Glendale College Library

Summary of Literature Related to the Topics of:

**Accountability • Accreditation • Assessment
Program Review • Strategic Planning • Technology**

Compiled by S. Aronoff, Collection Development Librarian
September 10, 2010

JOURNAL ARTICLES

<u>ACCOUNTABILITY</u>

FROM: NEW DIRECTIONS FOR HIGHER EDUCATION. *Special Issue: Strategic Financial Challenges for Higher Education: How to Achieve Quality, Accountability, and Innovation*. Winter 2007. San Francisco, CA: Jossey-Bass, 2008.

Baum, Sandy. *Hard Heads and Soft Hearts: Balancing Equity and Efficiency in Institutional Student Aid Policy*. Monograph available at GCC Library. Call number: 378.106 S898.
Abstract: How can higher education address the tension between the goals of equity and enrollment management?

Bielec, John A., Antoinette Iadarola. *Strategic Collaboration: Building a Major League Technology Infrastructure on a Small College Budget*. Monograph available at GCC Library. Call number: 378.106 S898.
Abstract: This chapter describes how a small college with limited resources can provide a competitive multipurpose information technology infrastructure that is at the same level as found at major doctoral research universities.

Floyd, Carol Everly. *Know Your Competitor: Impact of For-Profit Colleges on the Higher Education Landscape.* Monograph available at GCC Library. Call number: 378.106 S898.
Abstract: For-profit colleges and universities serve a small but growing student clientele, are entering into more direct competition with traditional colleges, and face economic positioning challenges. Their experiences suggest some possible lessons for traditional colleges.

Henry, Thomas C. *Assessing and Improving Institutional Performance*. Monograph available at GCC Library. Call number: 378.106 S898.
Abstract: This chapter describes application of a program review model that guides a college in allocation of resources within an institutionwide management system, thus ensuring the core health of the institution.

Hubbell, Loren Loomis. ***Quality, Efficiency, and Accountability: Definitions and Applications.*** Monograph available at GCC Library. Call number: 378.106 S898.
Abstract: From a practical standpoint, quality is the value that a college or university seeks through efficiency and accountability to advance its relative position in the market.

Kirwan, William E. ***Top to Bottom Reengineering: University System of Maryland Enhances Productivity, improves accountability, and maintains quality***. Monograph available at GCC Library. Call number: 378.106 S898.
Abstract: This chapter examines how the University System of Maryland repositioned itself as a state system able to thrive in an era of permanently diminished resources and perpetually escalating demands.

Lingenfelter, Paul E. ***State Policies and Planning to Increase Attainment, Quality, and Productivity***. Monograph available at GCC Library. Call number: 378.106 S898
Abstract: State planning and policy for higher education are increasingly focused on increasing educational attainment, quality, and the productivity of the system..

Middaugh, Michael F. ***Creating a Culture of Evidence: Academic Accountability at the Institutional Leve***l. Monograph available at GCC Library. Call number: 378.106 S898.
Abstract: Governmental and accrediting entities are demanding increased accountability and efficiency from colleges and universities. This chapter discusses strategies for developing institutional data sets that create a "culture of evidence."

Moen, Diane M. ***Planning for Transformation***. Monograph available at GCC Library. Call number: 378.106 S898.
Abstract: The University of Wisconsin-Stout, recipient of the Baldrige National Quality Award in 2001, developed a planning system that has evolved into a comprehensive and collaborative process for visioning, developing and implementing goals, and tracking university performance.

<u>Additional Accountability Resources</u>

Carducci, Rozana; Kisker, Carrie B.; Chang, June; Schirmer, James. **Answering the Call for Accountability: An Activity and Cost Analysis Case Study.** Community College Journal of Research & Practice; Jan 2007; 31(1); p. 1. Full-text available via interlibrary loan.
Abstract: This article summarizes the findings of a case study on the creation and application of an activity-based cost accounting model that links community college salary expenditures to mission-critical practices within academic divisions of a southern California community college. Although initially applied as a financial management tool in private enterprise, higher education scholars have recently explored the relevance of activity-based costing (ABC) procedures as a means of responding to demands for increased fiscal accountability and efficiency in postsecondary institutions. This case study builds upon previous higher education cost-accounting scholarship by situating the research in the community college sector and by

incorporating management and classified staff in the activity and cost analyses. The research design and findings described in this article illustrate the utility of activity-based costing procedures as a means of identifying what it costs a community college to perform a variety of institutional activities. The article concludes with a discussion of implications for practice and strategies for integrating activity-based cost accounting into existing assessment, evaluation, and strategic planning initiatives.

Dougherty, Kevin J.; Hare, Rachel; Natow, Rebecca S. **Performance Accountability Systems for Community Colleges: Lessons for the Voluntary Framework of Accountability for Community Colleges.** Community College Research Center, Columbia University; 2009. Full-text available via ERIC database.

