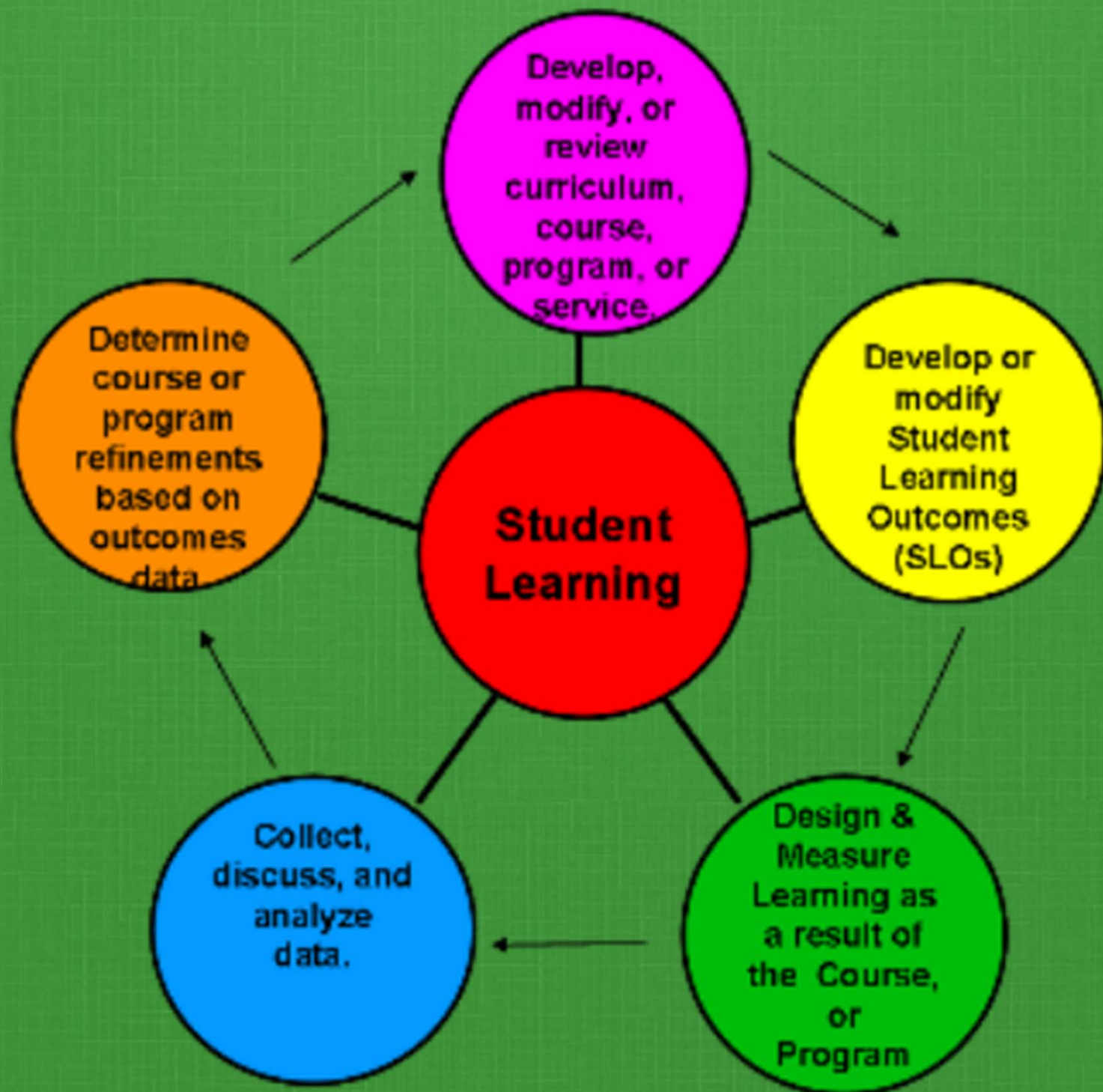# Laney College

Learning Assessment Planning Session
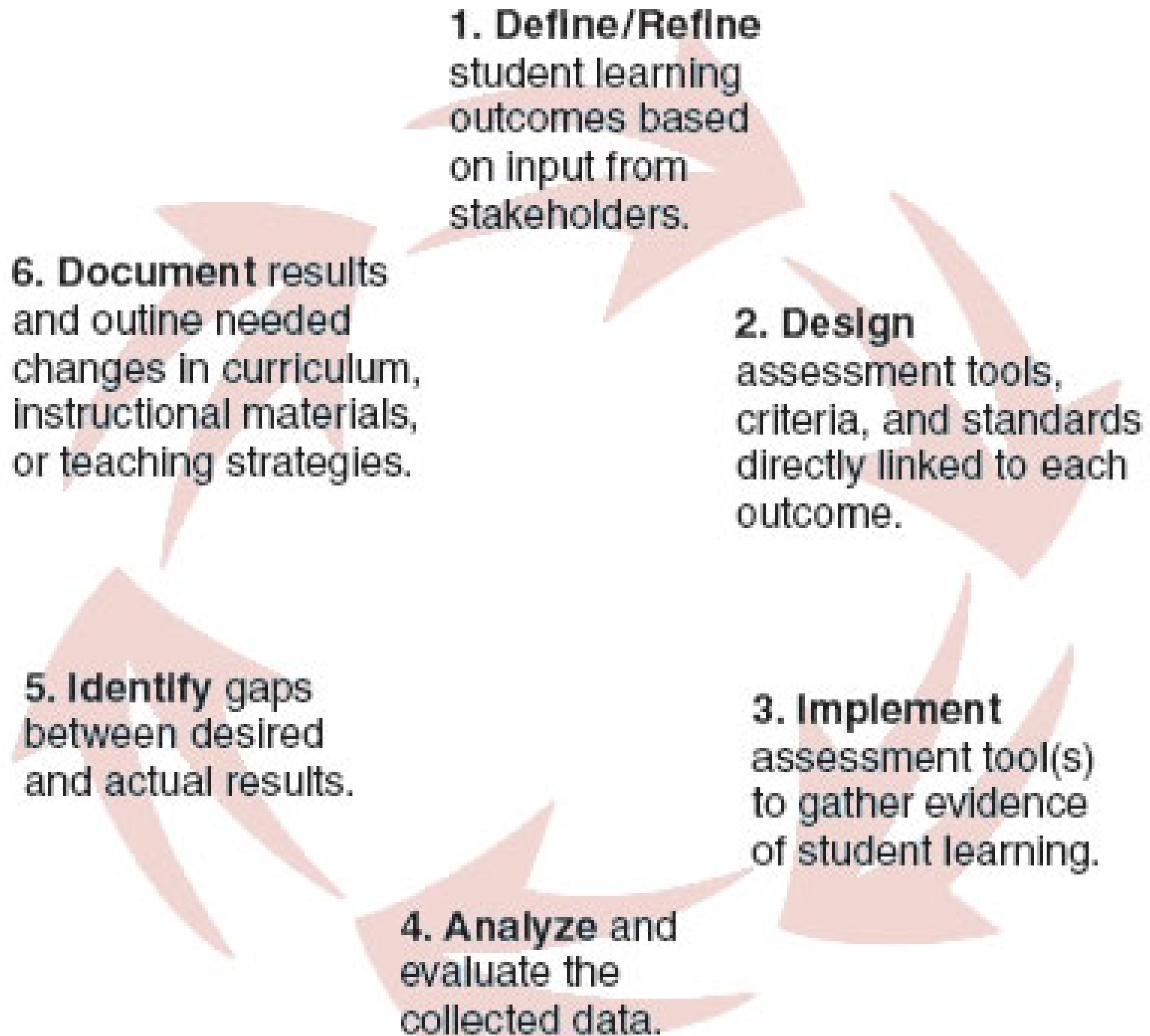## College Retreat Fall 2011

Assessment cycle timeline

December 2010: ALL SLOs completed for ALL courses; some course outcomes assessed once; some GE/IL outcomes assessed a 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

Figure 2 The Assessment Implementation Cycle

1. Define/Refine student learning outcomes based on input from stakeholders.

2. Design assessment tools, criteria, and standards directly linked to each outcome.

3. Implement assessment tool(s) to gather evidence of student learning.

4. Analyze and evaluate the collected data.

5. Identify gaps between desired and actual results.

6. Document results and outine needed changes in curriculum, instructional materials, or teaching strategies.

What we reported last year
(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've done

as of June 2, 2011, we reported having

70% of our course level outcomes completed

- **15%** of course level outcomes _with ongoing assessmen_

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?_)

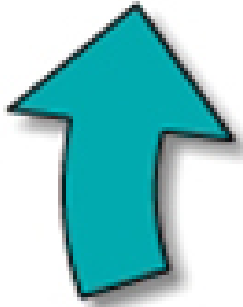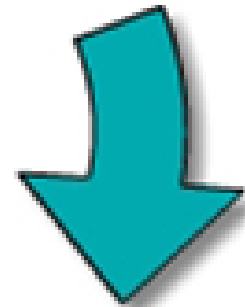# 14 of 56 Disciplines had completed writing ALL (100%) of their course level outcomes:
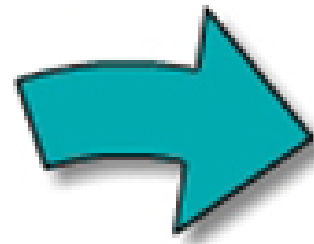
- ANTH
- ASTR
- BIOL
- CHEM
- CHIN
- FREN
- HLTOC

