

Laney College

Learning Assessment Planning Session
Flex Day Fall 2010



Assessment Cycle

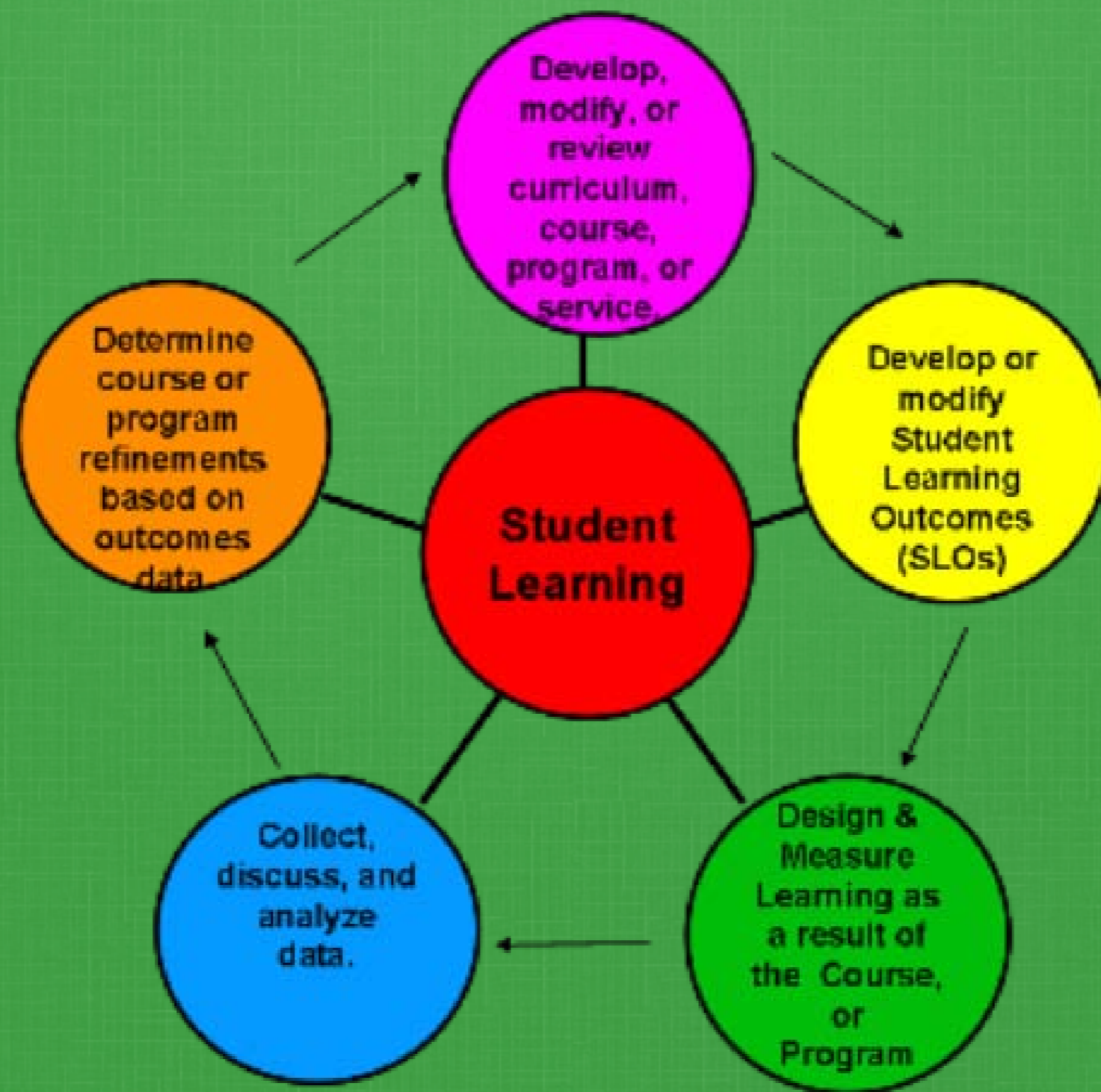


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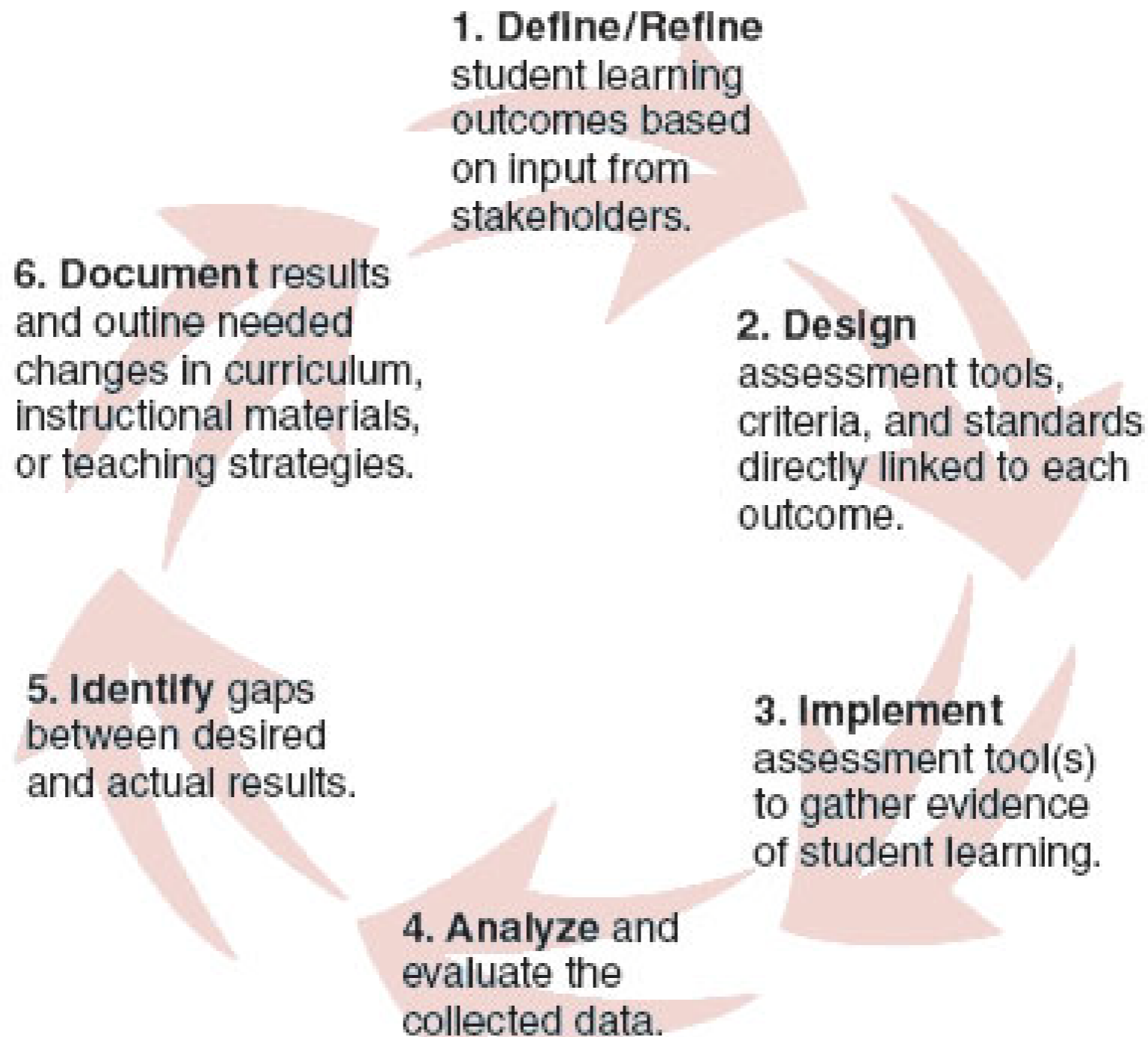
[http://www.berkeley.peralta.edu/apps/comm.asp?\\$1=10160](http://www.berkeley.peralta.edu/apps/comm.asp?$1=10160)

Assessment cycle timeline

- December 2010: ALL SLOs completed for ALL courses; some course outcomes assessed once; some GE/IL outcomes assessed at least once
- May 2011: Program level outcomes completed for ALL programs
- December 2011: ALL program level outcomes assessed at least once; most course outcomes assessed at least once; most GE/IL outcomes assessed at least once
- May 2012: ALL course outcomes assessed at least once; most program level outcomes assessed at least once; ALL GE/IL outcomes assessed at least once