This report discusses findings and implications of a study commissioned by the College Board to inform the development of the Voluntary Framework of Accountability for Community Colleges. CCRC researchers identified the performance indicators that states are already using for their community colleges and interviewed state higher education officials and local community college leaders on their experiences with the collection and use of such performance data. Specifically, the CCRC examined: (1) the content of state performance accountability systems, focusing on what performance indicators are most common across states; (2) the extent of the compatibility of those state performance data with the data required by the Integrated Postsecondary Education Data System (IPEDS) and the regional accreditation associations; (3) the ways that the states make public the performance data they collect on community colleges and how community colleges are compared to each other; (4) the ways that the performance data are collected by states and the ways that state and local community college officials assess the data collection process; and (5) the ways that performance data are used by state and local community college officials in deciding making and the ways that each assesses the data usage process. The report makes recommendations regarding which performance indicators to consider, how to better measure indicators, ways to make the collection of performance data easier for community colleges, and ways to encourage better use of performance data. (Contains 12 tables and 24 notes.)

ACCREDITATION

FROM: NEW DIRECTIONS FOR HIGHER EDUCATION. *Special Issue: Accreditation: Assuring and Enhancing Quality*. Spring 2009. San Francisco, CA: Jossey-Bass, 2009.

Bardo, John W. *The Impact of the Changing Climate for Accreditation on the Individual College or University: Five Trends and Their Implications.* Monograph available at GCC Library. Call number: 378.1012 A172.
Abstract: In the current environment, presidents and chancellors can expect to have their institutions under nearly continuous scrutiny from regional accrediting bodies.

Brittingham, Barbara. *Accreditation in the United States: How Did We Get to Where We Are?* Monograph available at GCC Library. Call number: 378.1012 A172.
Abstract: Accreditation has a rich history that has shaped its purposes and processes.

Crow, Steven. *Musings on the Future of Accreditation.* Monograph available at GCC Library. Call number: 378.1012 A172.
Abstract: The changing landscape of American higher education presents serious challenges to the future of accreditation.

Eaton, Judith S. *Accreditation in the United States.* Monograph available at GCC Library. Call number: 378.1012 A172.
Abstract: This chapter provides an overview of self-regulation of higher education through accreditation, the primary means by which U.S. colleges and universities assure and improve academic quality.

McGuire, Patricia A. *Accreditation's Benefits for Individuals and Institutions.* Monograph available at GCC Library. Call number: 378.1012 A172.
Abstract: The accreditation process helped a small, private university move from crisis to success. Monograph available at GCC library. Call number: 378.1012 A172.

Murray, Frank B. *An Accreditation Dilemma: The Tension Between Program Accountability and Program Improvement in Programmatic Accreditation.* Monograph available at GCC Library. Call number: 378.1012 A172.
Abstract: An examination of the experiences of the Teacher Education Accreditation Council highlights the conflicting and sometimes incompatible expectations for accreditation.

Oden, Robert A. *A College President's Defense of Accreditation.* Monograph available at GCC Library. Call number: 378.1012 A172.
Abstract: Accreditation may be the sole opportunity for all parts of an institution to inquire together and in depth about the totality of their mission.

ASSESSMENT/STUDENT LEARNING OUTCOMES

FROM: NEW DIRECTIONS FOR INSTITUTIONAL RESEARCH. *Special Issue: Assessing Student Outcomes: Why, Who, What, How?* Autumn (Fall) 2010. San Francisco, CA: Jossey-Bass, 2010.

Terenzini, Patrick T. *Assessment With Open Eyes: Pitfalls in Studying Student Outcomes.*
Abstract: This chapter is reprinted from the *Journal of Higher Education*, 1989, by permission of Ohio State University Press. Monograph available at GCC Library. Call number: 379.158 A846a.

Volkwein, J. Fredericks. *The Assessment Context: Accreditation, Accountability, and Performance.* Monograph available at GCC Library. Call number: 379.158 A846a.
Abstract: This chapter discusses the drivers for assessment and enables readers to understand the tensions arising within colleges and universities in regard to

accountability, accreditation, and performance evaluation.

Volkwein, J. Fredericks. ***A Model for Assessing Institutional Effectiveness.*** Monograph available at GCC Library. Call number: 379.158 A846a**.**
Abstract: Article first published online: 24 MAR 201Abstract: This chapter proposes a model for assessing institutional effectiveness and provides a foundation for the other chapters in this volume.

Volkwein, J. Fredericks. ***Overcoming Obstacles to Campus Assessment.*** Monograph available at GCC Library. Call number: 379.158 A846a**.**
Abstract: The chapter offers four practical suggestions for implementing campus assessment programs based on an accreditation self-study at a research university.

