

**Learning Assessment Committee Minutes**  
**Friday, Dec. 10, 2010**  
**1:00-2:30pm, T-750**

Members Present: Vina Cera, Cheli Fossum, Evelyn Lord, Ann McMurdo, Marco Menendez, David Mitchell, Linda Sanford, Karolyn van Putten, Kathy Williamson

Approved minutes from Dec. 3, 2010.

The Chair suggested we browse a resource site of the Outcomes/Assessment Institute of the Assn. of American Colleges & Universities (<http://aacu.org/leap/vision.cfm>). They appeared to have a robust set of essential learning outcomes that might be helpful for our GE assessment planning goals.

The bulk of the meeting was directed towards Spring Semester GE assessment plans.

We first discussed how to approach the goal.

- should we use a course SLO, (like the Eng. Exit exam which was done a couple of years ago)?
- For any specific GE area, should we gather a wide variety of course instructors, agree to pick an SLO, create a rubric, determine how to assess, etc. Gathering many people to participate is a very difficult proposition.
- Can we offer stipends with whatever leftover funds we have? We've already talked about diverting the \$ for training purposes. We're in a difficult place because faculty seem reluctant to participate without stipends, having been used to receiving them in the past, plus the vocal PFT stand against adjuncts working without extra pay is countering our efforts.
- We are not sure at this point as to what constitutes a relevant sampling.
- Should we target only AA/AS students, or all who take the classes? Should we be looking only at lower level courses as a way of paring down the effort? We concluded that each of the GE areas needed to have different criteria and that we should choose classes where there were several sections available. Page 3, item 2. of the WASC Assessment Retreat (10/09), given out at the meeting, outlined a succinct way to go about the job.

- We felt that Counseling had a good perspective on which courses should be selected for assessment.

We then discussed how often GE outcomes should be assessed:

- should they be done each semester? Once a year? How many outcomes each assessment?
- once we determine the length of the cycle, perhaps we could just divide by the number of areas
- we felt that one or two per year were manageable, and should shoot for two this coming Spring
- Kathy volunteered to spearhead Math 203. There are approximately 10 sections, with about half taught by adjuncts.
- we thought that we'd line up the English Dept. exit exam for next Fall
- it was also suggested that we be particularly mindful of the actual individuals who would be collaborating, to get a good cooperative mix

Some of the GE outcomes, on closer inspection, looked like they needed some tweaking. This could hopefully be done by the groups doing the assessment.

Evelyn suggested the Area 5: Ethics/Citizenship outcome for the second assessment group this Spring. Since all classes map to this, we could do a broad survey with a substantial sampling. The VPI could send out a memo ensuring reasonable cooperation. Dean Sanford has a subscription to Survey Monkey that we could use to generate reports.

Some suggested methodology and questions:

- should we differentiate between those aiming for degrees/certificates, or include all students, giving them choices for their education goals?
- we should ask how many units they're taking
- we should ask how many semesters they've spent at Laney
- time of the survey within the semester is important - should we give it at the beginning or the end of a semester, or do one of each?
- should we survey only courses that have "Ethics" in their title?
- we should somehow address plagiarism

- something about voting e.g: “Have you voted since being enrolled at Laney,” or “Do you feel you have an increased awareness of ethical behavior and civic responsibilities as a result of studying at Laney – give an example.”
- “Have you done any volunteering or participated in social activism since being at Laney?”
- “Which of your Laney classes specifically address ethical behavior and civic responsibilities?”
- “Have you become (more) aware of climate change issues since taking Laney classes? Which classes made you aware?”

We will preview the survey with dept. chairs for their input and feedback.

Our next meeting is scheduled for Fri., Jan. 28, from 1-2:30 pm in T750.