Assessment Cycle

Figure 2 The Assessment Implementation Cycle

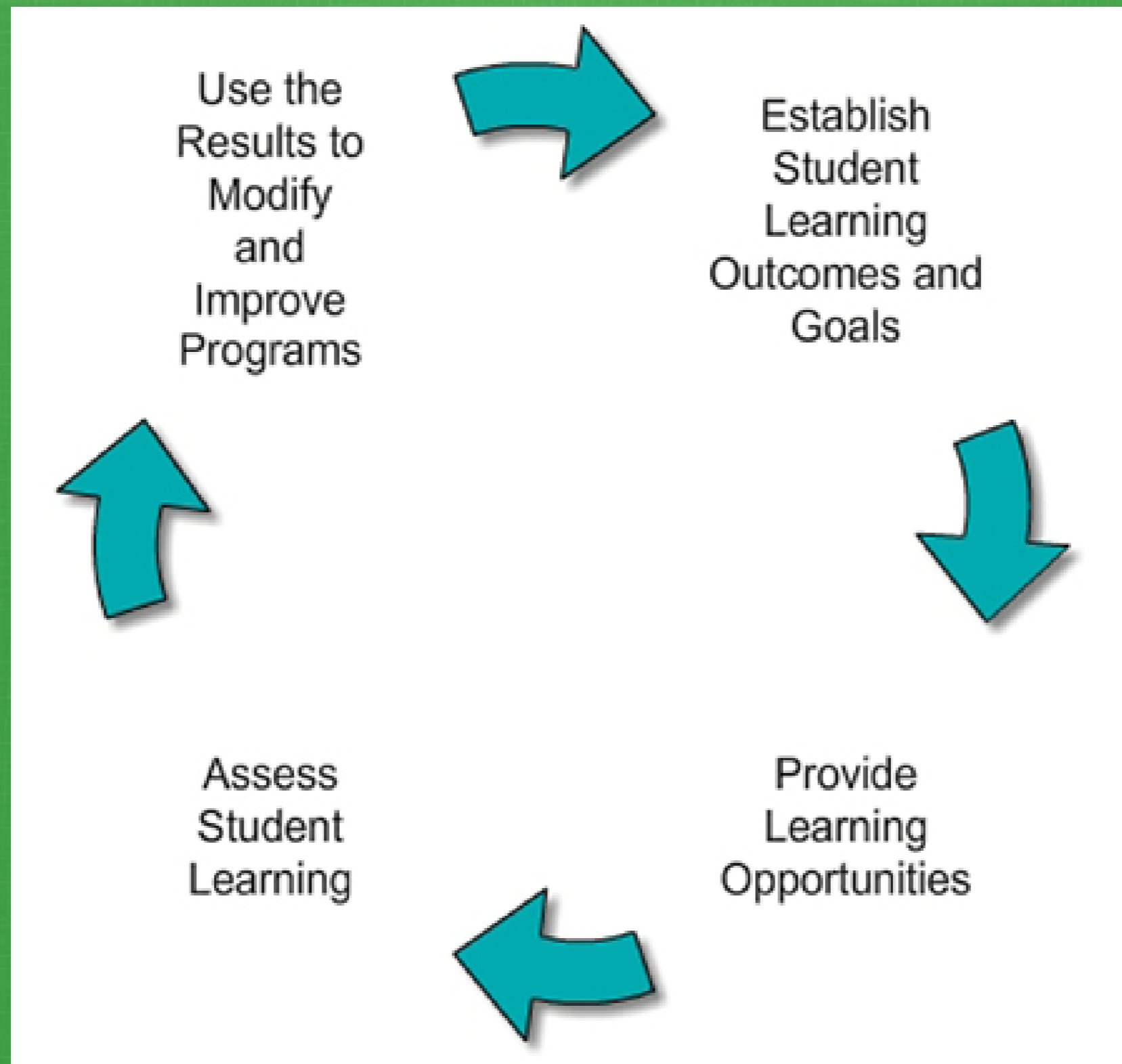


What we've done

as of June 30, 2010, we have completed writing and getting approval of:

