

**Learning Assessment Committee Meeting**  
**Friday, May 9, 2008**  
**1-2:30 pm in T-750**

Present: Vina Cera, Cheli Fossum, Evelyn Lord, David Mitchell, Mae Frances Moore,  
Louis Quindlen, Karolyn van Putten, Adrienne Riley, Wandra Williams,  
Kathy Williamson

**1. Updates:**

Accreditation Visit: At their last visit, two accreditation representatives showed up with various opinions of our work to date. One thought our approach to assessment, number of forms, length of our assessment manual, etc. was too elaborate, while another, looking at our three-area GE assessment pilot in Math, Science and English, thought it was great.

GE Outcomes: The Classified Senate accepted them, and they will be brought up for the third time to the College Council when they meet in two weeks.

Meeting of SLO Coordinators w/Wise Allen regarding resources requests: The four college coordinators met with Wise Allen. It seems that the Chancellor is now ready to support requests for funding beyond what our individual colleges have already committed. The committee members brought up that release time for the SLO coordinator positions should NOT be equal and that Laney should get more release time because of its size and the amount of work. The release time should be based on the number of sections, number of part-time instructors, and number of courses.

Besides financial support, other strategies were discussed, and our committee continued to pursue approaches as to where, when and how these dialogues could take place.

Ideas brought up:

- We should make better use of Professional Development Days, devoting them to actual college work
- Having more of them, to facilitate our goals
- How can we deal with the fact that a large percentage of faculty skip them entirely
- Perhaps we can make use of the College Hours
- Current plans for a shortened semester will leave even less time for such dialogues
- Can the union be brought in to help negotiate some of this time?

**2. Summer Workshop:**

The dates for Laney Retreat have been changed (originally 6/2 & 3, to 6/3 & 4), necessitating a change for our planned workshop, with the loss of a day. The new times will be Thursday and Friday, 6/5 & 6. If there is enough interest, Cheli will schedule a workshop for Thursday evening. She will also have to change the application forms and redistribute them.

There were comments made that the stipends could be seen as 'rewards for the slackers.' The general agreement was that stipends should also go to those departments, the criteria being early and on schedule submissions, and a large percentage of their courses and programs completed.

Since Faculty appreciation Day was quickly approaching, we enthusiastically agreed that these awards should be conspicuously made to early submitters then.

Most of the committee who would be attending the workshops volunteered to work with Cheli and also help with reviewing the completed plans at the end of June. We discussed, but did not arrive at any decision as to what the committee would be paid for this work. We will evaluate submitted work on Thursday, June 26<sup>th</sup>.

### **3. Institutional Outcomes:**

We felt that Institutional Outcomes would be better dealt with at the College Retreat rather than our workshops.

### **4. Flex days:**

In the general session, give an update on where we are and where we need to be. Report on which departments are on track and which are not. (Stick to the facts.) Include in our public statement: What percentage of course outlines have been updated

Idea for flex day in the theater: have departments with assessment results give short presentations! They present what they did and what they learned. Maybe this will help people see the point of assessment.

Give recognition to departments like Biology

Essential: have department-wide discussions about assessment results, interpretation, meaning, plans for improvement. Have them document this discussion. Introduce Cabrillo dialogue forms.

### **5. College-wide dialogue on assessment results:**

Dialogue should be a part of the Educational Master Planning process.

### **6. Other ideas:**

Program review – put more teeth into it. The program review should force departments to update their curriculum and course outlines.

How are program reviews approved? What kind of follow-up is done?

Make curriculum review a more visible part of program review.

Emphasize to people that wherever they are (whatever stage in the process – beginning, middle, advanced) – LAC will support you. Don't hesitate to ask for help.