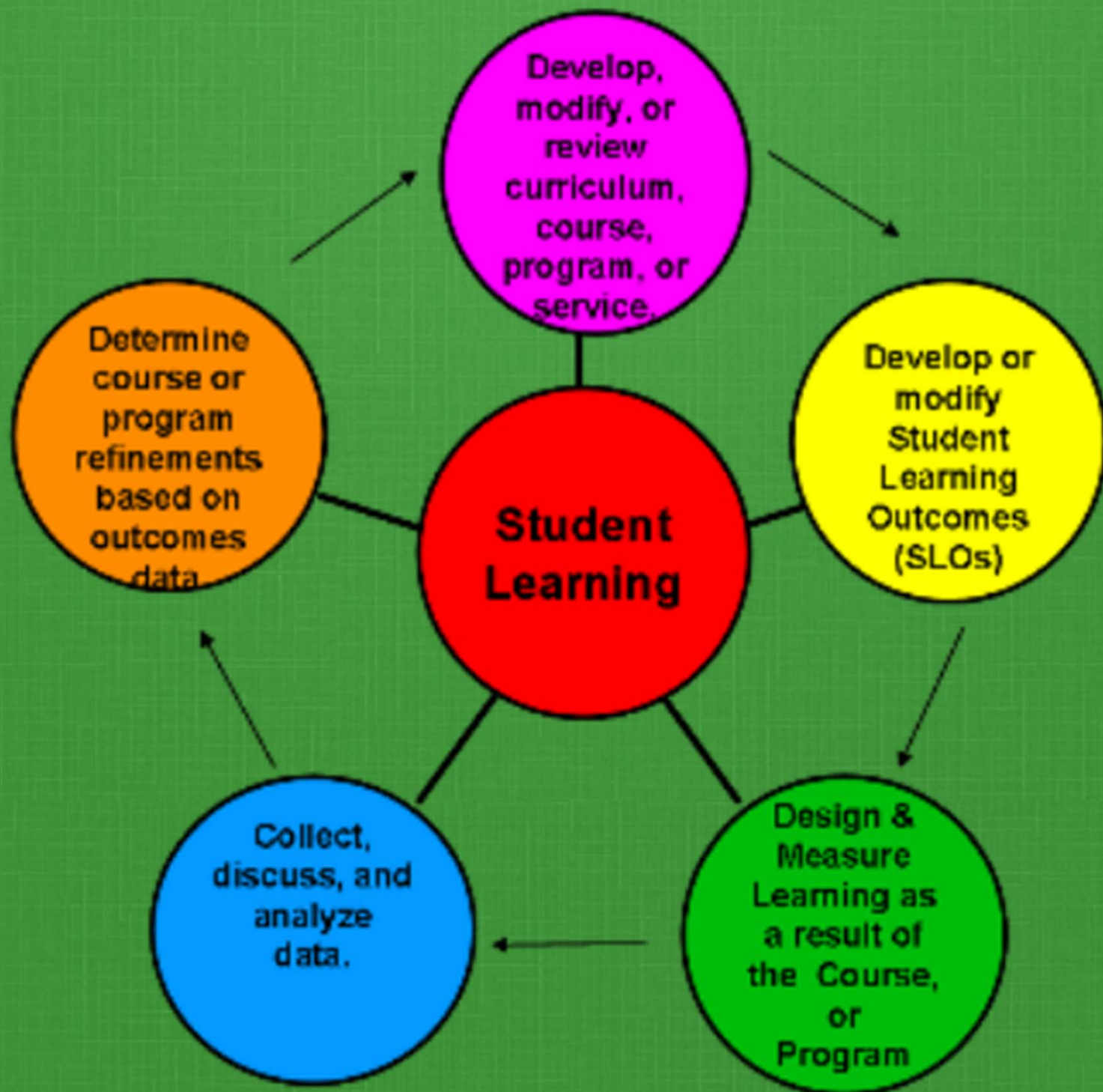


# Laney College

Learning Assessment Refresher Session  
Flex Day January 19, 2012 (Spring)





# 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

# What we reported 2 years ago

(as of June 30, 2010)

67% of our course level outcomes completed

24% of our program level outcomes completed

100% of our student and learning support outcomes (?!?)

# What we reported last year as “done”

(as of June 2, 2011)

70% of our course level outcomes completed

- **15%** of course level outcomes with ongoing assessment

27% of our program level outcomes completed

- **2%** of program level outcomes with ongoing assessment

100% of our student and learning support outcomes (?!?)