Volkwein, J. Fredericks. ***Reporting Research Results Effectively.*** Monograph available at GCC Library. Call number: 379.158 A846a**.**
Abstract: Assessment research is at its best when it packages research results and data so that they can be digested by multiple audiences.

Yin, Alexander C., J. Fredericks Volkwein. ***Assessing General Education Outcomes.*** Monograph available at GCC Library. Call number: 379.158 A846a**.**
Abstract: This chapter identifies key elements of general education assessment, including the advantages and disadvantages of different approaches and the available instruments.

Yin, Alexander C., J. Fredericks Volkwein. ***Basic Skills Assessment.*** Monograph available at GCC Library. Call number: 379.158 A846a**.**
Abstract: This chapter identifies key elements of basic skills assessment, including the advantages and disadvantages of different assessment instruments.

Additional Assessment Resources

Bresciani, Marilee J**.** ***Implementing an Outcomes-Based Assessment Process in a Major Metropolitan* Community College District**. *Community College Journal of Research and Practice*. Dec 2008; 32(12); p. 970. Full-text available via interlibrary loan.
Abstract: To propose recommendations for implementing an outcomes-based assessment program review in a California community college district, a grounded theory analysis was performed within the district. The findings generated were cross-referenced with findings from a multi-institutional case study analysis. A key finding from the cross-reference was the need for the leadership to clarify, across all levels of the organization, who the audience is for the data generated from the program review process; the indicators that each audience requires; and how that audience intends to use results generated from the process. These clarifications need to be accomplished prior to designing the outcomes-based assessment process.

Brock, Thomas; Jenkins, Davis et al. ***Building a Culture of Evidence for Community College Student Success: Early Progress in the Achieving the Dream Initiative***.

MDRC; 2007.

Full-text access available at: http://www.mdrc.org/publications/452/full.pdf

Can community colleges make better use of data to improve student outcomes? That's the fundamental idea behind "Achieving the Dream: Community Colleges Count," a bold initiative launched in 2003 by Lumina Foundation for Education to help community college students succeed--particularly, low-income students and students of color, who have traditionally faced the most barriers to success. This report, a co-production of MDRC and the Community College Research Center (CCRC) at Columbia University's Teachers College, describes Achieving the Dream's attempt to build this "culture of evidence" at the first 27 community colleges that joined the initiative. After little more than a year, every college has made some progress toward that goal; many have developed new programs for struggling students; and six colleges already show signs of institutionalizing evidence-based decision-making and planning. This report reflects only the first year of implementation of a four-year initiative. The report also presents data on average institutional performance on selected student outcomes prior to the start of the initiative. Later on in the evaluation, these data will be used as a baseline against which changes in student achievement will be measured. The key findings are: (1) As expected, institutional measures reveal low rates of success at baseline; (2) The colleges embraced the goal of building a culture of evidence; (3) Nearly half of the colleges used data analysis to identify problems to address on their campuses; (4) Colleges implemented a wide array of strategies to improve student success; and (5) Six colleges showed signs of institutionalizing a culture of evidence after only one year; however most other colleges evinced signs of progress. Chapter 1 of this report describes the history and design of the initiative, its "theory of action," the participating Round 1 colleges, and the evaluation methodology. Chapter 2 presents findings on how students are faring at the colleges at baseline, before the colleges had begun making changes in their culture or operations. Chapter 3 describes the efforts the colleges are making to build a "culture of evidence" that gathers, analyzes, and uses data to inform decision-making. Chapter 4 examines how college presidents and other individuals responsible for Achieving the Dream on each campus are working to engage faculty and other members of the community in the initiative. Chapter 5 describes the major programmatic strategies that colleges have chosen to improve academic outcomes for students. Chapter 6 concludes with an assessment of progress to date and of the efforts that the colleges are making to institutionalize and sustain the initiative. The following are appended: (1) Supplementary Tables for Chapter 2: Characteristics of Round 1 Colleges, Academic Year 2004-2005; (2) Achieving the Dream Data Decisions and Definitions of Derived Variables; and (3) Supplementary Tables for Chapter 5: Strategies Implemented at Round 1 Colleges as of Spring 2006.

Cosgrove, John J.; McDoniel, Lawrence J. **Community College Strategies: Creating a Culture of Action Using Mission-Based Assessment.** *Assessment Update*. Jul-Aug 2009; 21(4); p. 11. Full-text available via interlibrary loan.

This article describes how St. Louis Community College has created a culture of action using mission-based assessment. By directly linking assessment processes to mission areas such as transfer education, the college has created a central, unifying theme for assessment. Because the mission is everyone's business, assessment in turn becomes everyone's business. The college's mission-based assessment process has become a shared enterprise in which faculty and staff from across departments and across

locations come together and engage in thoughtful interpretation in order to develop and design assessment activities; analyze data or information; make recommendations to improve teaching, student learning outcomes, and student support services; and advance institutional effectiveness.

