Services
Program Reviews Completed for 2021-22.

3 Information Technology Services
Program Reviews completed in 2021-22, which is 100% of the division.

Key Developments 2021-22

- The College adopted Senate Resolution 05-21 which recommends requiring all SLO's to be assessed at least once in a two year cycle and all Instructional program reviews to be assessed at least once in a two year cycle.
- The Resolution reset the counting of instructional assessments starting in Fall 2021.
- Training provided for non-academic program reviews to differentiate between goals and SAO's.
- PROAC redesigned to include a larger role for the Dean of Institutional Effectiveness.
- Non-academic program review templates mirroring instructional templates.
- Non-academic oversight committees have members from other areas to review program reviews.

Moving Forward 2022-23

- Beginning Fall 2022 Master Planning Committees will work on developing a program review summary template for dissemination of information across divisions and to help guide professional development opportunities.
- Non-academic program reviews will include an equity lens in their assessment.
- Professional development opportunities to link program review to accreditation.
- 2021-23 instructional program review cycle is due February 17, 2023.
- Spring 2022 SLO assessments are due September 25, 2022.
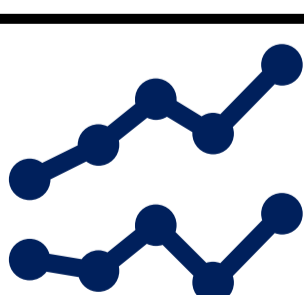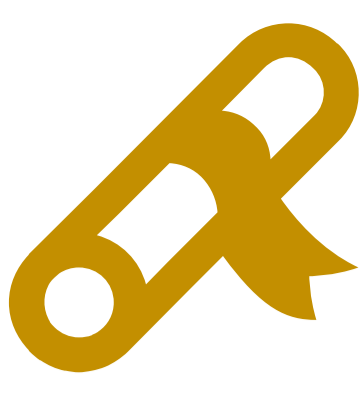
SLO Assessment

780 Instructional Courses
Scheduled to be assessed, of those, **644** are on a regular assessment cycle

136 Courses
Infrequently offered and therefore only assessed when offered.

226 Courses
of the **644** were assessed in Fall 2021 **(35%)**. The goal is to have the regularly offered courses assessed for the 2021-22 Academic Year.

General Education Assessment

Why is General Education Important?

- General Education is an important part of the course requirements that each student must complete in order to obtain an Associates Degree or to transfer to a university.
- General Education classes provide a broad skillset that helps students be well-rounded. They introduce fundamental ideas in arts, humanities, social sciences, and natural sciences.
- Accreditation Standard II.A.12 "The institution requires of all its degree programs a component of general education based on a carefully considered philosophy".

What are the General Education Student Learning Outcomes (GELO's)?

Communication
Use language and non-verbal modes of expression appropriate to the audience and purpose.

Computation
Use mathematical skills and various aspects of technology appropriate to the task.

Cognition
Use critical thinking skills to analyze synthesize and evaluate ideas and information.

Global and Community Consciousness and Responsibility
Demonstrate understanding of different cultures and knowledge of historical eras and importance of community involvement.

Personal Development and Life-Long Learning
Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

How are General Education Student Learning Outcomes Assessed?

ISLO's = GELO's

Merced College is using the institutional student learning outcomes (I-SLOs) to evaluate student achievements in the General Education Program.
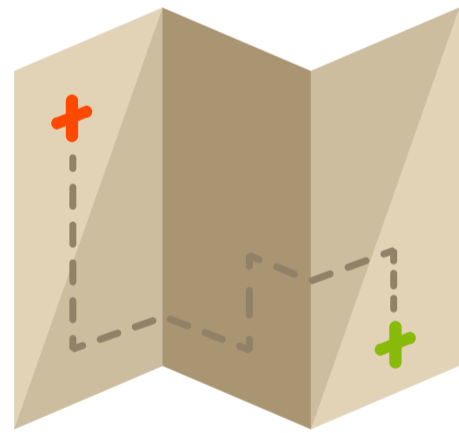
As part of the curriculum process, faculty identify and "map" course outcomes to related skillsets in the ISLOs. When the course outcomes are assessed, the results are combined by the eLumen Connect software available for analysis of the results for each Institutional outcome.

