

Laney College
Learning Assessment Committee
Meeting Notes for March 10, 2006

Members present: Tracy Camp, Vina Cera, Cheli Fossum, Jackie Graves, Ann McMurdo, Mae Frances Moore, Louis Quindlen.

Absent: Evelyn Lord, David Mitchell, Linda Sanford, Karolyn van Putten, Ed Wright.

1. Discussion of the results of the Assessment Inventory:

Lots of people don't know anything about assessment and their comments reveal just how little they know. We need to give them more information. Lots of confusion about what we're talking about. There's a difference between Math/English/ESL placement assessment and the kind of assessment we're talking about, and we need to make that clear.

We do have an institutional researcher, and lots of people don't know that.

To do: Task of newsletter should be to explain the difference between Math/English assessment and what we're talking about.

Tangent: discussion of English assessment – no writing sample taken, so it's not very effective. ESL assessment is good – they look at writing samples. It's a state-approved/validated test. English assessment could be changed but it would take time and effort for validation.

Regarding outcomes: Cheli mentioned that if we could come up with some simple guidelines, it would help.

Louis – can provide samples of outcomes from different vocational departments. Louis will be doing a vocational workshop on the next flex day.

Question remains – how do we get from here to there? Course level? Program level? College level? Start from syllabus?

We have to get the college to support this and it will probably take more than a meeting every 2 weeks.

Ann: Counseling – some departments are working on it.

We should put examples of course-level and program-level outcomes from other colleges on the website.

Mae Frances: Once program outcomes are developed, identify in which courses each outcome gets assessed. Then make sure you assess in those courses. Once every outcome is assessed, report on it.

Describe the process in the newsletter, and include examples from other colleges.

Ann: Have people who are leaders offer to help other departments. Have this be part of the tenure review process – ask candidates about assessment/encourage them to do assessment.

2. Brown Bags

Have a sample workshop on program outcomes
Start at the beginning – what is accreditation asking for?
Assessment, outcomes overview (accreditation should be secondary)

Decided that the next brown bag would be an overview of the steps of assessment. Cheli will do this one.

Next ones: Live examples from real departments

Do something, some kind of training for Fall flex day. Make sure there are no conflicts. We also need to do something now. We really need to be doing several things at once.

There's very little involvement from part-timers. Lots of them don't have Peralta e-mail addresses. Maybe we could ask the VP and try to make it a requirement that all part-timers have a Peralta e-mail address. Maybe there's some way to automatically give an e-mail account to each new instructor.

We could create a list serve for assessment?

Maybe LAC could get on the agenda for faculty orientations.

We should get the department chairs involved. Give department chairs examples. Report on Chemistry progress at a brown bag or department chair's meeting.

As far as doing intensive work over the Summer:

Develop a plan and formats to take to the Academic Senate in the Fall. Get the administration to buy into it.

We could just do it, without getting paid.

Can we get paid? Can we at least get lunch?

3. Incorporating SLO's into course outlines:

Use Cabrillo College model. Louis will bring to the Curriculum Committee. We'll discuss this more at the next meeting.