Gilbert, Greg, Ed.; Buechner, Marybeth, Ed. **Agents of Change: Examining the Role of Student Learning Outcomes and Assessment Coordinators in California Community Colleges.** Academic Senate for California Community Colleges; 2007. Full-text available at: http://www.asccc.org/sites/default/files/Agents_of_Change.pdf

Abstract: Formally stating and assessing student learning outcomes (SLOs) is a new focus for California community colleges required by the 2002 Accreditation Standards. This paper, the first in a series, explores one aspect of this sea change across the state: the emergence of a new group of faculty leaders, Student Learning Outcomes and Assessment Coordinators. Responsible for guiding the SLO development and assessment efforts at their colleges, these faculty are charged with designing and implementing assessment processes for instruction, the library, and student services. In addition, they provide training for whatever assessment model the college adopts and they must organize and report assessment data for accreditation. As assessment leaders, they must balance the often differing concerns of faculty and administrators as well as deal with any college resistance. Student Learning Outcomes Coordinators act as agents of change on their campuses; not change for the sake of change, but change anchored in campus culture and targeting improved learning. Unfortunately, many are working without clear job descriptions or have not received training for this position. Some SLO Coordinators shoulder this burden without any reassigned time on top of a full teaching load. Until now, there have been few opportunities for SLO Coordinators to network together and exchange ideas; they have been undertaking their task in isolation. This paper, detailing research conducted by the Academic Senate's Ad Hoc Accreditation and Student Learning Outcomes Committee, explores the current status of California's SLO Coordinators and makes several recommendations to address the challenges they face. Appended are: (1) Annual Report Update on Student Learning Outcomes; (2) Survey Participants; (3) Survey and Non-Narrative Results; (4) Sample SLO Coordinator Job Descriptions and Expectations; and (5) Training Needs Accumulated from the SLO Survey and Regional Meetings.

Lumina Foundation for *Education*. *Making the Numbers Add up: A Guide for Using Data in College Access and Success Programs. Results and Reflections. An Evaluation Report.*; 2009.
Full-text available at: http://asccc.org/sites/default/files/Educational_Technology.pdf

Abstract: The purpose of this guide is to help readers clarify their roles in the college access and success system and to identify how they might use data to create change for students. This guide shows how data can strengthen current programs and support broader changes that ease the path to college for students. This guide illuminates how a long-term data-collection strategy can help organizations both maximize the impact of their own programming and strengthen the connections of their work to other programs, thus improving student experiences and outcomes. Section I presents an overview of the college access and success system, includes a brief description of the various stakeholders and their roles and concludes with an examination of data's role in building the system. Section II focuses on how stakeholders can use data to develop

partnerships in increasing college access. Finally, Section III examines how data can improve individual programs. The guide concludes with a brief summary and a checklist on data collection and use. Appended are: (1) About the OMG Center for Collaborative Learning; and (2) Selected electronic resources on data solutions and usage.

PROGRAM REVIEW

FROM: NEW DIRECTIONS FOR INSTITUTIONAL RESEARCH. *Special Issue: Using Program Review.* Summer 1995. Note: Although this issue is dated, it may still have valuable insight to offer on the program review process. San Francisco, CA: Jossey-Bass, 1995.

Barak, Robert J., Janet D. Sweeney. **Academic Program Review in Planning, Budgeting, and Assessment.** Monograph available at GCC Library. Call number: 378.107 U85a.
Abstract**:** This chapter draws on the results of a national study of public and private two- and four-year higher education institutions to examine the use of program review in institutional planning, budgeting, and student outcomes assessment. We also discuss the reasons for the success or lack of success of program review.

Eaton, Gertrude M., Javier Miyares. **Integrating Program Review in Planning and Budgeting: A Systemwide Perspective.** Monograph available at GCC Library. Call number: 378.107 U85a.
Abstract**:** The University of Maryland System designed a data-driven program review process to reallocate resources systemwide.

Joseph, J. Hoey, **Impact of Program Review on Community Colleges.** Monograph available at GCC Library. Call number: 378.107 U85a.
Abstract**:** Results of a study of program review among community colleges nationwide point to the importance of key leadership support, organizational communication, a clear understanding of the purposes of program review, and frequent action on program review recommendations at all organizational levels.

Joseph, J. Hoey, **Organizational Factors in Program Review.** Monograph available at GCC Library. Call number: 378.107 U85a.
Abstract: This chapter deals with organizational factors that promote the overall impact of program review at the college level and provides a theoretical framework for looking at the ways in which program review may affect community college programs.