Issue: Data is unavailable in eLumen. A ticket has been submitted.

Assessment of General Education at Merced College provides evidence that students are graduating with certain basic skills and knowledge shared by many fields of study. Areas of strengths in the General Education breadth requirements can be identified and recommendations can be made for areas in need of improvement.
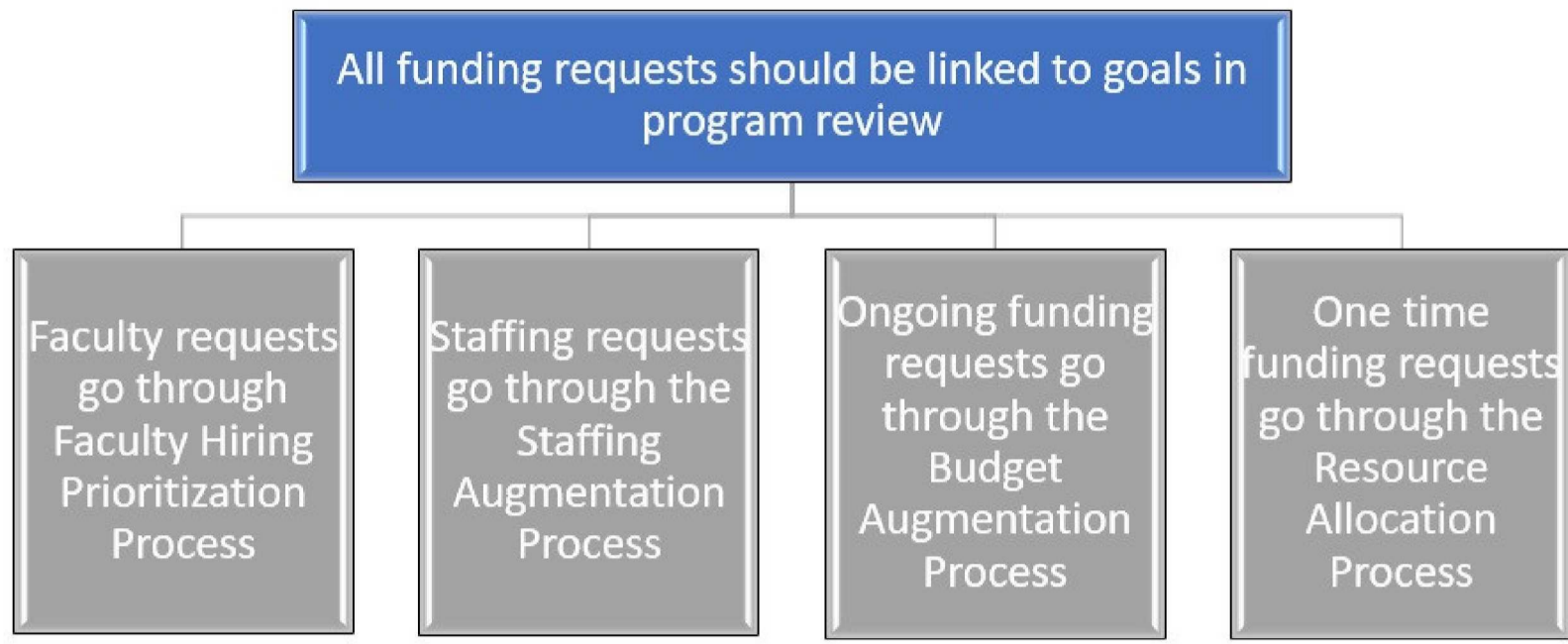
STOP

