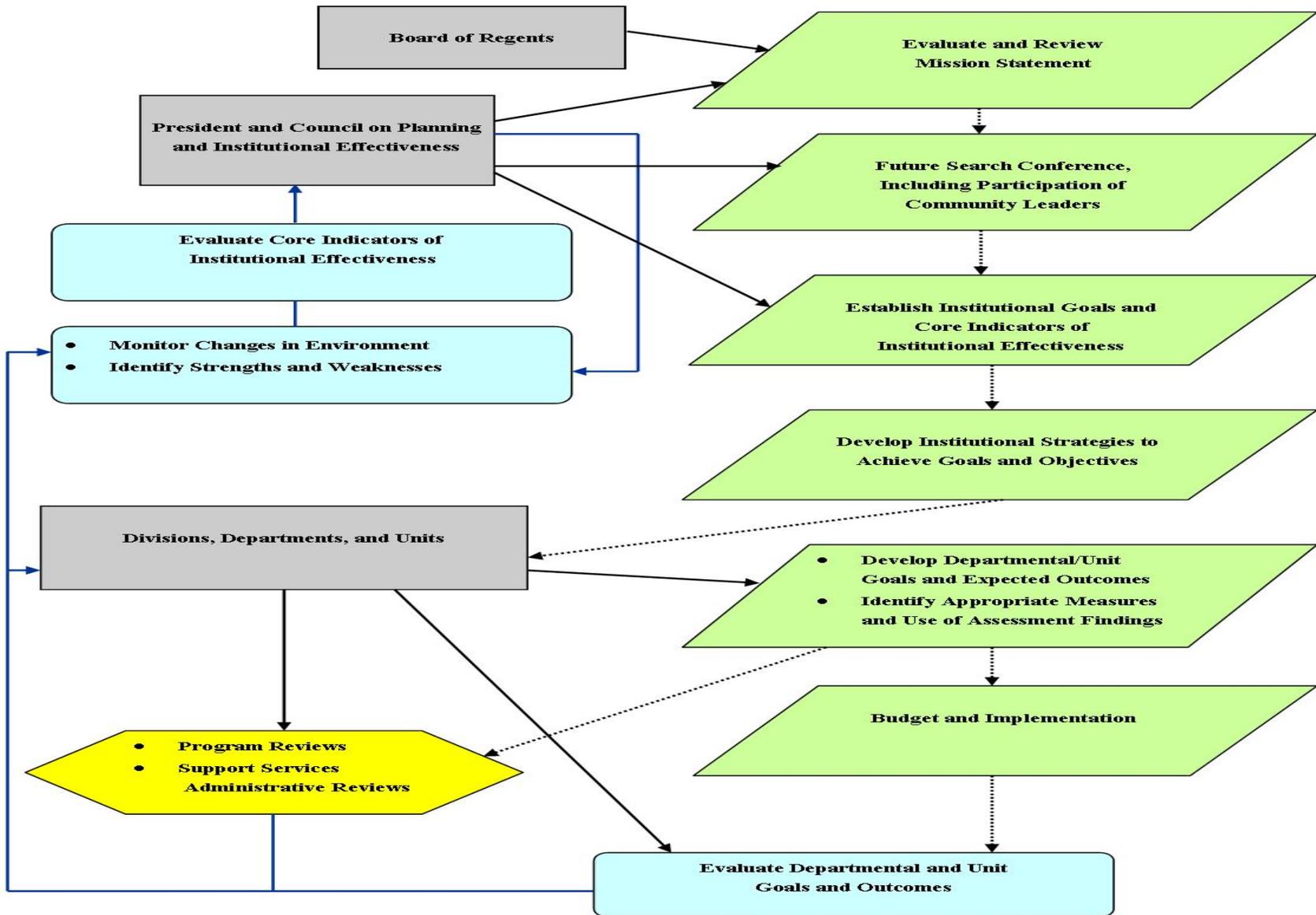


# **Del Mar College Planning and Assessment Process**

Office of Institutional Research and Effectiveness

January 10, 2005

# Del Mar College Planning and Assessment Process



# SACS Requirements

## 2.7 The institution

**2.7.3 requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale.**

**For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.**

# SACS Requirements

## **(2.7.3 continued)**

**These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts; social/behavioral sciences; and natural science/mathematics.**