Mets, Lisa A. **Lessons Learned From Program Review Experiences.** Monograph available at GCC Library. Call number: 378.107 U85a.
Abstract**:** Findings from articles and conference presentations cited in the program review literature and from the studies reported in this issue suggest ways to maximize the impact of a program review process.

Mets, Lisa A. **Program Review in Academic Departments.** Monograph available at GCC Library. Call number: 378.107 U85a.

Abstract**:** This chapter discusses the responses of academic departments in a private research university to the institution's program review process and recommendations.

Additional Program Review Resources

Academic Senate for California Community Colleges**. Program Review: Setting a Standard**. 2009. Full-text available at: http://www.asccc.org/sites/default/files/Program-review-spring09.pdf

Abstract: This paper responds to Resolution 9.05 Fall 2007, calling for an update of the Academic Senate's 1996 paper Program Review: Developing a Faculty Driven Process in the light of recent accreditation changes and other emerging issues. This paper has been written to expand on the best elements of the 1996 paper and to stand on its own without requiring that readers also review the earlier paper. Program review has evolved substantially since the development of that paper. Individuals and institutions engage in program review for a variety of reasons. This paper seeks to set a standard for program review in California community colleges based on the authority of local academic senates and their commitment to educational excellence, and also in light of external requirements. The Academic Senate continues to argue that program review must be a faculty-led process, motivated by professionalism and the desire to make community college programs relevant, effective, and exemplary. Appended are: (1) ACCJC Rubric for Program Review; (2) Sample Program Review Guidelines; (3) Visual Guides to Program Review; (4) Online Resources; (5) Bakersfield College Unit Plan Templates; (6) Program Review Models from Santa Monica College; (7) ACCJC Rubric for Student Learning Outcomes; and (8) Riverside City College District Data Collection.

Bresciani, Marilee J. **Evaluating the Efficiency, Effectiveness and Sustainability of Outcomes-Based Program Review.** *Journal of Faculty Development*; Jan 2009; 23(1); p. 30 (EJ847799). Full-text available via ERIC database.

Abstract: This paper describes criteria used to evaluate the effectiveness, efficiency and sustainability of outcomes-based program review. The criteria were generated from a grounded theory analysis of thirteen institutions whose faculty and administrators have been practicing outcomes-based program review from seven to thirty-two years. Examples of the application of each criterion are provided as well as their relevance to improving student learning, particularly as it relates to the role of faculty.

Pitter, Gita Wijesinghe. **Program Review: A Tool for Continuous Improvement of Academic Programs.** AIR Professional File. Number 105, Fall 2007; Association for Institutional Research; 2007-00-00; (ED504407). Full-text available via ERIC database.

Abstract:
Program reviews became widely used as quality assurance activities in the United States beginning in the 1970s. Since then, they have evolved as an essential component in demonstrating institutional effectiveness to accrediting bodies. The paper discusses various approaches to reviews with a focus on a recently reengineered institutional program review process. The new process incorporates the traditional features of academic quality assurance as well as more recent accountability and assessment issues. An important feature of the reengineered program review is an increased emphasis on follow-up to ensure outcomes from the review that are designed to improve the academic programs. Appended are: (1) Sample Format for

Self-Studies; (2) Consultant's Report Sample Format and Coverage; and (3) FAMU's Academic Program Review Cycle.

Wilson, Stacy. ***Program Planning and Review to Promote Responsiveness to Public Needs.*** California Postsecondary Education Commission; 2009. Full-text available at: http://www.cpec.ca.gov/completereports/2009reports/09-31.pdf
Abstract: This annual report provides a summary of program planning and review activities conducted by California Postsecondary Education Commission (CPEC) during the 2008-09 academic year. During this period, CPEC staff conducted an extensive review of a proposal to establish a medical school at UC Riverside and a nursing school at UC Davis, and conducted independent reviews of 13 additional program proposals. Staff assessed the long-range plans of the public higher education systems, and updated and modified program review agreements between CPEC and the systems to enhance the review process. Appendices include: (1) CPEC Program Review Guidelines; (2) CSU Long-Range Program Plans; (3) UC Long-Range Program Plans, 2009-2014; (4) New Community College Programs; and (5) Commission Assignment of Degree Programs to Discipline Area.

STRATEGIC PLANNING

FROM: NEW DIRECTIONS FOR INSTITUTIONAL RESEARCH. *Special Issue: Successful Strategic Planning*, 2004. San Francisco, CA: Jossey-Bass, 2004.

Clagett, Craig A. ***Applying Ad Hoc Institutional Research Findings to College Strategic*** Planning. Available at GCC Library. Call number: 371.207 S942.
Abstract: Environmental scanning, enrollment forecasting, budget analyses, and institutional effectiveness assessment are examples of the explicit contributions institutional research offices make to campus strategic planning.