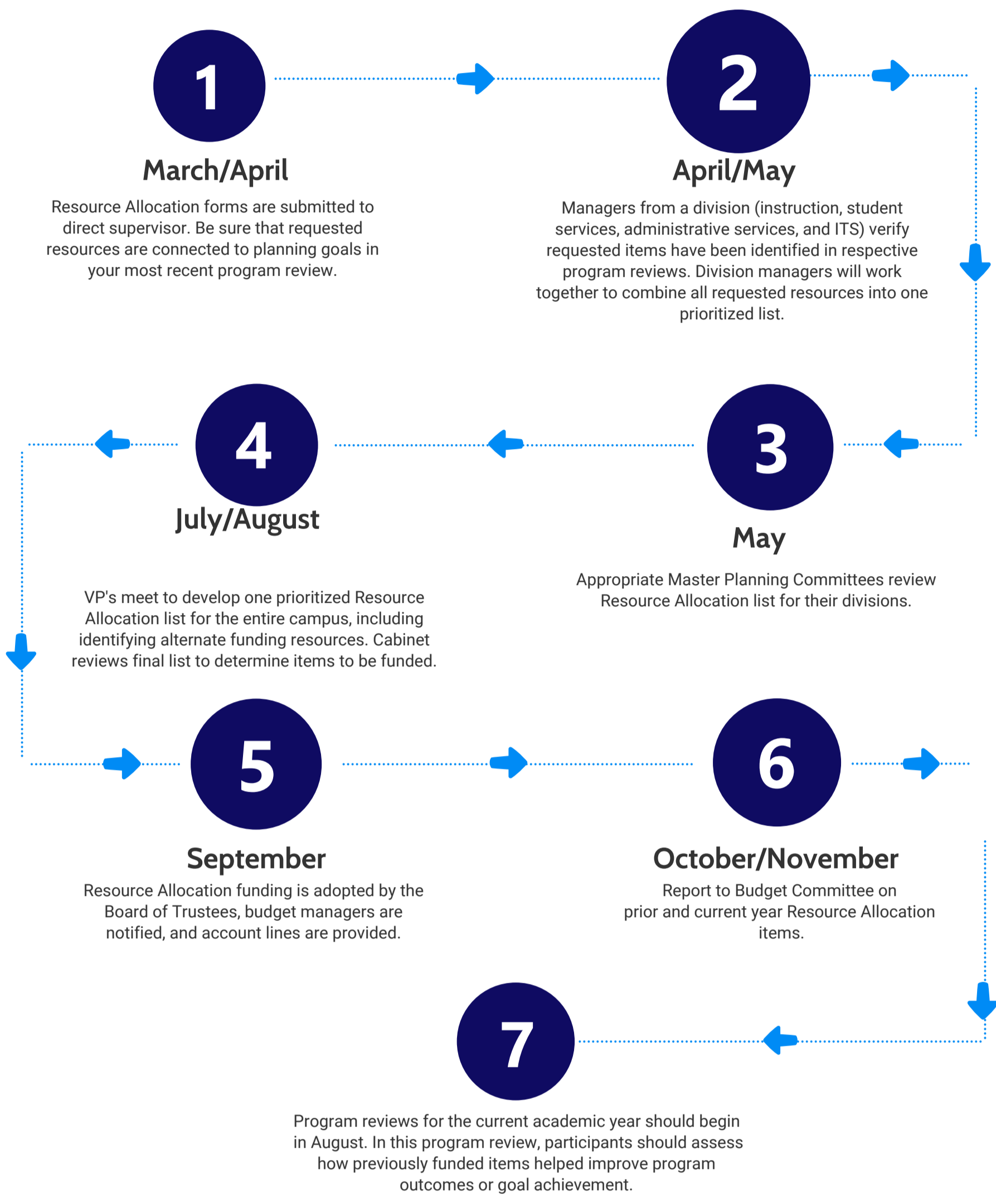Volunteers needed to help with GE Program Review contact Edward Modafferi!

