

DAS President's Report to the PCCD Board of Trustees for September 25, 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.

Tonight it's time for me to provide you with an update on the status of assessment and its integral relationship to accreditation, pertaining to the 4 colleges and the district administration center.

In 2009, this board passed a resolution recognizing "the value and importance of student learning outcomes at the course, program, service, and institutional level"; affirming "that student learning outcomes and assessment should focus on 'continuous quality improvement'", and acknowledging "that as reasonably possible 'appropriate resources will continue to be allocated and fine-tuned'" so that the faculty and the colleges are able to meet the expectation of proficiency level in student learning outcomes and assessment by December 2011.

With Mr. Grivich's assistance, we are in the process of ensuring that your 2009 resolution is appropriately institutionalized in board policy and administrative procedures. As that process evolves, I will take this opportunity to remind you and those who read this report of what the ACCJC is expecting of us and to make note of what we need do to meet those expectations.

Last week, during the District Education Committee meeting, my colleague Professor Diana Bajrami made a brief presentation about the status of assessment at the Peralta Colleges. In that presentation Professor Bajrami noted the following:

The Revised ACCJC Rubric covers 7 essential areas:

1. Outcomes and authentic assessment
2. Widespread institutional dialogue
3. Integrated decision-making
4. Resources allocation
5. Reporting
6. Alignment
7. Student awareness

To demonstrate proficiency level, student learning outcomes and authentic assessment are in place for ALL courses, programs and degrees. Our dialogue about the results of assessment focuses on identifying gaps between expectations, outcomes, appropriate resources allocation, etc. Decision-making includes dialogue on the results of assessment that is purposefully directed toward aligning institution-wide practices to support and improve student learning.

Without going into more detail at this time, the critical thing for you to be aware of is that addressing those 7 essential areas includes and requires appropriate resources allocation. This is where the rubber hits the road, so to speak. In a period of declining resources we need an assured method for providing the colleges with the resources to conduct authentic assessment and to devote the time to making whatever adjustments necessary to address any gaps that are revealed.

Right now, the colleges, to the best of my knowledge, are struggling to locate funds for assessment in budgets that have shrunken to the point of imminent strangulation. I am also aware that the chancellor has made this issue a focus of his cabinet's deliberations. It would be most helpful to the colleges if you, the board, would actively support the chancellor in those considerations, in whatever ways possible, beginning with making it a standing item in your regular meetings with him. Our survival as a district depends on meeting the ACCJC expectations, as does the accreditation of each of the four colleges. The District Academic Senate welcomes meaningful dialogue about this and how to make the necessary progress by spring 2013.

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