- **67%** of student and learning support activities with ongoing assessment (*evidence-based?*)

# What we've done

## since the June 30, 2011 ACCJC report

(as of January 18, 2012)

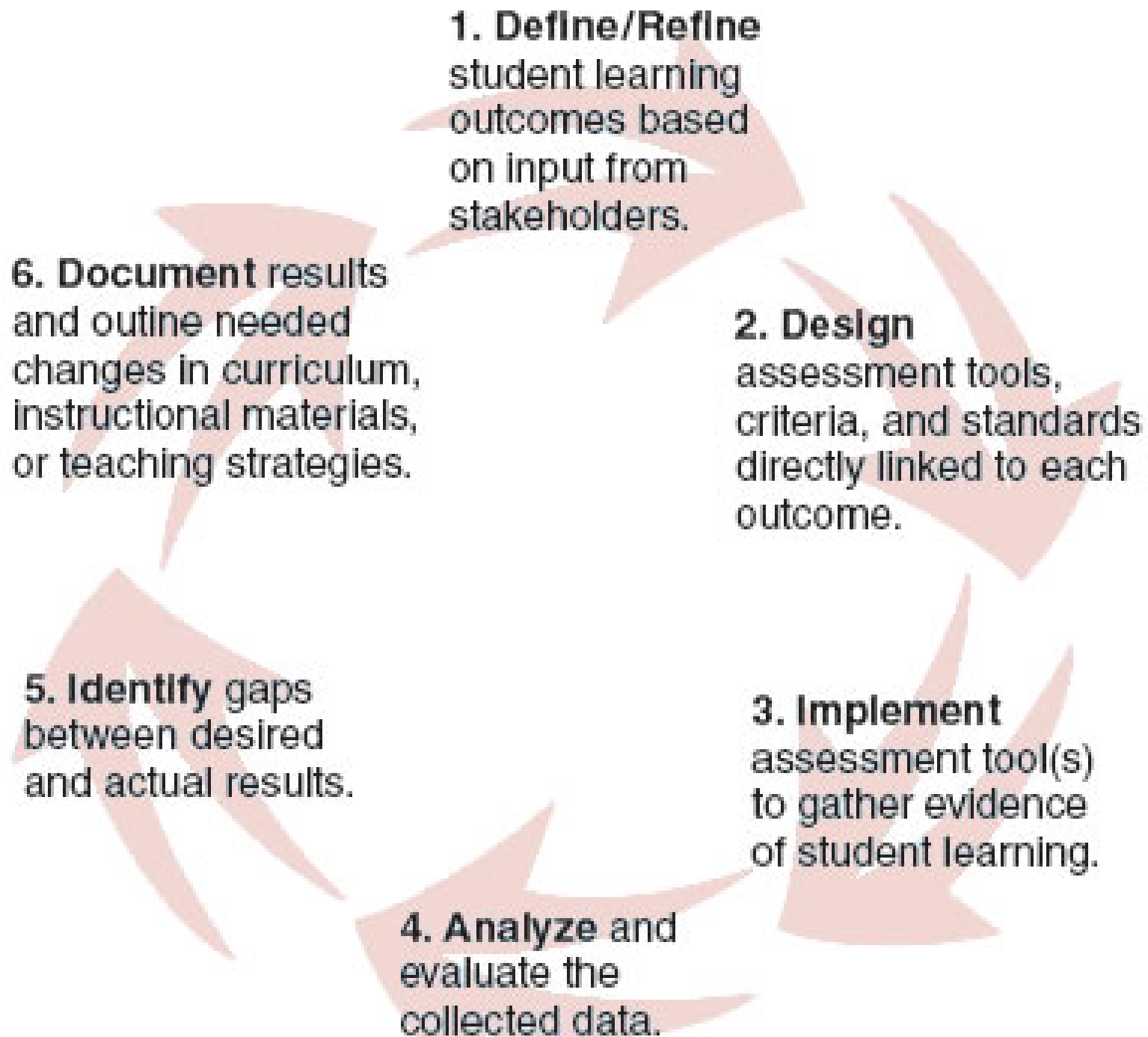
**Two “Assessment Weeks” during fall 2011**

**Faculty (f/t and p/t) from 17 disciplines attended one or more days during Assessment Weeks and made progress entering both course and program data into TaskStream**

**Participation in district-wide Student Services Assessment Summit**

**Scheduled Discipline Specific Work Sessions (2)**

**Figure 2** The Assessment Implementation Cycle



# Current Status in TaskStream

Too many details to report,  
5000.....