- HUMAN (?)
- JAPAN (?)
- JOURN
- LBST
- PHIL (?)
- PHYSC
- RLEST

Use the
Results to
Modify
and
Improve
Programs

Establish
Student
Learning
Outcomes and
Goals

Assess
Student
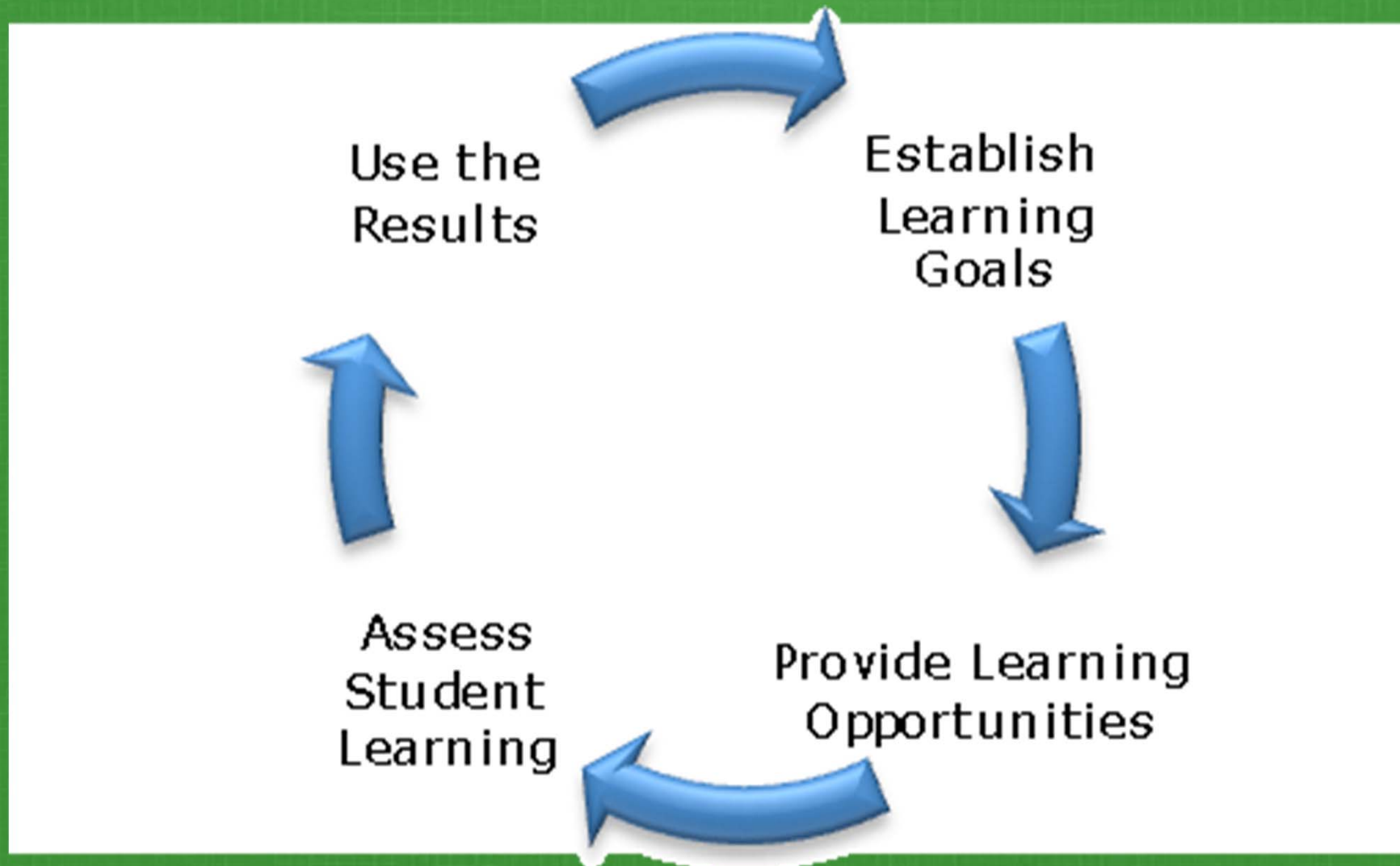Learning

Provide
Learning
Opportunities

What we must do now

Develop, post inside TaskStream and get approval of ALL remaining course level outcomes and assessment plans in your discipline or area (*Standing Requirements and Assessmen 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*).

Use the Results

Establish Learning Goals

Assess Student Learning

Provide Learning Opportunities

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

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 repea the two preceding bulleted items indefinitely (i.e., "continuous quality improvement").

