Learning Assessment Committee Meeting,
Friday, Feb. 23, 2007
1-2:30 pm in T-750

Present: Vina Cera, Cheli Fossum, Evelyn Lord, David Mitchell, Mae Frances Moore, Karolyn van Putten

1. Brown Bag on March 1st was cancelled because there were too many other activities going on.

2. The Magna online seminar on March 14, "Developing Tools and Strategies to Assess Student Learning" given by Linda Suskie, is a definite go. It's to be held in G-100, and announcements on the Peralta email sytem and notices in mailboxes will go out in timely fashion. There will be two showings: 1) from 10am-11:30am, and 2) from 1pm-2:30pm.

3) Development of SLOs by various depts. were ongoing: Counseling, Psychology, Graphic Arts, Journalism, Ethnic Studies. Cheli will be meeting with Art, DSPS, and Architecture next week.

4) The Flex Day workshops were extremely well attended – even crowded. The first two morning sessions had about 50 attendees, and the afternoon understandably was not so full. Interest and momentum is really picking up at the college.

5. It seems that the Dist. Board is beginning to take notice of the mandate also – a committee member mentioned that at a prior Dist. meeting, the Pres. questioned why there were no outcomes in the Dist. Strategic Plan.

6) The remainder of the session was spent on drafting a timeline for the Laney process, and review of the VP of Instruction's response draft of the college Progress Report. Cheli will convey our review of the draft and the timeline is as follows.
What's already been done:
     a) LAC Cte. was established in Spring 05
     b) This past year has been productively spent by cte. members on self education in the form of reading current literature, attending State Academic Senate workshops, expanding our knowledge with local workshops and working sessions, scanning the internet for examples and samples of outlines of other institutions, gathering a collection of pertinent material.
     c) Publication of an LAC web site with comprehensive and up to date materials on the Peralta site, including many helpful 'how-to's.'
To be done:
     a) The timeline will be finalized
     b) The timeline will be taken to the Faculty Senate for approval
     c) Last semester the Senate approved the resolution for each dept. coming up with SLOs for at least one core class for the beginning of Spring 07.
     d) In order to speed up the process, we proposed that:

- All depts have at least 8 courses with SLOs by beginning of Fall 07
- For large departments, at least 20 classes should have SLOs by the beginning of Spr 08
- All SLOs should be completed for all courses by the beginning of Fall 08.

e) As SLOs are completed, they should appear in course syllabi.

f) All the self study activities (Program Review, Program Outcomes, Assessment methods) need to be going on concurrently

g) we discussed the advantages/disadvantages of how ambitious our priorities were to be - whether to set them higher and risk not attaining them, or to set them lower and surpass them.

h) Program Outcomes were to be completed by the end of Fall 07 and to be published on the web site, and in the catalogue if deadlines permit

i) Two retreats, possibly in Aug and Oct. of Fall 07 for faculty – focus on developing program outcomes (and assessment, improvement cycle)

j) Assessment: requirement that each department assess two outcomes in 1 core course (all sections) in Fall 07

k) Possible summer retreat for those already well into their outcome development. Assessing and instituting early improvement will be the focus, in order that we are able to demonstrate the closing of the cycle for our self study.

7) To date, the Library has completed its Program Outcomes. Adrienne Riley will be contacted for deadlines for updating the college catalogue.

8) The cte. decided to concentrate on General Education Outcomes as opposed to institutional outcomes. We'll be requesting another time block on the April 26 Flex day from the Prof. Dev. Cte. to have a collective workshop on this. We'll target representative Gen Ed depts. to try make sure we have interested representation in order to take the results back to their respective depts. The 5 areas of Gen Ed are:
- Area 1: Natural Science
- Area 2: Social and Behavioral Sciences
- Area 3: Humanities
- Area 4: Language and Rationality: includes (a) English, (b) Math, (c) Computer Literacy, and (d) Oral or Written Communication or Literature
- Area 5: Ethnic Studies
We plan to scan other institutions for samples and wording, and decide how many outcomes we should go for in each area.
Discussion:
- Can we assess by embedding a question in each of the targeted courses
- we could possibly use a portfolio to demonstrate a relationship to outcomes
- how would program outcomes and Gen Ed outcomes relate
- need to come up with models/process in preparation for the Apr. 26 workshop
- should come up with no more than 3 models as a starting point, and end up with one at the end of the meeting
- in considering the 5 areas, we should be thinking of the most important/applicable outcomes for Laney grads and possibly come up with around 5 out of 7-10

9) An online and paper survey for all faculty will be one of the first steps in establishing the Gen Ed outlines. Cheli will prepare a draft for the next meeting on the 23rd.

10) The need for developing plans for the service areas was acknowledged.