

Response to 2008 Visiting Team Recommendation #1

Although the college has made significant strides in developing institutional and program SLOs, the team found that approximately 75 percent of the college's courses do not have SLOs as part of the course outline of record. Therefore, the team encourages the college to accomplish what it set out to do in meeting its timeline for reaching proficiency in its course-level SLOs by 2012. Furthermore, the team recommends that that process be implemented so that by 2012 the college will have developed and implemented methods for assessing those SLOs and use the results of those assessments to improve student learning in all its courses. (Standards IB1, IIA1a, IIA1c, IIA2a, IIA2b, IIA2e, IIA2f, IIA2g, IIA2i, IIA3, IIA6, IIA6a, IIB4, IIC1a, IIC2, IIIA1c)

All courses at Los Medanos College now have student learning outcomes (SLOs) clearly documented in every official course outline of record. Early in 2009, the president of the College appointed a taskforce to oversee the process to update 100 percent of the college's course outlines, while incorporating SLOs for the course and documenting the alignment of course SLOs with program SLOs in the official outline of record. All course outlines continue to be updated at a minimum once every five years. (*Evidence-Eileen's Office of Instruction list of courses and COORs evidence*). All new and updated course outlines must also contain the SLO and assessment information in order to be approved by the Curriculum Committee.

Since the last accreditation visit in 2008, the College has spent substantial time and effort in reviewing, revising, and improving its SLO assessment model. In 2010-11, LMC was selected as one of 15 colleges in the state to receive technical support from the Research and Planning Group's Bridging Research, Inquiry and Cultures (BRIC) Initiative to build institutional capacity in assessment. The three areas that the college selected for this technical support were Student Learning Outcomes Assessment, Institutional Effectiveness Assessment, and Turning Data into Meaningful Action. Members from a variety of college groups - including the Shared Governance Council, the Teaching and Learning Project (TLP - the college's assessment committee), the Curriculum Committee, the Distance Education Committee, and the Academic Senate - were invited to participate. This initiative enabled the College to re-evaluate, redefine, and streamline its assessment cycles at all three levels of student learning outcomes - course, program, and institutional. As part of this process, General Education SLOs were re-defined as Institutional SLOs.

In order to make improvements to assessment, the TLP surveyed full-time and part-time faculty during the 2010-11 academic year regarding assessment issues and processes (*Evidence-survey instrument and Appendix of SLO new assessment model*). Ninety-seven full-time and ninety part-time faculty responded to the survey. As a result of survey responses, the TLP determined that the SLO assessment model at that time was too complex and cumbersome. During the 2010-11

academic year, the faculty SLO lead worked extensively with faculty, staff, and managers to synchronize the assessment cycles at the course and the program-levels with program review and the cycle for updating of course outlines. The responsibility for the development and assessment of course and program-level student learning outcomes lies with department chairs, based on the United Faculty contract. [\(Evidence-Contract\)](#). The structure and membership of the assessment committee, re-named the Teaching and Learning Committee (TLC), was modified to include more faculty and department chairs, effective fall 2012.

The revised model for SLO assessment was approved by the Academic Senate and the Shared Governance Council in spring 2012 and the model was implemented beginning in fall 2012. [\(Evidence-SGC and AS minutes\)](#). In particular, General Education SLOs became the only institutional-level SLOs. Course-level and program-level assessment is aligned with the five year cycle for comprehensive program review and the annual program review updates. The new model also supports the five year review and updating of course outlines of record. The five-year assessment cycle includes four years of course-level assessment (with 25 percent of the courses within an instructional program in the same cohort year) - the fifth year is for program-level assessment. All courses offered at LMC were grouped into assessment cohorts beginning in fall 2012. New courses are added to cohorts as they are created and this information is included in the course outline.

Within the previous years' program assessment cycles, 100 percent of degree and certificate granting programs had completed program-level student learning outcomes assessment projects. As outlined in the assessment model implemented in fall 2012, program-level student learning outcomes in all degree, certificate and skills certificate granting programs are scheduled to be assessed by spring 2017. [\(Evidence-Fa2013 courses, Assessment Model\)](#). As of **November 2013, 408 of the 615 courses** listed in the course catalog have been assessed. Included in the remaining courses are: [\(Get updated information from Christina Goff\)](#)

- Courses that have not been offered due to budget and schedule reductions (approximately 50 courses);
- courses that have been assessed in cohort year 1 (2012-13), but have not yet reported the results of assessment;
- courses scheduled for assessment in cohort year 2 (2013-14);
- and new courses added to the catalog and scheduled to be assessed in the coming years.

Assessment results are compiled by program faculty and department chairs and reported using a Word document. The TLC has created recommended templates for both course level and program level assessment reporting which are used by the majority of programs. Prior to November 2013, assessment reports could be submitted to the SLO coordinator or uploaded directly to the department's assessment folder on the "public drive" of the College [\(Evidence: course level and program assessment folder\)](#). Beginning in December 2013, course level

assessment reports can be uploaded directly to the College's Program Review Submission Tool (PRST) and are stored in the Tool's data repository folders (*Evidence-screen shot of assessment page*). The assessment section of the PRST allows departments to view the course assessment cohorts and schedule that they have established, allowing for better tracking of assessments. Beginning in February 2014, program level assessment reports can also be uploaded to the PRST. An executive summary of program level assessment results is also uploaded to the College website at www.losmedanos.edu/programassessment for students (current and prospective) as well as for the community to access easily.

Both the annual update and five-year comprehensive program /unit review include questions about program and course assessment. Assessment results are used to identify areas in a course and/or program that should be included in departmental planning. Through the program review process, departments are asked to identify objectives and activities that support the mission and goals of the District, College and/or department. Planning objectives also address areas of improvement identified as a result of assessment. These areas could be in pedagogy, assessment instruments, technology, inclusion of more hands-on learning, etc. Programs that require funds to make improvements as a result of assessment or other information document these needs in the program review prior to requesting resources through the Resource Allocation Process (RAP). Results of the CSLO and PSLO assessments are reviewed by a combination of the chief instructional officer, Office of Instruction, and the leadership of the TLC in order to identify areas where college wide discussion or professional development is required. As the college moves through Year Two of the five year assessment cycle, some programs are implementing new strategies to address previously identified needs through course or program assessment.

LMC has responded to this recommendation by including student learning outcomes in all course outlines, by streamlining and systematizing its assessment process, by using assessment results to improve student learning, and integrating assessment into program review and resource allocation requests.