Number of **Courses** in TS  
(approx.) = *575*

Number of **Programs** in TS  
(approx.) = *80*

Number of **Administrative &  
Student Services**  
Programs/Areas = *58*

- Number of Items in Reviewing Cue = 100 (submitted since Nov. 30, 2011)
- From **Mathematics** (*mostly!*), Biology, Physical Education, Chinese, Political Science, Learning Resources, Labor Studies, English, Theatre Art, ESL



# during Assessment Weeks

- Business
- Carpentry
- Chinese
- Culinary Arts
- Dance
- English
- Environmental Control Technology/Electricity
- Geography/Geology
- Graphic Arts
- Health Occupations
- Learning Resources
- Mathematics
- Machine Technology
- Media Communications
- Photography
- Political Science
- Wood Technology

# Sessions (URGENT in bold)

**Architectural & Engineering Technology**

**Art**

**Asian American Studies**

*Business (more)*

*Carpentry (more)*

**CIS**

**Construction Management**

*Culinary Arts (more)*

**Cosmetology**

*Dance (more)*

*Environmental Control Technology/Electricity (more)*

**Journalism**

□ *Graphic Arts (more)*

□ *Labor Studies (more)*

□ **Language Arts**

□ **Liberal Arts**

□ *Machine Technology (more)*

□ *Mathematics (more)*

□ *Media Communications (more)*

□ **Music**

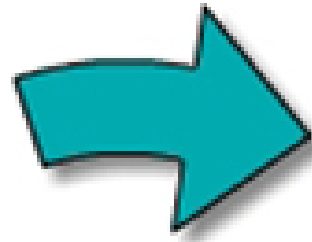
□ **Science**

□ **Social Sciences**

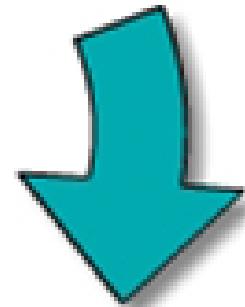
□ *Theatre Arts (more)*

□ **Welding**

Use the  
Results to  
Modify  
and  
Improve  
Programs



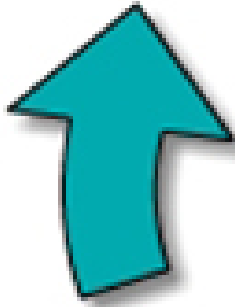
Establish  
Student  
Learning  
Outcomes and  
Goals



Provide  
Learning  
Opportunities



Assess  
Student  
Learning



# What we must do now (an adjustment)

Create assessment plans for *every* degree/certificate program

Focus on assessing entry & exit courses for *every* degree/certificate program

Both preceding imply: create outcomes for *every* entry & exit course in *every* degree/certificate program

Document inside TaskStream student services assessment work reported as done for the past 2 years

