# Learning Assessment Committee Minutes
## Monday, Nov. 8, 2010
## 3:30-5:00pm, T-750

Members Present: Vina Cera, Cheli Fossum, Evelyn Lord, Ann McMurdo, Marco Menendez, David Mitchell, David Mullen, Linda Sanford, Karolyn van Putten

*Members Absent:  Mildred Lewis, Newin Orante, Eileen White*

With some revisions, minutes of the last two meetings were approved.

## 1. Meeting Schedule for Fall/10 semester:
Dec. 3 and10, to compensate for other missed meeting times.

Nov. 23, 30: Assessment hours

The new Magna disc arrived and will be reviewed for use in one or more of the Assessment Hours.

## 2. Short Discussions:
- The Chair was asked for a report on the recent Student Success Conference and she will put it on the agenda of the next meeting.

- The LAC website migration is a fait accompli. It currently appears as one long post in the WordPress format, but can be organized into pages according to subject matter. Our next step is to find someone to take charge of its content.

## 3. Discussion of Goals for 2010-2011:
Our primary goal is to develop a college wide strategy for monitoring and assisting/facilitating assessment. We reviewed the college strategic goals in this area.
- Dean Sanford reported that the college foundation skills strategic group took on the charge of monitoring, strategizing and assessment of basic skills. They have already begun by undertaking a list of all the courses involved. Since the dean and David Mullen (co-chairs) are also LAC committee members, this ties in very well with our goal of spreading the work load out from just our own committee. If we consider the assessment of the three priorities of basic skills, CTE and transfer, then a large chunk of our assessment charge can now be handed out to this group. With this in mind, we discussed the possibilities of setting up two other sub groups in CTE and transfer. These senate sub groups have already been discussed when working on the Education Master Plan.

- Our Chair has since requested the Academic Senate President to place this on the agenda for discussion during the next Senate meeting.

- We have been discussing course and program outcomes, but haven't recently focused on GE and institutional outcomes. A question arose as to the necessity of dealing with ILOs, since some of us understood that accreditation policies required them only for four-year schools, and not for community

colleges. It appears that though not standardized, ILOs are written into the questions addressed by the accreditation committees. We need to find the time to create these. Dean Sanford suggested one less onerous way to deal with GE and ILOs: to copy the model used to create the college's mission.

- We decided to work on a strategy for GE assessment at our next meeting on Dec. 3, to get a plan ready for Spring activities, and work on ILOs on Dec. 10. Dean Sanford has a file of ILO samples she can distribute for reference.

- We thought it would help the TaskStream inputting process if we could put up some large charts of what's been done to date, by department, so the college could keep abreast of progress – a sort of awareness campaign. It was suggested that Excel could output colorful charts that could be blown up and printed. Gathering data for the reports from TaskStream is apparently a time consuming process. It was thought that dept. chairs could be held responsible for generating these for their own disciplines, and that we could set up some training for the chairs in how to generate the reports. There would be some ownership at least, and more familiarity with the data. VPI White should set up the trainings, and the division deans could help drive the activity.

- We must remember to focus on degree and certificate outcomes as well as SLOs. Some large depts. have already done some program assessment (English & Math is very close).

- Past president Fossum will look up her notes from formulating the GE outcomes to which we can refer. She suggested that if we could map specific SLOs to GE outcomes, we could possibly work this into using their results as data, rather than the time consuming process of creating standardized SLOs for each of the courses in the GE grouping.