Clagett, Craig A. ***Strategic Planning at Carroll Community College.*** Available at GCC Library. Call number: 371.207 S942.
Abstract: Guided by clear planning principles, and under the custodial care of a governance council, the model strategic planning process at Carroll Community College is evidence-driven, connected to budget decisions, and continuously refreshed.

Dodd, Ann H. ***Accreditation As a Catalyst For Institutional Effectiveness.*** Available at GCC Library. Call number: 371.207 S942.
Abstract: Accreditation bodies increasingly force institutions to merge their accountability reporting, institutional research, outcomes assessment, and decision-making activities, thus serving as catalysts for enhancing institutional effectiveness.

Dooris, Michael J. John M. Kelley, James F. Trainer. ***Strategic Planning in Higher Education.*** Available at GCC Library. Call number: 371.207 S942.
Abstract: The authors present an overview of strategic planning, examine its history and mystique, and conclude that planning, if properly implemented, can have a powerful impact on advancing and transforming colleges and universities.

Haberaecker, Heather J. ***Strategic Planning and Budgeting to Achieve Core Missions.*** Available at GCC Library. Call number: 371.207 S942.
Abstract: A new strategic plan, an additional one hundred faculty members, a new financial model, an incentive compensation plan, a new $200 million research building, closing one professional school and repositioning assets to help another, redirecting net revenues from two parking garages, and a building renewal and replacement plan-all are outcomes of a strategic planning and budgeting process.

Seymour. Daniel, John M. Kelley, John Jasinski. ***Linking Planning, Quality Improvement, and Institutional Research.*** Available at GCC Library. Call number: 371.207 S942.
Abstract: External and internal forces are driving institutions not only to create departments and positions that specialize in planning, quality improvement, and institutional research but also to link them within a systems context.

Seymour, Daniel. ***Linking Planning, Quality Improvement and IR: Los Angeles City College.*** Available at GCC Library. Call number: 371.207 S942.
Abstract: Stung by a negative accreditation review, Los Angeles City College established an administrative position and a planning process that is successfully creating a culture of continuous improvement. At the core of this success is a "plan-act-check" reinforcing systems loop that links planning, budgeting, and institutional research

Additional Strategic Planning Resources

Eddy, Pamela L.; Lester, Jaime. ***Strategizing for the Future.*** New Directions for Community Colleges; Sum 2008; (142); p. 107. Full-text available via interlibrary loan.
Abstract: The chapters in this volume review a variety of issues regarding gender at community colleges. The context of higher education provides the backdrop for how community college leaders and campus members see the issues they face and how they begin to make meaning of their location and experiences on campus. There is a wide variety of circumstances within community colleges that make the needs of each campus different. As campus members begin to think of strategies for the future, it is important for them to understand and identify the critical issues. This chapter reviews strategies that community colleges can use to address issues of gender and create more equitable and pluralistic environments. It also discusses the need for research that examines the intersection between social identities and community college mission, culture, and environment.

Israel, Cary A; Kihl, Brenda. **Using Strategic Planning to Transform a Budgeting Process.** New Directions for Community Colleges; Win 2005; (132); p. 77. Full-text available via interlibrary loan.
Abstract: In learning-centered community colleges, planning, like all processes, must measurably improve learning and learner performance. This article shares Valencia Community College's approach to revising its strategic planning process based on the Organizational Elements Model to: 1) focus strategic planning on learning results that add value for learners and the communities the college serves; 2) ensure that the process of planning is a learning opportunity for the institution and its stakeholders; and

3) ensure that college plans are integrated by aligning them according to their contribution to meeting societal needs, defined as gaps in results.

McPhail, Christine Johnson; McPhail, Irving Pressley**. Prioritizing Community College Missions: A Directional Effort,** New Directions for Community Colleges; Win 2006; (136); p. 91. Full-text available via interlibrary loan.

Abstract: This chapter delineates the essential elements of a framework for establishing mission priorities for community colleges.

Research and Planning Group for California Community Colleges. *Environmental Scan: A Summary of Key Issues Facing California Community Colleges Pertinent to the Strategic Planning Process*: 2005-07.