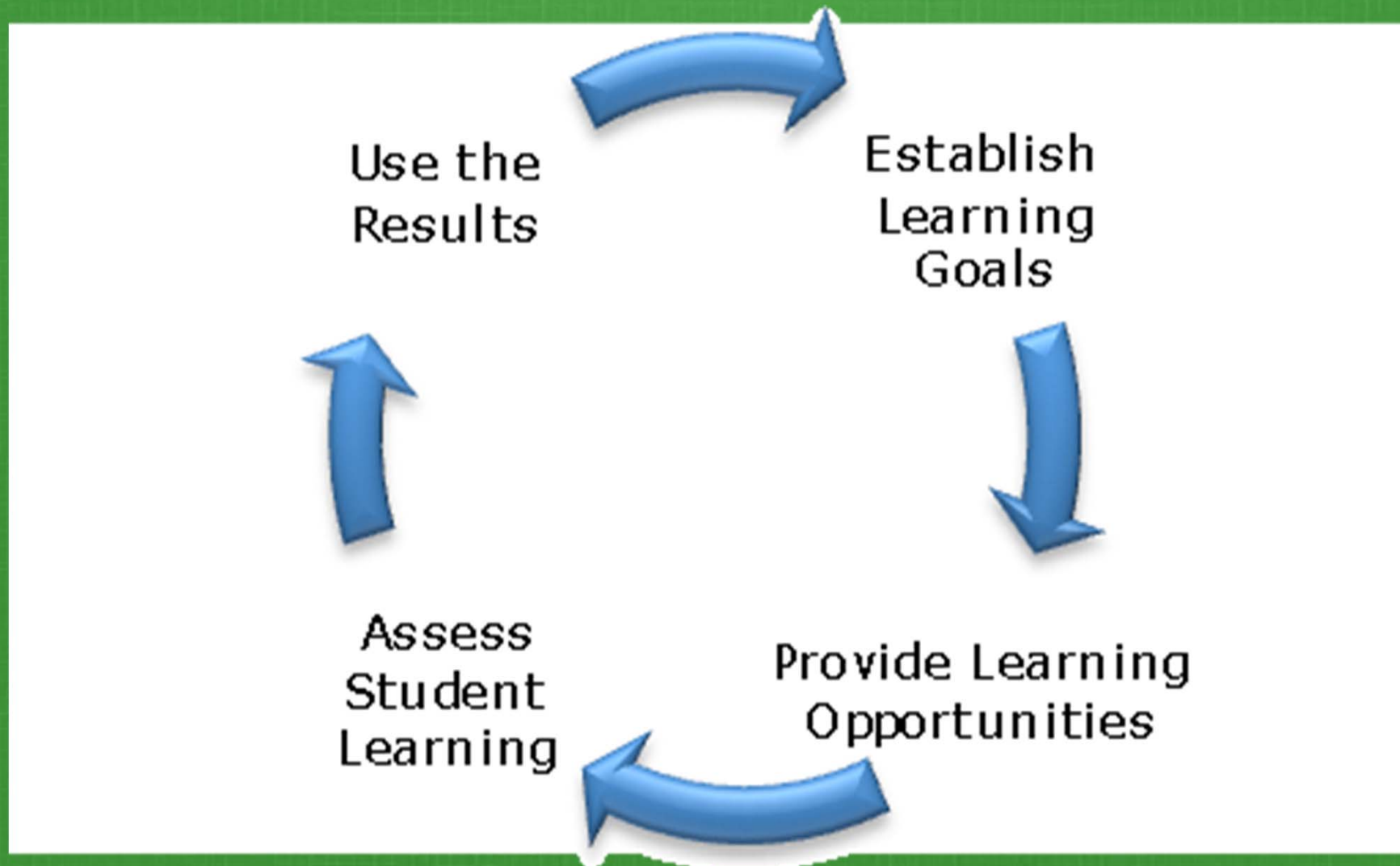
# What we must do now

Develop, post inside TaskStream and get approval of remaining course level outcomes and assessment plans in your discipline or area (*Standing Requirements and Assessment Plan templates*), then

Include outcomes in syllabi and on web sites/pages (publicize them)

Collect from and share data with discipline faculty colleagues on the course/program results of assessing these outcomes (*Assessment Findings template*).

# Assessment Cycle



# What else we must do

Discuss those results amongst our discipline/program colleagues and determine what you will do differently next time. Place this information inside the TaskStream *Action Plan* template.

Make agreed upon changes and complete another assessment phase (*Status Report template*).

Collect, share and discuss the assessment data from those changes (*Assessment Findings template*), then repeat the two preceding bulleted items indefinitely (i.e., “continuous quality improvement”).

# Program (including Services) Learning Outcomes

Develop, post inside TaskStream and get approval of ALL program level outcomes and assessment plans, then

Post intended learning outcomes on the program web site.

Collect, share and discuss the program level assessment data

Make any agreed upon changes and work on another program level assessment cycle

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/institutional level outcomes and identify next steps toward improvement



# 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, vice president and president will not approve ANY requests from your program for support, funding, extra service, supplies, etc