**The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. The institution provides a written justification and rationale for course equivalency. (General Education)**

# SACS Requirements

## **3.3 Institutional Effectiveness**

**3.3.1 The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.**

# SACS Requirements

**3.4 Educational Programs: *All Educational Programs (includes all on-campus, off-campus, and distance learning programs and course work)***

**3.4.12 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty.**

# SACS Requirements

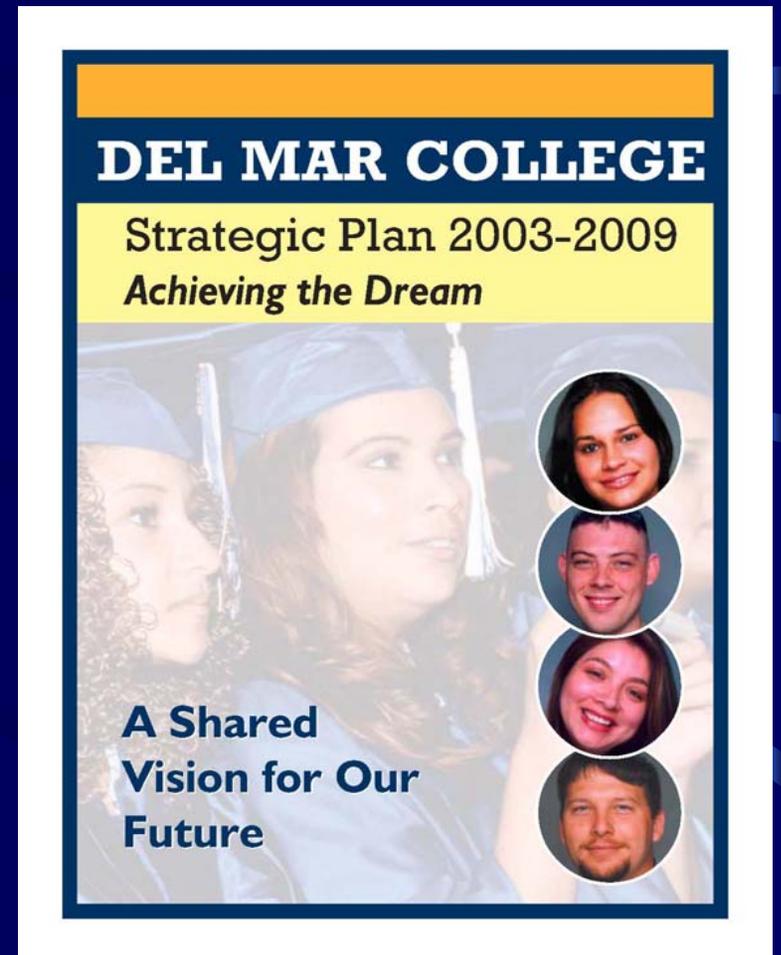
## **3.5 Educational Programs: *Undergraduate Programs***

**3.5.1 The institution identifies college-level competencies within the general education core and provides evidence that graduates have attained those competencies.**

# Strategic Plan

The Del Mar College Strategic Plan enumerates the general goals and objectives that are to be addressed in

- Unit Goals and Recommendations
- Program Objectives/Student Outcomes
- Unit Plans
- Assessment of Unit Plans



# Mission Statement

**All planning and assessment activities flow from the College Mission Statement.**

**Each unit plan and assessment must link to a part of the Mission Statement. The Mission Statement can be found in the College Catalog or at the following website location:**

**<http://www.delmar.edu/mission.html>**

# Goals and Recommendations

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## Goals and Recommendations

