

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

Present: Tracy Camp, Vina Cera, Cheli Fossum, Matthew Kritscher, Ann McMurdo, Mae Frances Moore, Louis Quindlen, Karolyn Van Putten, Elnora Webb

Cte. members are taking timekeeping turns to keep us on schedule.

1. Upcoming events:

Prof. Dev. Day on Feb. 28, subjects, time reconfirmed
Brown Bag next day (Mar. 1) The subject of institutional outcomes was kept, even though we ourselves have not yet come up with a clear definition. Still, a dialogue needs to be begun, so we can have given it some thought and therefore be better able to address the three-hour session come next Prof. Day. Despite lack of definition, we do emphasize that all segments of the college, (academic, vocational and service) must be addressed by the institutional outcomes and that these should flow from our mission. Cheli will come up with examples from different colleges.

2. Laney has committed to taking the Magna Online Seminar on March 14, 10-11:30am, "Developing Tools & Strategies to Assess Student Learning," given by Linda Suskie. We still do not know if we can also purchase the CD-ROM/s that contain the course material. A/V has been consulted for projector, audio and setup, and the Machine Shop (G100) lab has been offered as well. The workshop will substitute for our Brown Bag scheduled the next day, on the 14th.

3. Cheli has called up all the dept. chairs to offer assistance for SLO/assessment consultation. She's met with PE, Spanish and Counseling since our last meeting. We have not yet heard from the PIO regarding whether or not he can tie us into some kind of intranet site for our ongoing dialogues. Having our SLOs, assessment efforts publicly available on the web is a great way to show evidence of our dialogue and due diligence.

4. The Vice Pres. of Instruction voiced the opinion that cte. members should become experts and ambassadors, sharing our knowledge across the college. By leading meetings, brown bags, workshops, implement training in our own depts., we not only gain more competence, but can start a 'snowball' reaction, increasing our base of informed and dedicated participants. We agreed that involving part-timers was a concern. It was suggested that a good time to engage them was just before syllabi were due to come out.

5. Discussion on timeline:

- A question was raised about expectations for outcomes for Deans. These are to support and lead efforts associated with a) implementation of the assessment process, b) monitoring, and c) linking results to resource allocations and strategic plans
- The constant question of where the District comes into this is always hovering. We resolve and the Dist. ignores. The VP of Instr. informed us that the college, under the

leadership of Pres. Chong, is working fast and furiously to create a model that will operationalize all our efforts. This, along with similar plans from the other 3 colleges will go to the Dist-wide Strategic Planning sub cte., then to the larger Dist. Planning Cte. and the Chancellor. This is to happen sometimes towards the end of March. Hopefully, this will bring pressure to bear on the dist. to respond. Ultimately though, we are the ones being judged in the accreditation process.

- At the last meeting a resolution was to be drafted (backed by the senate) to inform the Chancellor and the Board members of the necessity for the Dist. to respond to our needs and requests, and to make their actions and decisions more transparent. It was not ready for this meeting, but the college is grateful for any measures that support its need for operationalization.

- Questions have been asked about how SLOs were to be included in existing CORs.

 - Curriculum Cte. is drafting a specific addendum sheet for SLOs

 - All new courses starting Fall/07 are already mandated to include SLOs

 - A process needs to be developed whereby SLOs for existing CORs (and any updates) are evaluated both by dept. chairs and their dean, with a sign-off sheet for both parties. Then, the Curr. Cte. will move on them. This subject will be brought up in the next Curr. Cte. meeting, Tues., Feb. 27.

- There were various suggestions about deadlines for SLO completion, assessment and improvements based on assessment. We all felt strongly that the process now needs to be sped up. We debated asking for a minimum of 5 courses with SLOs per semester from now on (F/07), as well as beginning the assessment process on those courses that already have outcomes and start on program assessments. In this way, we could have some assessment data to review over the summer, and have some improvements implemented in F/08. We'd then, in our self study, be able to present our process in a thoughtful way that accreditors would recognize as good evidence of due diligence. Perhaps for F/07, we should continue with course outcomes, begin some program outcomes and ask for at least assessment in one course. It was also stressed that we should be realistic in our goals – that it was perhaps better not to overcommit and underperform, making a poorer showing. It would be more optimal to set reachable goals, indicating successful progress – if we superceded these, all the better.

- Some sort of retreat, or immersive workshop was again proposed for this summer. Different models - from a series of small, cohesive groups over a few days, to one larger group, composed of dept. chairs and other interested faculty/staff/administration, that could do some sessions in common, then break up into more efficient interactive groups were proposed. Another suggestion was that those more advanced depts. (who already have outcomes in place), could more efficiently use this workshop time to get their assessment practices in order. They'd then be ready to implement improvements that could be featured in our closing the cycle of student centered learning. We need to look for sponsorship for such a workshop.

- Does the LAC come up with a timeline whose benchmarks are reasonable/possible?? or - Do we let the countdown calendar for the self study dictate our timeline?

- We have to keep in mind that not all the outcomes need to be assessed all the time, so as not to get too overwhelmed.

- A good suggestion about integrating our timeline with that of the accreditation process was made. This would be effective in getting faculty/staff/administration to understand

the urgency of our situation. We will be revisit this at our next meeting, with Cheli putting together some sort of matrix in the interim.