# What can happen if we do this well?

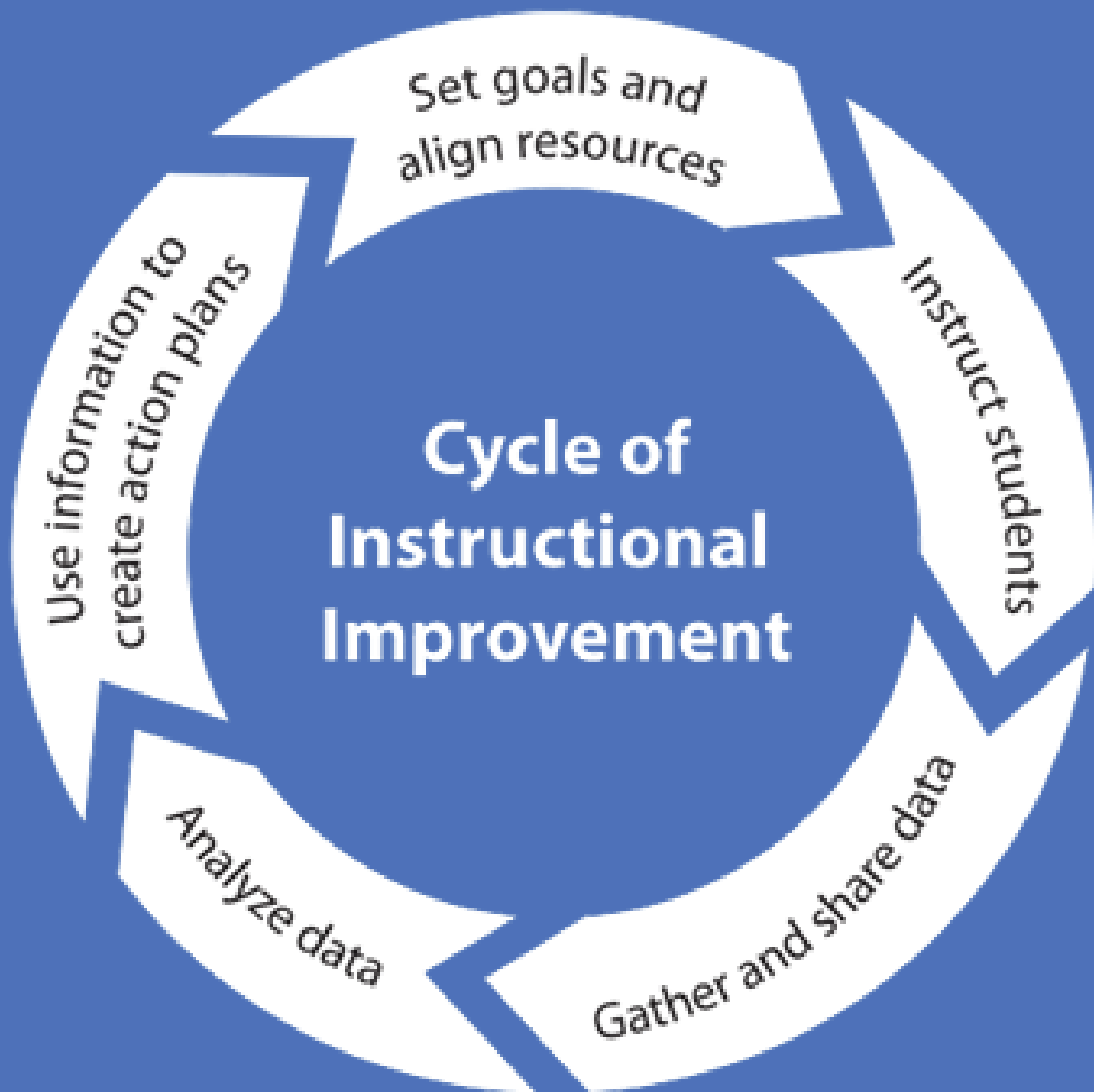
*Student success and engagement improve continuously*

Enhanced reputation as a place to learn, grow and succeed

Flourishing programs with high transfer rates

Commendations from the ACCJC

More grants, commendations, and support



“Continuous, quality improvement.”



# Reflections on Assessment

How do you know if students are learning in your class?

Through Observation and Evaluation of Finished Product

Ask them; Reflective Writing and Discussion

Results on Rubrics

Finished Projects & Plans for them

Have them walk through the procedures and processes

When students ask for more

# Reflections on Assessment

What are the students doing that shows you they are learning?

Following rubric guidelines; comparing work output to intended SLOs

Successful interviewing that leads to jobs

Peer support; intelligent conversations & small talk

Students say “Now I understand!”

Ability to demonstrate techniques & becoming activists

Personal projects increase in complexity and depth

# Reflections on Assessment

How do you engage with your colleagues about student learning and/or assessment results?

(Chem) Small group dialogue during dept. meetings to choose assessment questions and plan

(ESL/Carpinteria) Regular inquiry sessions to determine what works and what's happening in the classroom

(Math) Informal discussions about common problems & possible approaches

(Chem) Develop improvement projects

# Overarching Ideas/Themes

**EVIDENCE**

**DIALOGUE**

**IMPROVEMENT (OURS AND THEIRS) USING  
ASSESSMENT FINDINGS**