

DAS President's Report to the PCCD Board of Trustees for March 27, 2012
Karolyn van Putten

Thank you Mr. President, and good evening trustees, chancellor, district administrative center staff, college presidents, colleagues and members of the public.

In tonight's report I will focus on assessment across the four colleges and at the district office. As you are aware, assessment of student learning and service area outcomes is one of the most critical components of the accreditation reaffirmation process. You heard earlier from Vice Chancellor Budd that in preparation for the upcoming ACCJC Team Visit, district office administrators and EdMac consultant Mr. Tom Henry recently facilitated an accreditation summit at the district office for college assessment coordinators, classified staff, accreditation liaison officers and other administrators. In addition, Mr. Henry has visited or will soon be visiting each of the colleges to answer questions and encourage widespread participation and cooperation with the visiting team.

During the summit we reviewed the status of accreditation statewide, highlights of our accomplishments related to the March 15, 2012 Follow-up Report Recommendations, Measure A funds and projects, Financial Aid updates, accreditation website documentation, college midterm reports, and, of course, updates on student learning outcomes and assessment. [Those who may be reading this report in the future date will find this information and more at this website URL:
<http://web.peralta.edu/accreditation/accreditation-summit-march-22-2012/>

Faculty members across the district are increasingly embracing the meaning and value of authentic assessment, especially when viewed in the context of improving student success. We have begun to understand and experience the relationship between assessment and student success. As a result of completing one or more assessment cycles, the colleges are making curricular and support service changes that we expect will result in significant improvements.

Across the district, the Peralta ESL Advisory Committee, PEAC, conferred and consulted about structural conditions that make it difficult for students to progress through learning essential skills courses and succeeding in transfer-level college courses. Based on the evidence each college presented, the entire ESL curriculum was revised, as were the pedagogical methods used to teach these courses, a reduction in the number of possible exit points from a sequence of courses, and strengthening relationships among essential skills learned and transfer-level skills required to succeed.

In addition, the district office has completed a program review of its services units and amongst intended actions for the coming academic year is a comprehensive survey of Peralta community members assessing the effectiveness of district service centers and the shared governance planning and budgeting integration model.

Just as the district has allocated funds to improve its financial eligibility status, administrative capacity and board governance processes, it remains critical that the district also allocate FTES- and FTEF-based funding to help accelerate our progress toward demonstrating proficiency in the area of student learning outcomes and support services. At Laney, we have learned that intensive one-on-one (or even two and three on one) support of full- and part-time faculty is required to overcome the obstacles of limited time, miscomprehension of assessment methods, and computer use fluidity.

Simultaneously, these small support groupings have led to increased dialogue and enhanced understanding of cross-disciplinary principles of effective and productive assessment. This kind of support is labor-intensive and we need more of it. Our return on the investment of dollars for this purpose is worth far more than the cost, measured by increased faculty dialogue and collaboration, improved

teaching and learning, and, ultimately, increasing the value of our colleges to the communities we serve.

That concludes my report for tonight. Thank you for receiving it.