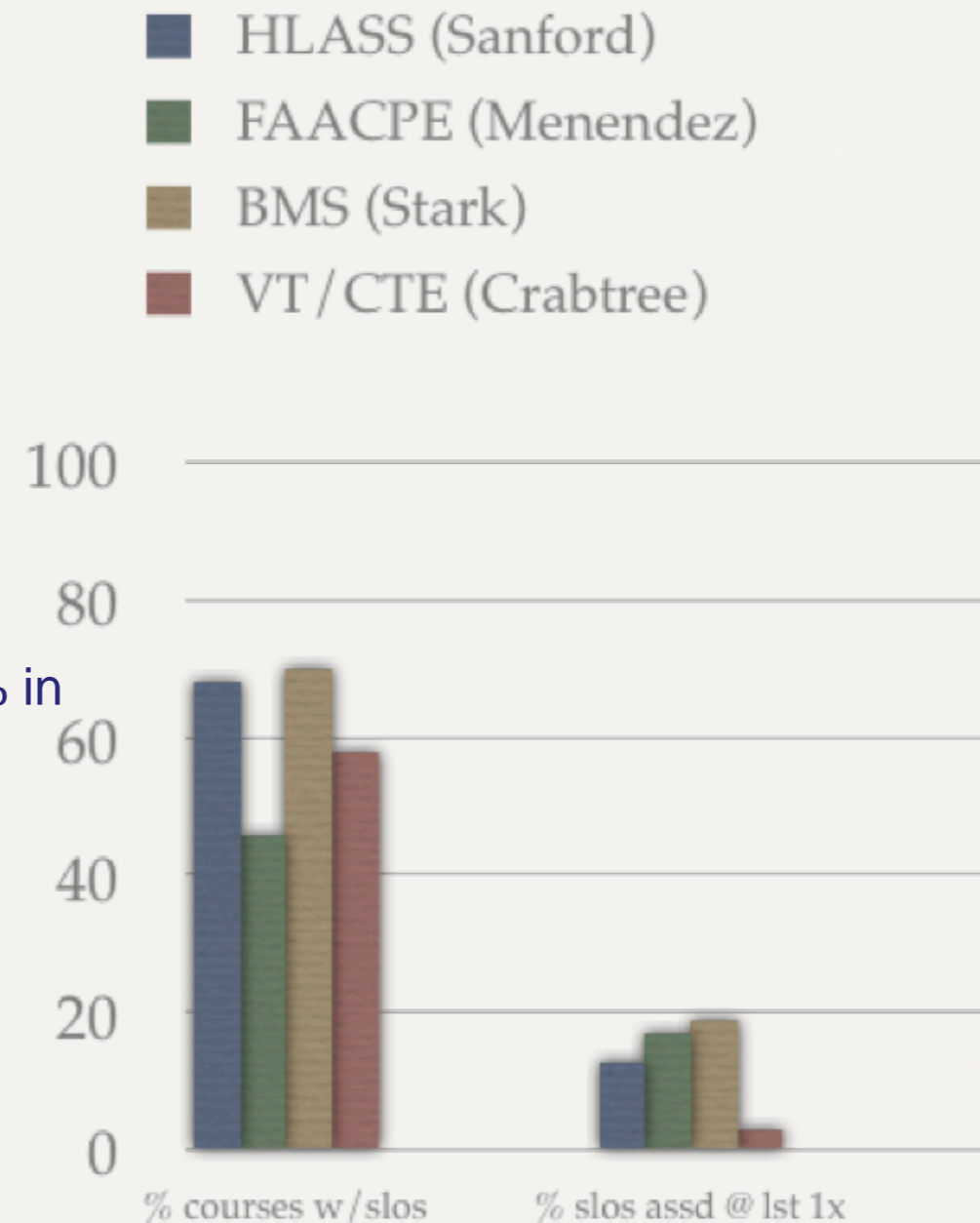
- 67% of our course level outcomes
- 24% of our program level outcomes
- 100% of our service area outcomes
- These disciplines (14 of 56) have completed ALL (100%) of their course level outcomes: ASTR, BIOL, CHEM, HLTOC, RLEST, ANTH, CHIN, FREN, HUMAN, JAPAN, JOURN, LBST, PHIL, PHYSC

Assessment Cycle



How we look by division

- Percentages are unequal because not all divisions have the same # of disciplines (e.g., HLASS=22; FAACPE=7)
- In all divisions several disciplines have 0% in one or both columns (which lowers the total averaged%)



What we must do now

- Develop, get approval of and post inside TaskStream ALL remaining course level outcomes in your discipline or area, then include them in your syllabi and on your web site/page.
- Develop, get approval of and post inside TaskStream ALL program level outcomes, then include them on the program web site.
- Collect from and share data with our discipline faculty colleagues on the individual section results of assessing these outcomes.

