

**Learning Assessment Committee Meeting,  
Friday, Dec. 1, 2006  
1-2:45 pm in T-750**

Present: Vina Cera, Cheli Fossum, Ann McMurdo, Mae Frances Moore, Karolyn Van Putten, Louis Quindlen, Linda Sanford, Elnora Webb

1. Cheli handed out a copy of “Assessing Student Learning” to spur us on to begin drafting assessment procedures for existing course SLOs. Linda passed out data requested from District on enrollment, retention, etc. by specific departments.

2. Cheli recapped this semester’s efforts on training workshops for writing SLOs:

- 6 workshops were held

- Flex Day was initially well-attended, but only a few stayed to actually write SLOs

- Brown Bag workshops were sparsely attended. Since the meeting on rubrics was much better attended, we decided that we should go on subject-wise, from the basic SLO drafting to other areas like rubrics and assessment. Also concluded that workshops for individual depts. were more productive.

- Sorties to Depts:

- ESL: currently working on 8 SLOs, and will continue to do more

- Math: have 4 drafts, and other courses assigned for completion

- Eng: had many concerns and fears regarding how the SLOs would reflect on individual instructors’ records, that their discipline was difficult to quantify, that the size of the dept. made consensus difficult. They were making progress on core courses 259 and 201, and Celia was taking on 1A. The cte. felt that completion of 3-5 core courses by end of Spring would be a good achievement for the dept.

It was suggested that many examples of Eng. Course SLOs were available online, and that a search would reveal several commonalities that could be used as a starting point.

Jackie brought up the point that Eng. Instructors were faced with the difficulty of dealing with various levels in each class that made crafting SLOs and assessments problematic – self-checking was not accurate, instructors cannot legally look at student records. From this, a discussion ensued on the importance of getting students properly placed in the correct Eng., ESL and Math levels, and how this should be accomplished. Should the counselors have a role? Mae Frances suggested we look at former criteria in Eng. for advancing to the next level – these could possibly help if they were still valid and appropriate for our current student population. Because of this challenge, we should consider drafting a policy of how proper placement should be handled for the college - for appropriate roles and activities of the various entities involved (faculty, counseling, administration).

## Discussion on Spring Semester activities:

What should our goals be in terms of course, program, institutional SLOs be for the Spring semester?

- Would expecting half of courses in discipline with drafted SLOs be unrealistic? There was too big a disparity in size of depts. to make this reasonable. It was suggested that the requirement state "with emphasis on core courses" as a place for the larger depts. to begin

- how could this be implemented?

- the Senate is already behind the goal of 1 core course for the beginning of Spring

- the majority of part-time faculty were not involved- how could they be gotten to buy into the need

- Dept. Chairs, Deans and Administration would be forced to start dealing with SLOs and assessment with the onset of Program Review.

- S. Calif. Colleges (e.g: LA, Cucamonga, Saddleback) have a successful approach. They started with lower basic skill level courses and worked up from there.

- We have to remember that assessment goes hand in hand with the outcomes.

- It was asked if the Accreditation Commission would recommend schools with best practices. They'd probably send us to other sources such as: CA Assessment Institute (3- yrs worth of material from the meetings), plus they also have a list serve where you can post questions, Research Planning Group (part of CC League), State Academic Senate, even Google.

- There is no specific # of classes that require SLOs and assessments by accreditation time. However, they will look closely at our process and its quality.

- We are working hard on the instructional side, and have begun to tackle Institutional outcomes, but we have to keep in mind that concomitantly, Student Services, Administration, and Program and Institutional sides have to converge.

- Ed has been working on his side of Student Services. He's done some research, has contacted COA and has given out assignments in his area. We need to enquire what's being done in Matt Kritscher's area.

- Focus groups was one of the methods discussed in forging Institutional outcomes. These provide productive interaction and get many people involved. There are many different methods. Last meeting we discussed BCC's survey style.

- Elnora suggested we needed a framework, an overarching plan/timeline for reaching our goals for all areas involved (staff, faculty, admin).

## Elements:

- Institutional outcomes need to take at least one semester to develop

- courses with established outcomes should now begin working on assessments

- depts. with SLOs and assessments need to map out Program outcomes in the Spring

- need to plan for REPORTING assessment results. Who should be receiving and looking at this info? It shouldn't be just Deans. With what sub-ctes. should this data be shared?
- need to set up training for cte. and rest of college in the area of assessment. A summer institute was discussed as a good vehicle for both training and actual drafting of the entire cycle (SLOs, assessment, data analysis, rubrics, etc.)
- what are the resource needs? Cheli needs more release time (.5 was requested and is being considered). Some part-time coordinator is definitely needed to drive and oversee the process. For example, City College has an assistant coordinator for each of their Eng. and ESL depts.
- the Newsletter that Cheli put out was much admired by others in the District.
- Elnora suggested that she would pull together our suggestions for mapping out a strategy and email them to us before the next meeting on the 15, so that we could preview, email each other, and get our ideas together for a more productive session.
- Linda pointed out the importance of having proper documentation in order (something to show) for the accreditation one year from March. Mae Francis suggested a file of summary reports, summary of activities, meeting minutes, tracking semester by semester. Where should the documentation be housed and what are the security issues? A summary of the reports will be posted to the web site, but hard copies should also exist. Elnora informed us that the Office of Instr. was acquiring electronic hardware and software to get more of our data on electronic format.
- Our plan should show LINKAGES of Program Review, resource allocation and re-allocation, integrative planning – how our plan/info was put into practice.
- A suggestion of a PILOT was made – (a smaller dept. that had its SLOs, assessments, Program outcomes in place) – this could be a good 'commercial,' However, a complete pilot couldn't be finished without reference to Institutional outcomes which we do not yet have in place.
- We will attempt to get time during coming Flex Days, both for the Dist. and the college for further training sessions. Cheli will approach Meryl and Nola Hadley to find out what time is available, since it fills up ahead of time. Louis asked if Cheli would come to the Vocational Retreat to help with training in April)
- The matter of enforcing is always a problem. More dialogue needs to be set up with administrators. Deans and Dept. Chairs need to be involved – we have a very tight timeline. Program Review this spring could be a way of getting some of the part-timers more involved.
- “What relationship, if any, does LAC have with the accreditation process?” was discussed. At the last accred., each of the 10 standards had a cte. with 2 co-chairs, plus various members. It's expected that LAC members would take an active role in whatever ctes. are set up. Previously, there was no release time or any type of compensation for this.

- The program review this spring will not be an onerous task, especially if one was done in 2004. It will largely be a matter of an update. This one will be more of a unit plan that will tie a dept's outcomes and goals to resources.
- Linda informed us that Mary Allen had a good visual model for developing Program Outcomes - in the form of a grid.
- In the matter of training ourselves in assessment: *Assessing Student Learning: A Common Sense Guide* by Linda Suskie is a great resource and would be good for all of us to read.
- perhaps some kind of informal gathering (potluck?) at a home for a more concentrated few hours
- need to remember that there are as many different methods of assessment as there are different disciplines