Full-text available at: http://ftp.rpgroup.org/documents/projects/CCC-StrategicPlan/EvScanCCC-StrategicPln-RPCSS-07-05.pdf

Abstract: As part of the Statewide Strategic Planning Process for California Community Colleges, the Center for Student Success, the research and evaluation organization of the Research and Planning Group for California Community Colleges (RP/CSS) was asked to develop a series of overview documents that would outline both internal and external trends that are shaping the future of the System and its 72 community college districts. The RP/CSS Panel broke the task into two major components. The first component was a review of the national and state literature pertinent to education policy. This includes a review of recent studies in higher education, community colleges and K-12 schools to identify key issues and opportunities with implications for California Community College System Strategic Planning. The second component, a review of System-wide trends, looks at State MIS data for the past five years, as well as California Postsecondary Education Commission (CPEC) and Department of Finance (DoF) trend data, with the purpose of identifying issues related to system performance, including access, progression of students, workforce development, graduation, basic skill development and transfer to other California segments. The most important findings of this review are: (1) If the system is to add some 478,000+ students over a ten year period ending in 2013, operational and capital funding needs must be realistically evaluated by the state and stabilized to support this growth; (2) The lack of resources and preparation at the K-12 level have serious implications for higher education in general, but particularly for community colleges that are on the front line of serving under-prepared students; (3) Community colleges will be challenged to serve the growing numbers of traditionally underrepresented minority students, many of whom are considered to be at-risk for non-completion of their programs of study; (4) More than one of every three students in California Community Colleges enrolls in a basic skills class and the proportion of students enrolling is ever-increasing; (5) A set of perennial weaknesses plague California education and inhibit responsiveness and reform: weak linkages across education sectors, from public schools to community colleges and universities; little incentive for collaboration across sectors; and, at all levels, few incentives and little accountability for local and regional collaboration among educational institutions; and (6) The analytical capacity of the system office is important to providing the infrastructure for data analysis that will diagnose the critical community college needs of the state. This report details these findings. [The compilation of the "Resource Handbook for Strategic Planning" and this "Summary of Key Issues Facing California Community Colleges, Pertinent to the Strategic Planning Process" which was

developed from it, were prepared by a Panel of the Center for Student Success of the Research and Planning Group for California Community Colleges (RP/CSS).

TECHNOLOGY

FROM: NEW DIRECTIONS FOR HIGHER EDUCATION. *Special Issue: Technology Leadership: Communication and Information Systems in Higher Education*. Autumn (Fall) 2001, San Francisco, CA: Jossey-Bass, 2001.

Antolovic, Laurie G. **Budget**. Available at GCC Library. Call number: 371.3078 T255.
Abstract: The implementation of new information technologies or deployment of new information services poses challenges for budget planners that must be met with a thorough understanding of the nature of communication and information systems infrastructures.

Eisler, David L. *Higher Education Communication and Information Systems Policy.*
Available at GCC Library. Call number: 371.3078 T255.
Abstract: Effective use of new technologies calls for the development of institutional policies in equally new areas of concern.

Maughan, George R. *Communication and Information Systems Infrastructure.* Available at GCC Library. Call number: 371.3078 T255.
Abstract: A better conceptualization of a communication and information system's infrastructure will help campus leaders plan more effectively.

Maughan, George R., Karen R. Petitto, Don McLaughlin. *Networks.* Available at GCC Library. Call number: 371.3078 T255.
Abstract: Campus leaders must understand the connectivity features and options of modern campus communication and information systems networks to make sound future-oriented decisions.

Additional Technology Resources

Academic Senate for California Community Colleges. *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*; 2008.
Full-text available at: http://asccc.org/sites/default/files/Educational_Technology.pdf
Abstract: This position paper of the Academic Senate for California Community Colleges (ASCCC) examines issues of educational technology that involve policy and implementation matters important to local academic senates. In particular it includes current information regarding separate curriculum review and instructor-student contact. In general, this paper summarizes and updates three earlier ASCCC papers on technology in education. It suggests a variety of effective practices in educational technology and considers appropriate college governance structures that will facilitate planning. A suitable structure will result in decisions that are based on the educational needs of the student rather than the technological convenience of the college. Many

of the effective practices require related professional development activities. Recommendations to local academic senates are included. Appended are: (1) Title 5 Language on Distance Education; (2) Title 5 Language on Apportionment for Distance Education; and (3) New Title 5 Language on Apportionment for Distance Education. A bibliography is also included.

Brown, Ken. *Technology Funding: A How-To Guide--Key Factors to Keep in Mind When Building Your Technology Plan.* Technology & Learning; Jul 2007; 27(12); p. 22. Full-text available via interlibrary loan.
Abstract: No funding organization wants to give away money to an institution with no vision. The only way to successfully and deservingly secure outside funding for technology is through a clear vision of how those educational technologies will be used within one's classrooms and schools, and how those funds will jump start and support multiple school improvement initiatives within one's district. This article presents a list of general guidelines for seeking sources of technology funds and designing local solutions and strategies for addressing critical areas within funding technology-based projects.

Jackowski, Melissa B; Akroyd, Duane. *Technology Usage among Community College Faculty.* Community College Journal of Research and Practice; 2010. Full-text available via interlibrary loan.
Abstract: Community colleges are increasing their use of part-time faculty who are taking a leading role in utilizing technology for instructional purposes. Part-time faculty are less likely than their full-time counterparts to use technology for instructional purposes and are less likely to teach non-face-to-face classes. For community colleges to be successful in expanding technology-based education, they must promote technology use by all faculty. This quantitative, national study reports factors found to predict faculty use of technology for instructional purposes.