Program: Education

Year of Review: 2004-2005

Program Goals	Recommendations
<p>1. Aggressively recruit students that are interested in a career in teaching.</p> <p>2. Develop field observation opportunities for enrolled students.</p>	<p>1. Increase enrollment by 10 percent annually.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>1.a Gain contact information about para-professionals currently working in all area school districts</li><li>1.b Prepare and distribute recruiting materials.</li><li>1.c Target high demand areas.</li><li>1.d Prepare and offer workshops to potential students</li><li>1.e Attend all area high school career day programs.</li><li>1.f Follow-up on all contacts.</li></ul> <p>2. Increase opportunities for student field observations.</p> <p>Strategies:</p> <ul style="list-style-type: none"><li>2.a Contact school districts and establish relationships with appropriate school officials.</li><li>2.b Target high demand areas.</li><li>3.c Develop workable schedules for students and school districts.</li></ul>

# Goals and Recommendations

- Program Goals indicate the broad and general aspirations of the program.
- Recommendations explain how the program goals will be achieved, by listing specific strategies (activities) that will lead to desired outcomes.

# Program Objectives/Student Outcomes

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## Program Objectives/Student Outcomes

Program: Education

Year of Review: 2004-2005

Program Objectives	Expected Results	Courses	Assessment Methods	Results
<p>1. To provide students enrolled in education courses with early field observations of P-12 students with varied and diverse populations.</p>	<p>1. All enrolled students will participate in 15 hours of field observation.</p>	<p>EDUC 1301 EDUC 2301</p>	<p>1. Students will prepare a five-page minimum written paper comparing observable behavior with acceptable classroom management techniques.</p> <p>2. Students will form groups, prepare, and present a 20-minute talk about their field observation experience.</p> <p>3. Prepare and administer survey to students to discover usefulness of field experience.</p>	

# Program Objectives/Student Outcomes

- Program Objectives detail what will be done to ensure that students achieve desired learning outcomes.
- Expected Results indicate what the students will actually do to achieve the desired outcomes.
- Courses that involve the planned learning activities are listed.
- Assessment Methods are listed that explain how the student outcomes will be measured and evaluated.
- Results are documented as part of the program review process.

# Unit Plan

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**Del Mar College**  
**Institutional Effectiveness Unit Plans**  
**2004-2005**

1. Unit: <b>Education</b>		2. Division: <b>Arts and Sciences</b>	
3. College Mission Addressed:  <b>To provide fully accredited occupational, academic and pre-professional courses leading to certificates, associate degrees, and/ or the first two years of transferable credit toward baccalaureate degrees.</b>			
4. Unit Purpose:  <b>To recruit and educate students interested in a teaching career. To provide education courses designated as components of the Associate in Art in Teaching degree program.</b>			
5. Link to Strategic Plan: Goal # <b>A</b> Objective # <b>A.1</b>		6. Proposed completion date:	
7. Link to Unit Goal # OR Student Learning Objective # <b>1</b>		<b>May 2005</b>	
8. If Core Curriculum Component Area, indicate area and Exemplary Educational Objective #: 9. Assessment Question and Expected Results:  <b>Will students' field experiences prove useful in preparing students for careers in education?</b>  <b>At the conclusion of the course, 90 percent of course completers will rate the field experience as useful.</b>			
10. Strategies (Activities Planned) : <b>1. Students will record observable student-teacher interactions. 2. Students will analyze and summarize their findings. 3. Students will research acceptable classroom management techniques using library and electronic resources. 4. Students will compare observation findings with research materials. 5. Students will prepare a five-page document comparing observable behavior with acceptable classroom management techniques. 6. Students will form groups, prepare, and present a 20 minute talk about their field observation experience. 7. Students will complete end-of-course survey documenting usefulness of field experience.</b>			
11. Assessment Procedures (how will you measure for results and who is responsible for conduct of this assessment): <b>1. Instructor will review and grade students' five-page document. 2. Instructor will observe and grade groups' classroom presentation. 3. Instructor will generate, distribute, administer, and tabulate survey results.</b>			
12. Budget Cost Impact, if any (does not assure budget approval):  Personnel \$ _____ Equipment _____ Other _____ Total \$ <u>0.00</u>			
13. Use of Assessment Findings (how will you use the findings): <b>Students are required by the THECB to have 15 hours of observable classroom experience in EDUC 1301 and EDUC 2301. Assessment results will be used to make the experience as useful as possible for the students. Methodology in reviewing the experience will be changed if less than 90 percent of the students report agreement with the usefulness of this project. Low scores on students' papers and group presentations will document students' need for additional skill development. High scores will indicate that students may be prepared for additional or higher level classroom assignments.</b>			
14. Signature of Unit Director:		15. Signature of Dean/Vice President:	
Date		Date	