Resource Allocation

What should be included in Resource Allocation?

All funding requests should be linked to goals in program review

Faculty requests go through Faculty Hiring Prioritization Process	Staffing requests go through the Staffing Augmentation Process	Ongoing funding requests go through the Budget Augmentation Process	One time funding requests go through the Resource Allocation Process

What is the Resource Allocation Timeline?

1 — March/April
Resource Allocation forms are submitted to direct supervisor. Be sure that requested resources are connected to planning goals in your most recent program review.

2 — April/May
Managers from a division (instruction, student services, administrative services, and ITS) verify requested items have been identified in respective program reviews. Division managers will work together to combine all requested resources into one prioritized list.

3 — May
Appropriate Master Planning Committees review Resource Allocation list for their divisions.

4 — July/August
VP's meet to develop one prioritized Resource Allocation list for the entire campus, including identifying alternate funding resources. Cabinet reviews final list to determine items to be funded.

5 — September
Resource Allocation funding is adopted by the Board of Trustees, budget managers are notified, and account lines are provided.

6 — October/November
Report to Budget Committee on prior and current year Resource Allocation items.

7
Program reviews for the current academic year should begin in August. In this program review, participants should assess how previously funded items helped improve program outcomes or goal achievement.
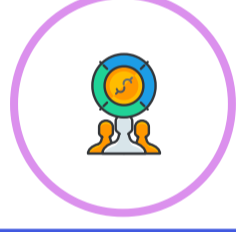
What was funded through Resource Allocation?

All funding requests should be included in the program review, however, not all items should be included in the Resource Allocation Process.

The Resource Allocation Process identifies the need for equipment/services to assist in goal achievement or improve program outcomes.

The vetting process for Resource Allocation includes looking for other sources of funding such as grants and one time funds.

Closing the Loop: Items Funded and Purchased from the 2020-21 Resource Allocation Process
- Firefighter Protective Clothing (Sylvia Ruano)
- Dual Pack Reznor Units (Ron Perez)
- Kemp Load Balancer (Will Resendes)
- Baseball/Softball Backup Replacement (Net) (Steve Cassady)
- 7 Station Taping Table (Steve Cassady)
- Network Performance Monitor and Traffic (Will Resendes)
- Exercise Bike for Treatment Room (Steve Cassady)
- Hotsy 1075SSE Heated Pressure Washer (Stacey Hicks)

Instructional Items Funded and Purchased from Additional Resources
- Kinesiology Manikins
- Melting Pot Apparatuses (Chemistry)
- Digital Training Bridge Tracker (Kinesiology)
- Welding Torch Kits
- Wacom Tablets
- Basic Optics System (Physics)

2021-22 Resource Allocation Process Approved Funding Requests
- Los Banos Remote Worker Lounge and Innovation Center Space (Los Banos)
- Canopies (Student Outdoor Events)
- 52" Exmark Mower w/ Mulching Kit (Grounds Department)
- Sheds (Child Development Center)
- Cohort Development (SLO Jam) (Office of Instruction)
- Taylor Dunn Carts (Custodial Department)
- Taylor Dunn Carts (Maintenance Department)
- Dishwasher and Refrigerators (Child Development Center)
- Copier, Printer, Color Scanner (Fiscal Services)
- Genie Tz-34/20 Boom Lift (District Wide Use)
- Office Blinds (Student Fee's Office)
- CDC Interior Painting (Child Development Center)
- Swimming C6 Pool Dolphin (Pool)

Approved Instructional Funding Requests from Additional Resources
- Horticulture Nursery Carts
- Apple Mac Studios and Keyboards
- X-Ray Simulation Machin
- Obstetrical Manikins (EMT)
- Pillar Tables and Bookcase (Child Development)
- HP Elitebooks (Los Banos)
- Refrigerated Incubator (Chemistry)
- Rad Tech boot Camp Licenses
- Animal Science Electric Fencing
- Anatomage Tables (Anatomy)
- Ergonomic Scanning Chairs (Sonography)

Have a Great Year!

