

Laney College
Learning Assessment Committee
Meeting Notes for May 4, 2007

Members present: Cheli Fossum, Evelyn Lord, Mae Frances Moore, Louis Quindlen, Karolyn van Putten, Wandra Williams.

1. One more meeting of the semester on May 11.
2. Cheli plans to compile a how-to manual on SLOs and assessment to be available in the Fall. Marcy Alan Craig at Cabrillo has agreed to let us use her manual if we credit her. She has already sent the manuals to Cheli electronically. Cheli will modify as necessary to fit Laney. Cheli will work on it over the summer.

Mae Frances and Evelyn agreed to read the revised manual and provide comments.

3. Discussion of how to keep track of assessment information. We will need a way for others to access the information.

Things to investigate:

Etudes

Trac Dat

Elumen

Curricunet – we should advocate for purchasing this curriculum management software.

It was pointed out that we need staff and clerical support for shared governance, the Curriculum Committee, Learning Assessment Committee, faculty doing assessment, etc.

Points made: having this management software might be a way of managing the workload for all of us.

We should add to the timeline: starting Fall 07, all new courses and revisions to existing courses that go through the Curriculum Committee will need to include SLOs on an addendum page.

4. Discussion of our proposed “intensive” week or “boot camp”:
After some discussion, it was decided that we would hold in from Tuesday, May 29 to Friday June 1.

There were many ideas for what this could involve.

Learning about assessment and developing assessment tools (rubrics, etc.)

A discussion of program review and assessment

One morning, invite deans and discuss changing program review to incorporate more assessment. (So that we wouldn't have to have separate program review and assessment reports.)

Provide good food – need to ask VP about this

Invite specific people: Inger Stark, Sandra McGee, Denise Richardson, Biology people

Discussion – we need someone with knowledge of non-instructional areas to lead this effort. Discussed the possibility of bringing in someone from outside, but this would cost money and it would be short notice.

Recommendation: ask Sandra McGee.

Recommendation that we send out a schedule of daily activities in advance.

Leave the schedule open for long lunches.

Evelyn will reserve T-450 for that week.

Possible activities:

Linda Suskie lecture, discussion afterward (3 hours)

Have a list of possible readings – copy out of books.

Have 4 different work groups/study groups

Examination of different assessment models, suggestions for which model/models would be useful where.

Have models ready to show people in the Fall.

Set up a framework for how assessment could be done in different areas.

Process of creating a visual program map and alignment information.

One topic: rubrics

“Get ‘er done day”

Dialogue across departments that are related: vocational & ESL, Math & Chem, all social sciences, etc.

Dialogue with student services -how can we best use tutors? Etc.

Cheli will make a draft schedule and bring it to the next meeting.

Service outcomes – those service areas that have outcomes can share with those who don't.

Possible: How do their services impact student learning? Articulate what their service does and how it affects achievement of student learning outcomes, either directly or indirectly.

Our service areas will probably have to be a model for the district office (unless other colleges are ahead of us in this respect – then they could be the models for the district.)

Evelyn/Faculty Senate will send out the timeline via e-mail and in faculty mailboxes. A cover letter will be included, signed by Shirley Coaston and Elnora Webb.

For our event – specify that no pay will be involved.

5. For Flex days in the Fall:

It's hard to find time for workshops. The first day is district day. The second day is Laney day. Both are usually filled up with activities.

We said on the timeline that we'd host a program outcomes workshop.

We should also have a GE outcomes workshop.

For GE: re-word the Cabrillo outcomes to make them Laney's.

To do next: distribute a draft of the GE outcomes so far via e-mail. Ask for comments.

Call it draft 1.

Make changes, distribute it again in the Fall.

Focus on ready assessment – can these outcomes be assessed easily?

Could involve students in developing GE outcomes. Maybe ASLC. Another option: Get a Political Science instructor to make it a credit activity for students.

Another idea – we could ask teachers to talk to students about outcomes, and later survey students about it. Get a baseline now, and in a year or year and a half, survey the students that graduate. Ask them if there is a change in how they're learning at Laney. Have they noticed a difference?

Idea – don't do GE outcomes on Flex days. Just have people respond in writing.

Do draft 1 before school ends. Send out via e-mail. We might be able to do draft 2 in our end-of-May workshop.