Assessment Cycle

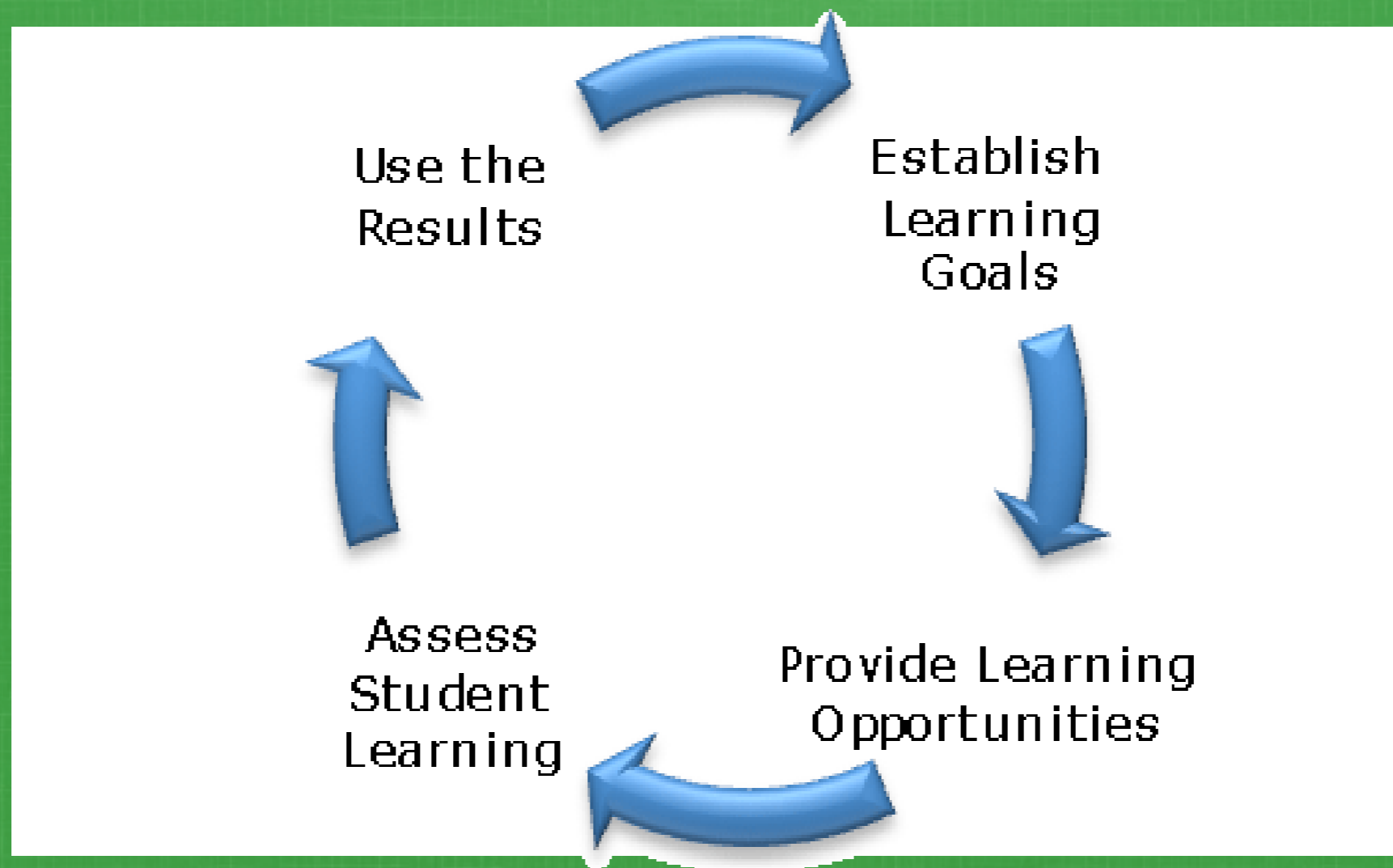


Image source: <http://www.cornell.edu/provost/assessment/practice.cfm>

What else we must do

- Discuss those results amongst your discipline/program colleagues and determine what you will do differently next time. Place this information inside TaskStream.
- Make agreed upon changes and complete another assessment phase.
- Collect, share and discuss the assessment data from those changes, then repeat the two preceding bulleted items indefinitely (i.e., “continuous quality improvement”).

Assessment Cycle



But wait . . . there's more!

