

TEACHING LEARNING PROJECT (TLP)
Report to SGC Feb. 22, 2012

- 1. Create and implement a college-wide work plan and timeline** for on-going assessment of Institutional, Program and Course level SLOs and related professional development to meet the accreditation timelines. The plan will include strategic checkpoints for evaluating progress and contingency plans in the event of unforeseen delays. The plan will also include professional development events specifically for improving assessment, coordinated through the PDAC.

Was the charge completed? If so, when?

This charge is partially complete. An accompanying completed draft of a new model of assessment was passed by the TLP on Feb. 21, 2012 for SGC and Academic Senate action. The TLP will spend the next few meetings working on an implementation plan for fall with the hope that, even if some change is required, both groups will endorse the key points of the integrated model.

What are the benefits to LMC of completing the charge?

They are hopes:

- Improved teaching and learning
- Accreditation compliance
- Integration of assessment into other ongoing colleges processes
- Sustainability

What data was collected to complete this charge?

- Extensive personal communication with faculty regarding their thoughts, feelings and experiences with assessment
- Detailed survey of faculty regarding their thoughts, feelings and experiences with assessment that garnered opinions of 161 full-time and part-time faculty about assessment and the TLP (see attached raw data)
- Work with BRIC-TAP
- Analysis of other assessment models
- Wide circulation of the model document to faculty and department chairs at various flex and other campus meetings beginning in spring 2011. Extensive feedback has been incorporated in six revisions.

What is the suggested replacement charge for this committee?

Implement new model of assessment beginning Fall 2012.

If not completed, what are the barriers/needs to complete? Estimated time/date of completion?

Implementation expected beginning Fall 2012.

- 2. Produce an expanded TLP “position paper,” including structures, responsibilities and succession plans.** The expanded paper will provide the overarching coordination and structure of the committee; a job description for the TLP faculty coordinator position, including selection process and staff development requirements for permanent institutionalization of the position; roles, responsibilities and deliverables for each of the lead positions under the TLP umbrella; and succession plans to ensure ongoing and systematic assessment.

Was the charge completed? If so, when?

Essentially complete. The heart of the new assessment model is ready for SGC and Academic Senate action; the “position paper,” which includes the model document and five appendices, is complete with the exception of Appendix V and will be finished in a week, by the end of the February 2012. All appendices are optional components, but will add to the depth of the position paper, and provide evidence and documentation helpful for accreditation.

What are the benefits to LMC of completing the charge?

Same as for Charge 1

What data was collected to complete this charge?

Same as for Charge 1

What is the suggested replacement charge for this committee?

None

- 3. Report Assessment progress through quantitative and qualitative outcome findings related to ISLOs, PSLOs, and CSLOs to the campus community each semester.** CLASS can be used to provide quantitative data analysis. The outcomes will be disseminated college wide to inform the campus on progress made, as well as best practices and rooms for improvement.

Was the charge completed? If so, when?

The CLASS system has been abandoned in favor of a more flexible, user-friendly documentation approach: posting text documents to the P Drive.

In terms of SLO assessment, progress occurs:

■ CSLO assessment: As of the Spring 2011 report, 60 of 625 (about 10%) courses had completed assessment reports, housed in CLASS or on the P-drive. At this writing in Spring 2012, 182 of 611 courses have completed assessment reports (about 30%). While it is a big increase, it is short of our May goal of two thirds. But course-level assessment is currently ongoing and we hope to be close to our goal by semester’s end. Additionally, there are numerous courses in the 611 total that are not being offered currently and therefore cannot be assessed. We are tabulating those totals and checking in with department chairs for a tally of courses currently being assessed, so we should have a better indication of what our spring percentage will be by the upcoming department chair

meeting on March 6. We will also use the summer session as needed to assess courses to increase our numbers.

■ PSLO assessment: As of the Spring 2011 report, 9 of 36 (about 25%) instructional programs had completed assessment reports and 23 total program assessment reports were on the P-drive, including student service programs. At this writing in Spring 2012, 60 percent of instructional programs have completed assessment reports, more than doubling last year's percentage. Numerous other programs are assessing this semester, so we should be much closer to our ambitious goal of 100% by May.

■ ISLO assessment: GE is assessing the 4th of its 5 ISLOs through the 11-year plan (80%, up from 60% last year), so the process is ongoing; GE-SLO 1 reports are online; GE SLO 2 reports are in paper files; GE-SLO 3 were discussed at GE last year and still are in paper form.

What are the benefits to LMC of completing the charge?

- Improved teaching and learning
- Accreditation compliance

What data was collected to complete this charge?

Various direct assessments of student work

What is the suggested replacement charge for this committee?

Should be ongoing, but perhaps on a yearly rather than a semester basis

If not completed, what are the barriers/needs to complete? Estimated time/date of completion?

This part of the charge was not taken on by the current TLP chair, who accepted only an interim and limited role at the beginning of the 2010-11 academic year to complete a new model. So campus wide reporting is limited to the public nature of the P Drive.

4. **Evaluate the effectiveness of TLP.** The TLP will evaluate the effectiveness of TLP in completing the charges 1-3 above for improved student learning, and make changes and recommendations as needed. For example, is there a clear timeline for assessment, are there clear roles and responsibilities that ensure improved student learning, are the professional development opportunities on assessment?

Was the charge completed? If so, when?

Completed. Evaluation of the TLP was integrated with the faculty survey on the assessment process.

What are the benefits to LMC of completing the charge?

Improvement in effectiveness of the TLP in its revised TLC for envisioned in the new model.

What data was collected to complete this charge?

- Extensive personal communication with faculty regarding their thoughts, feelings and experiences with assessment.
- Detailed survey of faculty regarding their thoughts, feelings and experiences with assessment that garnered opinions of 168 full-time and part-time faculty about assessment and the TLP.

What is the suggested replacement charge for this committee?

None

If not completed, what are the barriers/needs to complete? Estimated time/date of completion?

Survey is complete; data has been interpreted. Data results were delivered to college community in early Fall 2011 and posted on the P Drive. An executive summary will be finalized within a week and attached to the position paper as Appendix V.