(PLAN)
1. Identify Intended Learning Outcomes and Benchmarks

2. Identify (APPROACHES) to Measure Selected Program & Gen Ed Outcomes

Continuous Improvement of Student Learning Through a Culture of Evidence, Inquiry Teaching & Learning

3. Gather (DATA) Exhibits, presentations, projects, presentations, portfolios, etc.

(SHARE)
4. Review & Discuss Data

(CLOSE THE LOOP)
5. Make changes- Teaching Strategies/ Curriculum

We're not done yet . . .
Program Learning Outcomes

Develop, post inside TaskStream and get approval of ALL program level outcomes and assessment plans, then
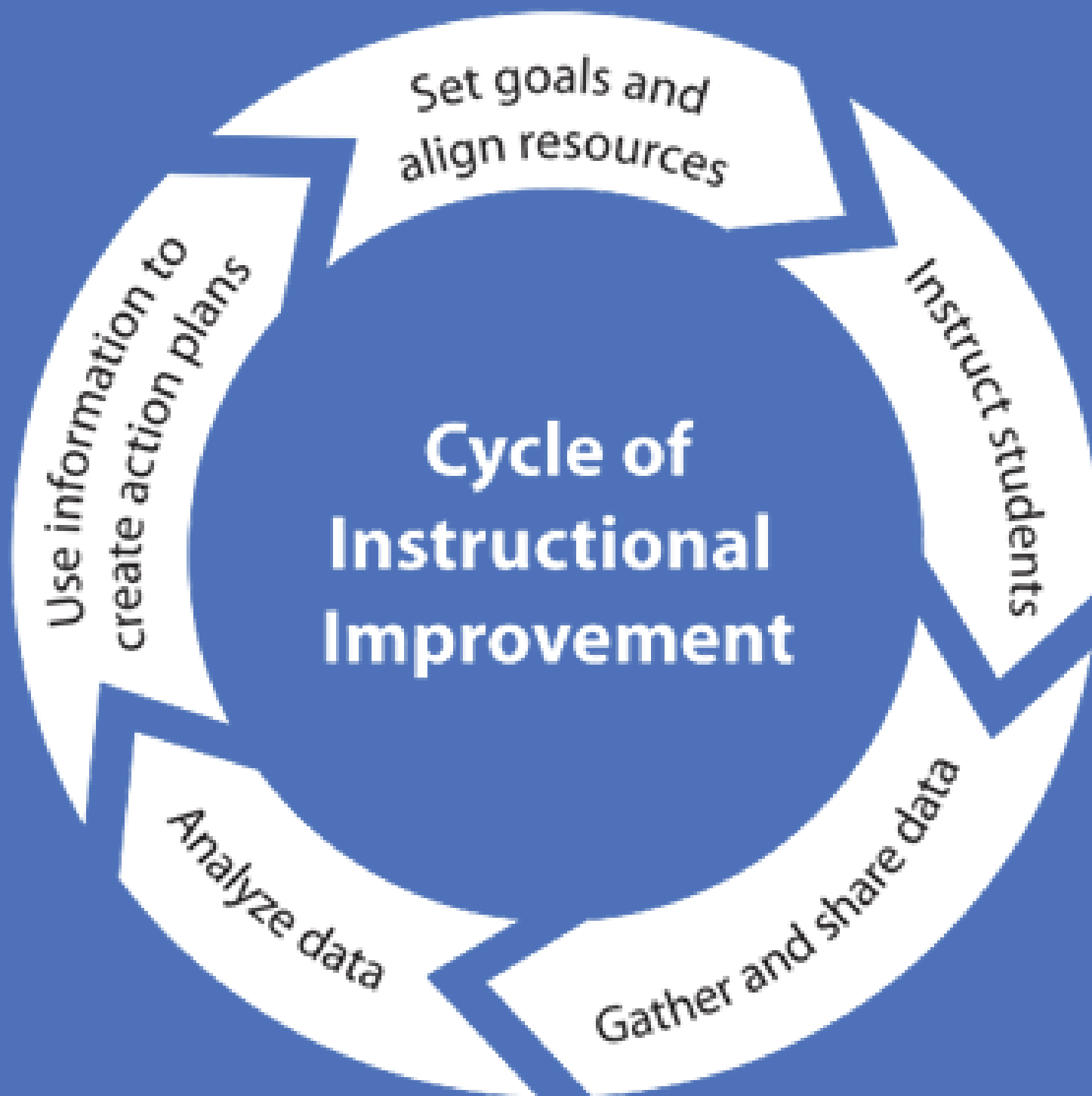
Post intended learning outcomes on the program web site.

Collect, share and discuss the program level assessment data

Make any agreed upon changes and 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/institutional level outcome and identify next steps toward improvement

Cycle of Instructional Improvement

Set goals and align resources

Instruct students

Gather and share data

Analyze data

Use information to create action plans

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

More grants, commendations, and support

Commendations from the ACCJC and elsewhere

"Continuous, quality improvement."

Y
WE CAN
YES