- Collect, share and discuss the program level assessment data
- Make any agreed upon changes and complete another program level assessment phase
- Collect, share and discuss these program level assessment data after the changes are made, then repeat the two preceding bulleted items indefinitely (i.e., “continuous quality improvement”)
- Participate in the college-wide dialogue about GE and institutional level outcomes and next steps toward improvement

Assessment Cycle

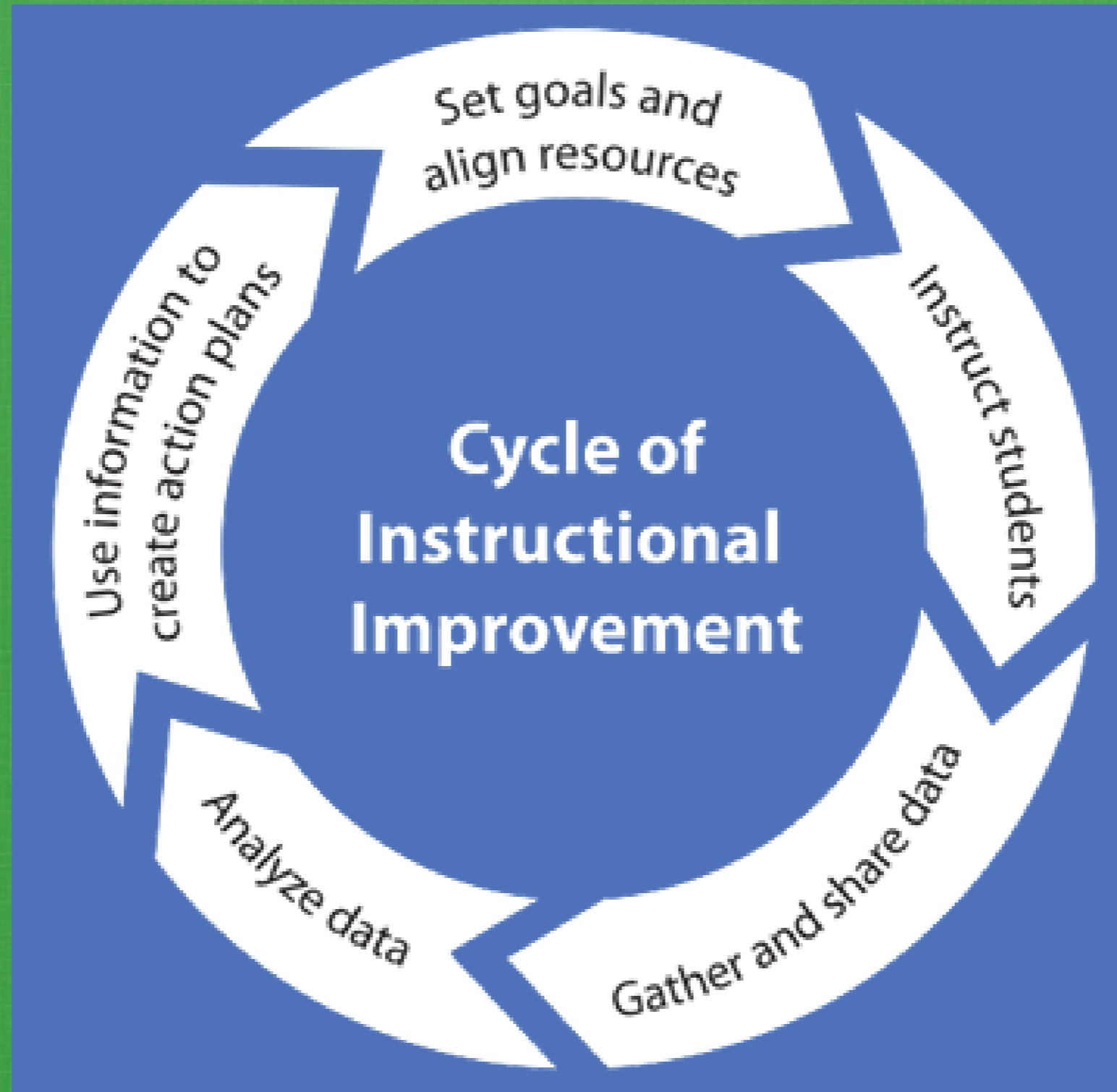


Image source: <http://academicaffairs.ucsd.edu/ug-ed/init/asmnt/>

What are the consequences of “not doing”?

- ***Bad things will happen*** . . . , among them:
- The ACCJC will likely put us on “show cause,” which leads to losing accreditation (i.e., federal financial aid, students, jobs, etc)
- The pressure to correct this will intensify, making our lives increasingly miserable
- The deans and vice presidents will not approve ANY requests from your program for support, funding, extra service, supplies, etc

Now, let's not focus on those things. Let's not even discuss them anymore, because WE'RE NOT GOING THERE, ARE WE?

We're going to the destination "continuous, quality improvement."

