

Gap Analysis

ACCJC / WASC Evaluation of Institutions Training Guide

3/16/12

Responses to the (ACCJC/WASC site team training guide) survey questions were evaluated by asking participants to judge if SDMC had *evidence* or *no evidence* to support a positive response to each of the accrediting team's questions. Results below were tallied from any response other than "evidence." Responses were then grouped into areas of high agreement, intermediate agreement, and low agreement among survey participants.

Questions of Note / Topics of Concern:

High Agreement (6-8 out of 9)

1. How effectively do evaluation processes and results contribute to improvement in programs and services? (8)
2. To what extent does the college achieve its goals? (7)
3. How does the college assess whether it is effectively communicating information about institutional quality to the public? (7)
4. What impact has the dialogue had on student learning? (6)
5. To what extent does the college allocate resources to fulfill its plans? (6)
6. By what means does the college make public its data and analyses internally and externally? (6)
7. How effective is the college planning process for fostering improvement? (6)

Intermediate Agreement (4-5 out of 9)

1. How well does the college embrace and understand the purpose of the dialogue? (5)
2. To what extent are institutional data available and used for planning? (5)
3. How is broad involvement guaranteed? (5)
4. What changes have occurred as a result of implemented plans? (5)
5. Does the dialogue lead to a collective understanding of the meaning of data and research used in evaluation of student learning? (4)
6. Is there broad-based understanding of the goals and the processes to implement them? (4)
7. How is planning integrated? (4)
8. What processes does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation? (4)

Less agreement (3 out of 9)

1. What criteria does the college use to determine its priorities (set goals)?
2. How well does the college implement its goals?
3. Are goals articulated so that the institution can later determine the degree to which they have been met?
4. To what extent does the institution understand and embrace the notion of ongoing planning?
5. How does college budgeting of resources follow planning?
6. When resources to fulfill plans are not available, does the college identify and follow strategies to increase its capacity, i.e., seek alternate means for securing resources?
7. What mechanisms does the institution use to gather evidence about the effectiveness of programs and services?

Planning & Institutional Effectiveness Survey

Responses to the following (ACCJC/WASC site team evaluation manual) survey questions were evaluated by asking participants to judge if SDMC had evidence or no evidence to support a positive response to each of the questions. Answers were tallied as any response other than "Evidence." Red highlights represent the greatest number of responses (6-8), yellow represents intermediate level (4-5), and grey represents a lower level of agreement (3).

Topic Area and Questions:	No Evidence Responses
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	
A. How has the college structured its dialogue?	
B. How well does the college embrace and understand the purpose of the dialogue?	5
C. When, how, and about what subjects has the college engaged in dialogue?	
D. What impact has the dialogue had on student learning?	6
E. Does the dialogue lead to a collective understanding of the meaning of data and research used in evaluation of student learning?	4
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	1
A. What criteria does the college use to determine its priorities (set goals)?	3
B. Is there broad-based understanding of the goals and the processes to implement them?	4
C. Is there institutional commitment to achieve identified goals?	1
D. How well does the college implement its goals?	3
E. Are goals articulated so that the institution can later determine the degree to which they have been met?	3
F. To what extent does the college achieve its goals?	7
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	1
A. To what extent does the institution understand and embrace the notion of ongoing planning?	3
B. Does the college have a planning process in place?	
C. Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation?	
D. How does college budgeting of resources follow planning?	3
E. How is planning integrated?	4
F. To what extent are institutional data available and used for planning?	5
G. Are data analyzed and interpreted for easy understanding by the college community?	2
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	
A. What mechanisms exist for participation in college planning?	
B. How is broad involvement guaranteed?	5
C. To what extent does the college allocate resources to fulfill its plans?	6
D. When resources to fulfill plans are not available, does the college identify and follow strategies to increase its capacity, i.e., seek alternate means for securing resources?	3
E. What changes have occurred as a result of implemented plans?	5

Topic Area and Questions:	Number
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	
A. What assessment data does the college collect?	
B. By what means does the college make public its data and analyses internally and externally?	6
C. How does the college assess whether it is effectively communicating information about institutional quality to the public?	7
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	1
A. What processes does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation?	4
B. How effective is the college planning process for fostering improvement?	6
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	1
A. What mechanisms does the institution use to gather evidence about the effectiveness of programs and services?	3
B. How effectively do evaluation processes and results contribute to improvement in programs and services?	8