Merced College Assessment Report for 2021-22 Academic Year

This assessment report was compiled by the Program Review Outcomes Assessment Committee (PROAC) program review and student learning outcomes assessment coordinators. The intention of the report was to reset and expand on previous year's reports. PROAC wanted to expand on the data that is normally provided as part of the convocation program and to reset by providing some background for those unfamiliar with assessment.

Background:

- Merced College Mission
  - Growing our community through education and workforce training:
    - Lifelong Learning
    - Basic Skills
    - Career Technical Education
    - Transfer
    - Degree/Certificate Programs
  - Ensuring student success through equitable access, continuous quality improvement, institutional effectiveness, and student achievement.
- What is Assessment:
  - Assessment is the systematic collection, review and use of information about programs and services to improve student learning/experiences.
  - Ultimate goal is to pose questions and gather information to bring about improvement.
  - Assessment affections decision making.
    - We use assessment to ask the questions, "Are students learning what they are supposed to be learning?" and "Is there a better way to provide services to students and/or the college community?"
  - Ultimately, assessment is self-evaluation that guides changes that to lead to improvement. Assessment can be done in all areas of the college, not just instruction. We can think of assessment as asking ourselves, "what are we doing well?" and "where can we improve?"
- Types of Assessment at Merced College
  - Program Review for both instruction and non-instructional areas
    - Program Review, or PR, is a process that evaluates the effectiveness of academic and support programs. It helps identify future directions, needs, and priorities.
    - Merced College has a Program Review Library available to the public.
      - [Program Review Library](#)
  - Student Learning Outcomes Assessment

- Student Learning Outcomes, or SLO's, are general skills or knowledge that faculty expect successful students to have after completing a class or program of study.
  - Service Area Outcomes Assessment
    - Service Area Outcomes, or SAO's, are desired outcomes of services provided to students and the college community.
  - General Education Assessment
    - General Education Learning Outcomes, or GELO's, represent the overall set of values and abilities a student graduating from Merced College should possess as a result of their educational experiences. The five GELO's embrace a variety of attributes, including:
      - Communication
      - Computation
      - Cognition
      - Global and Community Consciousness and Responsibility, and
      - Personal Development and Life-Long Learning.
    - Merced College has a GE Program page available to the public.
      - [GE Program](#)
  - Accreditation Reports
    - Accreditation is a self-evaluation process used to determine if the institution meets with standards of good practice regarding mission, goals, and objectives.
    - Merced College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC).
    - Accreditation is a 7-year cycle that includes a peer review process. The process includes a midterm report at year four and a comprehensive peer review process at year seven.
    - Accreditation allows institutions to improve academic quality and institutional effectiveness.
    - Being accredited assures the public of the intuition's integrity, effectiveness, and educational quality. It enables Merced College to provide federal financial aid to students.
    - Merced College has an Accreditation page
      - [Accreditation](#)

- Non-Academic Assessment
  - Merced College is committed to ensuring that non-academic units provide the best service and support to further its Mission.
  - Several non-academic areas complete annual program review assessments. Including:

- Student Services completes 16 program reviews each year.
- Administrative Services competes 10 program reviews each year
- Information Technology Services complete 3 program reviews each year.

- Instructional Assessment
  - Instruction at Merced College completes program review and student learning outcomes assessment in alternate years. This is used to assess student learning in courses and programs.
  - Several accreditation standards are fulfilled by completing assessments and using assessment results to lead to improvement of student achievement.
    - ACCJC Standard II.A.16 "The institution systematically strives to improves programs and courses to enhance learning outcomes and achievement for students."
    - ACCJC Standard II.A.3 "The institution identifies and regularly assess learning outcomes for courses, programs, certificates and degrees using established institutional Procedures."

