

**APPENDIX A –  
List of Concerns and Responses**

<b>MSCHE Concern</b>	<b>Responses and Actions Taken</b>
“Distraction” of 4-year program plans	This strategic initiative was abandoned. After faculty and administration investigated this, it was decided to not follow this idea. The institutional priority is to assure the highest quality education possible for the two-year program.
Recommendation of working towards the next Strategic Plan, beyond 2013	This process was initiated in February, 2011, for Strategic Plan 2014-2019. The process is following the DCAD Planning Policy. Digsau (planning and architecture firm) presented a master plan (20-year timeframe) to the DCAD Boards in June, 2011.
Inadequate understanding of assessment and rubrics	Assessment and rubric training has been provided for the faculty and the Dean. Faculty have begun to improve rubrics used in classroom processes. Rubrics were created and used for the spring, 2011 Graduation Show. These rubrics will be compiled each year, and discussed (outcomes and at the first faculty meeting in the fall semester). Rubrics are also being developed for portfolio reviews. Assessment initiatives refined or initiated include Course Outcomes, Academic Program Review, and assessment practices in the DCAD Educational Assessment Plan
Lack of engagement by faculty in institutional assessment	At faculty meeting(s) information will be given on Institutional Assessment. Faculty are to be included in institutional assessment.
Lack of participation by other appropriate constituents in institutional assessment process	Constituents are being identified and included in processes as appropriate. Student input is solicited through surveys and other feedback. Seeking ways to increase student involvement in processes.
Absence of <b>written</b> assessment plans, especially with respect to the documentation of how assessment results are used to improve services and programs	<p>Assessment findings are reviewed and discussed by relevant individuals and written records are kept of those discussions and actions to be taken on the basis of those results (including resource allocations). Assessment plans are being used with institutional units.</p> <p>For educational processes, the DCAD Educational Assessment Plan has been revised, and the Academic Program Review process has been created and is underway, connecting academics to support, services,</p>

	and resources. A pilot of systematic Course Outcomes Assessment has been conducted and is implemented for fall, 2011.
Contradicting information on the website concerning student transition to Pratt or Corcoran, with the Monitoring report showing increase over a four-year period.	The website has been reviewed, and information clarified.
Usefulness of specific 2-year colleges used for benchmarking	More appropriate peer institutions have been identified.
Absence of a recruitment plan	The Admissions/Recruitment plan has been documented.
Missing program goals and student learning outcomes (Team Report, p. 5). Program goals on the website are from the DCAD Educational Assessment Plan of April 2010	Program Missions, goals, and competencies have been reviewed and revised. Student learning outcomes for individual courses (replacing previous course objectives), have been updated in the syllabi for Fall 2011 and are being updated for courses offered in Spring 2012. Program goals on the website are the revised program goals from Spring, 2011.
Inclusion of baccalaureate NASAD standards in Educational Assessment Plan (EAP)	The Programs have revised their standards, appropriate for 2-year transfer studies (meeting the first two years –through transfer - of a four-year NASAD accredited sequence of study). These are found in the DCAD Educational Plan (listed as Program Competencies) and are reflected in individual Academic Program Reviews. These are also listed in an appendix for this monitoring report.
Lack of systematic and reliable assessment approach for Walkthroughs and portfolios	The system for assessment approach for Walkthrough has been significantly improved. In addition, rubrics have been developed and used for assessment of the student Graduation Show. The information is compiled and discussed at the first faculty meeting. Calibration/normalization of the Walkthrough form is an outcome of the walkthrough discussion. Portfolio rubrics are being developed in Fall, 2011, by Area Coordinators, based in part on rubrics from the Graduation Show.
Absence of documentation with respect to the assessment of student learning and using assessment to improve programs	A system of Academic Program Review has been created, and has been underway since Spring, 2011. Assessment and its use is being documented in these APRs.
Use of grades as assessment of student learning in Introduction to Academic Studies	Student Learning Outcomes for this course are being updated, and the outcomes are being assessed, using the same process as other academic courses. A Pass/Fail evaluation has been implemented, as an

	experiment, for this class, based on an observed clustering of outcome results by students (two clusters).
Inadequate faculty development activity related to assessment	Faculty have been sent to workshops, and guest clinicians brought onto campus to present training and workshops at DCAD for both Area Coordinators and adjunct faculty. An ongoing plan for training in assessment has been developed to include both faculty and staff. A faculty development plan has been initiated, and is included in the monitoring report.
Lack of regular calendar for assessing all programs and GE competencies	A system for Academic Program Review has been developed and is underway. A process for assessing course outcomes has been piloted, and will continue in Fall, 2011 and thereafter. A calendar for assessing course outcomes has been established by the Area Coordinators. General Education courses are included in this, and a capstone assessment for GE is being implemented in Fall, 2011. This capstone assessment uses a multi-course project that has been a continuing part of the curriculum, implementing value rubric
A robust system of academic assessment is needed to document an organized, systematized and sustained assessment process.	The Course Outcomes assessment has been piloted, and is in place for Fall 2011. This spring, an Academic Program Review process was documented. Each studio program is conducting a significant APR this fall, with annual follow-ups. The areas of Academic Studies (General Education) and Foundation are also conducting reviews.
Failure to include course student learning outcomes on syllabi	All syllabi include course SLO's, with linked Program competencies.
Lack of participation of adjunct faculty in assessment process	Adjunct faculty have received an educational assessment training workshop, and will be involved in course outcomes assessment. All faculty will be involved in assessing student outcomes.