Katz, Richard, R. Kvavik, et al. *Information Technology Leadership in Higher Education: The Condition of the Community. EDUCAUSE Center for Applied Research*. 2004. Full-text available at: http://net.educause.edu/ir/library/pdf/ers0401/rs/ers0401w.pdf

Nguyen, Frank, *Strategic Technology Planning in Higher Education. Performance Improvement*, v48 n7 p31-40 Aug 2009. Full-text available via ERIC database.
Abstract: Higher education institutions struggle with planning for future needs, growth, and, sometimes, contraction. As student populations expand and as faculty members adopt new technologies, universities struggle to support these needs. To the casual observer, it may seem that the technology planning process is haphazard. This article details a process that organizations can use to develop a strategic plan to satisfy near- and long-term technology needs. A case study of how this process was used to develop a technology roadmap at San Diego State University will be discussed. (Contains 10 figures and 2 tables.)

Steiner, Stuart. *Smart Ways to Fund High-Tech. Community College Journal*. Oct-Nov 2003; 74(2); p. 10. Full-text available via interlibrary loan.
Abstract: Although Genesee Community College serves a relatively small student body (enrollment 5,000) in a largely rural area that covers 2,300 square miles, its equipment

and facilities, as well as the application of technology, are equal to or superior to most two- and four-year colleges in the area. This community college has infused technology throughout the courses to improve the access, participation, and success of learners. By converging the planning and administration of academic and administrative technology applications, the college has been able to implement a wide range of technology applications, cost-effectively and quickly. In this article, the author discusses three key funding strategies that have helped Genesee Community College achieve such state-of-the-art application of technology: (1) Technology needs for both administrative and academic departments are merged into a single technology plan; (2) Outside resources are extensively utilized to plan, implement, and maintain technology applications, and to train faculty to apply technology in the learning environment; and (3) Grants to fund new technology have been aggressively pursued. The writer suggests innovative approaches to funding to help colleges get wired and stay current while using technology to better reach, teach, and serve students.

Strong, Bart. *Strategic Planning for Technological Change*. *EDUCAUSE Quarterly*, v30 n3 p48-51 2007. Full-text available at: http://net.educause.edu/ir/library/pdf/eqm0737.pdf. Abstract: Strategic planning can become downright treacherous if one's institution depends heavily on technology, because technology changes course frequently. Technological change is somewhat predictable, and doing nothing is not an option. A number of complex factors hasten technological change. Limits on performance, breakthrough technology, market competition, manufacturing capability, economics, and changing needs of consumers all play a role and must be watched closely if one is to succeed in developing a vision for technology implementations. Many frameworks can help strategically plan for technological change. The trick is to ask the right questions in the right order, so that the answers build on each other and all participants in the planning process arrive at the same place at the same time. In this article, the author presents a basic framework which can be modified to suit one's needs. It works well with groups having capabilities built on mutually dependent technologies. Of course, the key is to review and revise one's plan continually as new information becomes available. This cannot be done with an inflexible plan unless one starts over each time he identifies a crisis situation. Building technological change into the process makes it more of a strategic preparation model and thus better equipped to help one recognize, anticipate, and react to change. (Contains 1 figure and 9 endnotes.)

US Department of Education. *Transforming American Education: Learning Powered by Technology*. *National Educational Technology Plan*, 2010.

Full-text available at: http://www.ed.gov/sites/default/files/NETP-2010-final-report.pdf Abstract: The National Educational Technology Plan (NETP) presents a model of 21st century learning powered by technology, with goals and recommendations in five essential areas: learning, assessment, teaching, infrastructure, and productivity. The plan also identifies far-reaching "grand challenge problems" that should be funded and coordinated at a national level. The NETP presents five goals with recommendations for states, districts, the federal government, and other stakeholders in our education system that address learning, assessment, teaching, infrastructure, and productivity. This plan also urges the national research center to focus on grand challenge problems in education research and development. "Grand challenge problems" are important

problems that require bringing together a community of scientists and researchers to work toward their solution. This draft report describes how information and communication technologies can help transform American education. It provides concrete goals to inform state and local educational technology plans, and recommendations to inspire research, development, and innovation. Appended are: (1) How This Plan Was Developed; (2) Contributors; and (3) Acknowledgments.

Watson, Lemuel W**. Access and Technology.** *New Directions for Community Colleges.* 2004. Full-text available via interlibrary loan.
Abstract: Community colleges are well positioned to provide underserved student populations with access to computer technology. This chapter explores the issues of access and technology from multiple perspectives in the community college, and explains how community colleges can develop a foundation for their technology plan.

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