Assessment Cycle

- The Assessment Cycle is an ongoing process. The steps for assessment, whether it be program review, student learning outcomes, or service area outcomes, includes:
  - Assess and Evaluate
  - Analyze Results and Discuss
  - Plan for Improvement
  - Identify Outcomes and goal

Program Review Data

- From Accreditation Standard I.B.5 "The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
  - For instruction, 90% of instructional programs have a completed a program review in the last two years.
    - The percentage is less than 100% due to some programs being only taught by adjunct faculty or having no instructor of record, program inactivation, or no assessment data available due to newness of program.
  - For Administrative Services, 100% of program reviews were completed for the 2021-22 academic year.
  - For Student Services, 100% of program reviews were completed for the 2021-22 academic year.

- For Information Technology Services, 3 program reviews were completed in 2021-22, which is 100% of the division.

Key Developments for the 2021-22 Academic Year Program Reviews
- The College adopted Academic Senate resolution 05-21, which recommends requiring all SLO's to be assessed at least once in a two-year cycle and all instructional program reviewed to be assessed at least once in a two-year cycle.
    - The Resolution reset the counting of instructional assessments starting in fall 2021.
- Training was provided for non-academic program reviews to help areas differentiate between goals and SAO's.
- PROAC was redesigned to include a larger role for the Dean of Institutional Effectiveness.
- Non-academic program review templates were designed to mirror the instructional program review templates.
- Non-academic oversight committees contain member from other areas to review program reviews.

Moving Forward to the 2022-23 Program Reviews
- Beginning the fall 2022, Master Planning Committees will work on developing a program review summary template for dissemination of information across divisions and help guide professional development opportunities.
- Non-academic program reviews will include an equity lens in their assessment.
- Professional development opportunities to link program review to accreditation will be provided.
- 2021-23 instructional program review cycle is due February 17, 2023.
- Spring 2022, SLO assessments are due September 25, 2022

SLO Assessments for the 2021-22 Academic Year
- There are 780 instructional courses that are scheduled to be assessed, of those, 644 are on a regular assessment cycle.
    - Of the 644 courses, 226 courses were assessed in the fall 2021, which is 35%. The goal is to have the regularly offered courses assessed for the 2021-22 Academic Year.

- The remaining 136 courses are infrequently offered and therefore are only assessed when they are offered.

Why is General Education Important?

- General Education is an important part of the course requirements that each student must complete in order to obtain an Associates Degree or to transfer to a university.
- General Education classes provide a broad skillset that helps students be well-rounded. They introduce fundamental ideas in arts, humanities, social sciences, and natural sciences.
- Accreditation Standard II.A.12 "The institution requires of all its degree programs a component of general education based on a carefully considered philosophy".

What are the General Education Student Learning Outcomes (GELO's)?

- There are five General Education Student Learning Outcomes at Merced College.
  - Communication: Use language and non-verbal modes of expression appropriate to the audience and purpose.
  - Computation: Use mathematical skills and various aspects of technology appropriate to the task.
  - Cognition: Use critical thinking skills to analyze synthesize and evaluate ideas and information.
  - Global and Community Consciousness and Responsibility: Demonstrate understanding of different cultures and knowledge of historical eras and importance of community involvement.
  - Personal Development and Life-Long Learning: Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

How are General Education Student Learning Outcomes Assessed?

- Merced College uses two different terms to describe the assessment of general education courses and the program. General Education Student Learning Outcomes, GELO's, are the same thing as Institutional Student Learning Outcomes, ISLO's.
  - GELO's = ISLO's.
- As part of the curriculum process, faculty identify and "map" course outcomes to related skillsets in the ISLO's. When the course outcomes are assessed, the results are

combined by the eLumen Connect software available for analysis of the results for each institutional outcome.

  o eLumen is still unable to produce the data needed to for the GE assessment. A ticket to eLumen has been submitted.

