

BRIC – TLP Retreat

Friday January 28, 2011

12:30 p.m. – 5:00 p.m.

Attendees: Marcy Alan Craig, English Professor-SLO/Assessment Coordinator, Cabrillo College
Tawny Beal, Cindy McGrath, Richard Livingston, Kiran Kamath, Terence Elliott, Gil Rodriguez, Gail Newman, Denise Knowles, Janice Townsend, Julie Von Bergen, Katalina Wethington, Humberto Sale, Scott Cabral, and Margaret Hertstein as note-taker.

The meeting began with introductions around the table. Marcy Alan Craig is the BRIC representative for today's meeting. The purpose of today's meeting is for analyzing LMC's approach to SLO assessment, looking toward integrating and simplifying established procedures, committees, leadership, assessment methods and reporting.

The ACCJC SLO requirements were presented.

- I. Across the Institution, SLO's are written and assessed in:
 - a. Instruction
 - b. Student Support Services
 - c. Library and Learning Support Services
- II. Assessment Results:
 - a. Are used to make improvements
 - b. Are linked to campus planning and budgeting processes
- III. Evaluation:
 - a. "Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes."
- IV. In instruction, SLO's are written and assessed in:
 - a. Courses
 - b. Programs
 - c. Certificates
 - d. Degrees
 - e. G.E.

Additionally a rubric for evaluating Institutional Effectiveness – Part III: Student Learning Outcomes from the ACCJC was provided. The levels of implementation are Awareness, Development, Proficiency, and Sustainable Continuous Quality Improvement. Marcy stressed that it is unknown how the accreditation team will evaluate LMC. She encouraged attendance at the October RP Group Success Conference to learn more. Expectations are that colleges will meet all the listed levels. In a definition of "authentic assessment" students will be aware of SLO's. Following the rubric Marcy provided El Camino College, Bakersfield College and Cabrillo College approaches to SLO assessment and closing the loop.

The group divided into teams to write down the overall structure as they know it at LMC. Mapping LMC's process showed a fairly consistent across campus view even though they were presented in different ways. It is not easy to articulate the process currently in place to someone else. Areas to be aware of and keep in mind for the accreditation visit include:

- The cycle of every two years assessment of PSLO's would be a problem. It would take 8-10 years to get all the way through 3 to 5 courses every two years. A capstone course assessment could be useful, but the assessment should be more frequent.
- In assessing courses every five years – 3 years may be better. By 2012 courses should be assessed at least once. 60 percent of sections - should be **ALL sections**.
- If you only have a plan, the ACCJC may not need to see the instrument. Again Marcy encouraged attendance at the October RP conference to see what is presented by ACCJC.
- A 5 year cycle might be where ACCJC is headed, but it is not known for certain.
- Keep your workload in mind in planning.

Student Services have 3 ISLO's identified and are on a two year cycle. This was from the original TLP plan. ISLO's cross all SS areas with PSLO's within the different services. Outcomes at the program level using data from different services. (i.e., Admissions; EOPS; Counseling). ISLO conversation. Sharing of information with "who?" Program Level Assessment, mapping of data. Same data used with different results in each department with different strategies. One data set; different assessments used.

Library Services has three SLO's, six year cycle. They will need to catch up.

Cindy has mapped out a 5 year Cycle. In her model:

- In COHORT 1 -25 percent of the courses would be assessed (All CSLO's).
- In COHORT 2 – 2nd 25 percent and possibly revise the 1st group.

Where to put what, a discussion across disciplines will be important. There are many questions that will need to be answered and the plan fine tuned. College wide solutions; improvement broad; college wide resources to improve. (Decide if they should be wide or separate).

Dialogue:

- Certificates would be program level. Degrees would be by major program.
- General Education is LMC's ISLO's.
- CTE program – where does this go? CORE competencies/ISLO determines status. Redefine "programs" for multi-disciplined groups.
- Program review receives multiple sets of reports. Assessment results are in each area/program. Where does this go? By Discipline? There needs to be departmental level dialogue. Remember to document dialogue. By form?
- Remember in making changes don't negate the hard work already done on COOR PSLO's and SLO's.
- Renaming of "program" to "unit". Program assessment would be separate. Use the same language for consistency. Make it simple and remember workloads.
- Where will Student Services fall into the cycle?
- Would this work for Developmental Education? Structure meaningful dialogue.
- Bring this model to the committees and departmental levels.
- Have more assemblies with incentives and rewards as part of the process.
- Share out information and positive outcomes at "All College Day." Culture of Sharing.

Marcy asked for a straw-poll to see if the draft model Cindy has prepared looks like where the college would like to be headed. It was unanimous. There is much work to be done but this model looks like a good start on getting organized and on a schedule that will be clear to everyone campus-wide.

To Do List:

1. Present Cindy's model to TLP committee on Tuesday.
2. Flesh out and fill in specific pieces of information not on draft.
3. Survey faculty for information on how often do they meet and discuss assessment? If the department has no meeting how can we get their input?
4. Make language decisions – define "closing the loop".
5. Present to committees.
6. Prepare a timeline for dissemination.
7. Prepare documents, forms and Program Review templates.

Thanks for the hard work everyone has done. Remember to be realistic; the goal is large to get started by Fall semester.