# Unit Purpose

- **The Unit Purpose is an overall general statement about what function your unit provides to the college.**
- **The Unit Purpose should change only when there is a new or different purpose for the existence of the unit, or during the program review process.**
- **The Unit Purpose should be used consistently in all institutional effectiveness documents.**

# Links to Strategic Plan

- **Goal**: identify which goal in the Strategic Plan the unit plan addresses.
- **Objective**: identify which objective in the Strategic Plan the unit plan addresses.

# Student Learning Objectives

- **Student Learning Objectives are identified during the Program Review process.**
- **Identify which student learning objective the plan addresses.**
- **All objectives identified in the program review process must be addressed at least once before the next program review (i.e., within the five-year cycle).**
- **<http://www.delmar.edu/forms/ipr003.pdf>**

# Exemplary Educational Objectives

- **Unit Plans that address core components must link to one of the EEOs determined by the Texas Higher Education Coordinating Board.**
- **All EEOs must be addressed at least once before 2009.**
- **EEOs describe what the student will be able to do upon completion of a course of study.**

# Proposed Completion Date

- **Completion Date must be a future date**
- **Can be one semester, one academic year, or can exceed one academic year if the plan is to take more than one year to complete**
- **Must be the same on unit plan and the assessment done the following year**

# Expected Results – Assessment Question

- What do you want to accomplish? What is your objective?

*For EEO-linked Unit Plans:*

- At the end of this project, what will the students be able to do? (Be as specific as possible.)

# Expected Results - Characteristics

- **Expected Results should be quantitative, measurable, realistic, understandable, challenging, obtainable, and congruent among organizational units.**
- **Refrain from duplicating the same Expected Results year after year. Once the documented results are achieved, move on to another initiative.**

# Expected Results - Characteristics

- **Expected Results identify the measurable learning that will take place.**
- **The expected results specify**
  - **The subject (the student)**
  - **The behavior (will prepare a five-page document)**
  - **The conditions for learning (based on field classroom observations)**
  - **The criteria (compare observable behavior with acceptable classroom management techniques)**

# Expected Results = EEO

- **COMM 6 = To develop the ability to research and write a documented paper and/or give an oral presentation.**

# Expected Results - Example

- **Question – Will students' field experiences prove useful in preparing them for careers in education?**
- **Result – At the end of each term, 90% of the course completers will rate the field experience as useful.**

# Things to Remember

- **All EEOs must be addressed before 2009.**
- **When an EEO has been accomplished successfully, focus on another EEO in the next unit plan.**

# Strategies (Activities Planned)

- **Strategies = What you do**
- **What will the students do to achieve expected results?**
- **What will the faculty do to help students accomplish their tasks?**
- **What are the alternative courses of action that will enable students to achieve their expected results?**

# Strategies - Characteristics

- **Will likely represent incremental steps that move students from their present level of knowledge to their expected level of knowledge**
- **Must be supported by department's culture (i.e., shared values, beliefs, language, attitudes, customs, norms, and personalities)**

# Assessment Procedures

- **What are the method(s) of assessment?**
- **How will students be measured to demonstrate proficiency of expected outcomes?**
- **Who will conduct the assessment?**
- **Procedures can include**
  - **Course-based testing, observing, and surveying**
  - **Demonstration of competencies across the curriculum**
  - **Use of standardized testing**
  - **Assessment of portfolios**

# Questions