- Assessment of General Education at Merced College provides evidence that students are graduating with certain basic skills and knowledge shared by many fields of study. Areas of strengths in the General Education breadth requirements can be identified and recommendations can be made for areas in need of improvement.
- Volunteers are needed to help with GE Program Review, contact Edward Modafferi if interested.

Resource Allocation

- Through the program review process, resources that are needed to improve programs are identified. All funding requests should be included in each program review. However, not all funding requests are considered Resource Allocation. The different types of requests and funding sources are as follows:
  o Faculty requests go through the Faculty Hiring Prioritization Process
  o Staffing requests go through the Staffing Augmentation Process
  o Ongoing funding requests go through the Budget Augmentation Process
  o One-time funding requests go through the Resource Allocation Process
- The Resource Allocation Timeline includes:
  o March/April: Resource allocation forms are submitted to direct supervisor. Be sure that requested resources are connected to planning goals in the most recent program review.
  o April/May: Managers from a division (instruction, student services, administrative services, and ITS) verify requested items have been identified in respective program reviews. Division managers will work together to combine all requested resources into one prioritized list.
  o May: Appropriate Master Planning Committees review resource allocation lists for their divisions.
  o July/August: Vice President's meet to develop one prioritized resource allocation list for the entire campus, including identifying alternate funding sources. The Cabinet will then review the final list to determine items to be funded.
  o September: Resource allocation funding is adopted by the Board of Trustees. Budget managers are then notified and account lines are provided.
  o October/November: A report to the Budget Committee on prior and current year resource allocation items.

- Program reviews for the current academic year should begin in August. In this program review, participants should assess how previously funded items helped improve program outcomes or goal achievement.
- All funding requests should be included in the program review, however, not all items should be included in the Resource Allocation Process.
- The Resource Allocation Process identifies the need for equipment and services to assist in goal achievement or improve program outcomes.
- The Vetting Process for resource allocation includes looking for other sources of funding such as grants and one-time funds.
- Funded Items:
    - Closing the Loop: Items funded and purchased from the 2020-21 Resource Allocation Process
        - Firefighter Protective Clothing
        - Dual Pack Reznor Units
        - Kemp Load Balancer
        - Baseball/Softball Backup Replacement (Net)
        - 7-Station Taping Table
        - Network Performance Monitor and Traffic
        - Exercise Bike for Treatment Room
        - Hotsy 1075SSE Heated Pressure Washer
    - Instructional items funded and purchased from additional resources in 2020-21
        - Kinesiology Manikins
        - Melting Pot Apparatuses (Chemistry)
        - Digital Training Bridge Tracker (Kinesiology)
        - Welding Torch Kits
        - Wacom Tablets
        - Basic Optics System (Physics)
    - Resource Allocation Process approved funding requests for 2021-22:
        - Los Banos Remote worker Lounge and Innovation Center Space (Los Banos)
        - Canopies (Student Outdoor Events)
        - 52" Exmark Mower w/ Mulching Kit (Grounds Department)
        - Shed (Child Development Center)
        - Cohort Development (SLO Jam) (Office of Instruction)
        - Taylor Dunn Carts (Custodial Department)
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        - Copier, Printer, Color Scanner (Fiscal Services)
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        - Office Blinds (Student Fee's Office)

- CDC Interior Painting (Child Development Center)
- Swimming C6 Pool Dolphin (Pool)
  - Approved instructional funding requests from additional resources for 2021-22:
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    - Refrigerated Incubator (Chemistry)
    - Rad Tech Boot Camp Licenses
    - Animal Science Electric Fencing
    - Anatomage Tables (Anatomy)
    - Ergonomic Scanning Chairs (Sonography)

For more information please reach out to Dee Sigismond from the Office of Institutional Effectiveness, dee.sigismond@mccd.edu.