

Faculty Assessment Survey, Spring 2011

VERBATIM COMMENTS

ASSESSMENT ACTIVITIES AND PARTICIPATION

Q3. Please indicate your participation in writing student learning outcomes at LMC.

12 comments

1. I have helped my Chair write them for my course, but not participated in a workshop or anything such as that. Wed, Mar 30, 2011 4:02 PM
2. It's all so confusing Wed, Mar 30, 2011 11:03 AM
3. Student learning outcomes were written by the full time faculty member when I started teaching at LMC Mon, Mar 28, 2011 9:49 PM
4. I participated in a series of meetings where we explored ways to incorporate and evaluate the teaching of critical thinking skills in a general education course (Biology) Mon, Mar 28, 2011 9:14 PM
5. I believe that full-time faculty should write the SLOs at all three levels, and that part-time faculty teach according to those SLOs. Speaking for myself (maybe other Adjunct share this sentiment, too), I am definitely committed to providing a quality and scholarly academic experience for all students enrolled in my classes. However, since I am only paid for actual classroom instruction time and office hours, I am OK leaving that task to the full-time faculty. Mon, Mar 28, 2011 8:57 AM
6. We have a small department. They were all redone right before I was hired. I have participated in approving CSLO's on the GE Committee. Mon, Mar 28, 2011 8:56 AM
7. I have updated a COOR and have assessed GESLOs but have not been responsible for establishing any SLOs at this time. Fri, Mar 25, 2011 12:16 PM
8. I wonder if we need so many different outcomes. It seems unwieldy when it comes time to assess. Can we streamline our outcomes? I think this would help with assessment and keep our work more focused. Thu, Mar 24, 2011 8:35 AM
9. I am a program coordinator, which means that I have had to understand the process of writing program level outcomes. Wed, Mar 23, 2011 11:06 AM
10. a complete fraud and utter waste of faculty time and energy and man/women hours Tue, Mar 22, 2011 8:33 PM
11. I have written courses and am in the process of writing an AA Degree. Tue, Mar 22, 2011 11:57 AM
12. We would prefer to write our own CSLOs and PSLOs at the Brentwood Center but there continues to be a mix-up in the math courses Tue, Mar 22, 2011 10:33 AM

Q4. Please indicate your participation in assessing student learning outcomes at LMC. *10 comments*

1. still confused Wed, Mar 30, 2011 11:04 AM
2. There have been times in the past when I didn't know that we were assessing different levels, but I believe that I understand that now. Mon, Mar 28, 2011 8:37 PM
3. I will be doing my planning process for my first assessment experience next fall. Fri, Mar 25, 2011 1:08 PM
4. Our Program recently reworked our PSLOs and are assessing them Fri, Mar 25, 2011 11:38 AM
5. Unclear of the process of assessing institutional-level student learning outcomes and who is responsible for it. Fri, Mar 25, 2011 10:44 AM
6. I have gathered assessment data at the program level, but I have not yet written up the assessment report as I have been too busy with other college responsibilities. Thu, Mar 24, 2011 10:54 AM
7. Though I worked on program level outcomes, I'm not sure that we ever finished reporting them, even though we compiled program stats. Wed, Mar 23, 2011 8:23 PM
8. For English 90, for many semesters instructors gathered at semester's end to do holistic readings of all the argument essays completed in all sections of English 90 and rate them to determine (I thought informally, for our department use only) how well students were being prepared for the next level (English 100). Tue, Mar 22, 2011 2:15 PM
9. I am currently assessing a course for the first time in my career. I have collected data for assessment at other colleges but not written the reports. Tue, Mar 22, 2011 11:57 AM
10. Part of teaching is assessing student learning ... Tue, Mar 22, 2011 10:34 AM

MOTIVATION IN ASSESSING AND IMPROVING SLO

Q5. How important are the following factors in motivating you to assess and improve student learning outcomes in your courses? *28 comments*

1. There is no opportunity to collaborate with others in my department. I am the only one teaching the course and there are not multiple sections. Fri, Apr 1, 2011 3:36 PM
2. These responses reflect my feelings about the assessment project not about the concept of assessment. Fri, Apr 1, 2011 12:23 PM
3. Most classes in the department are single-sections. I regularly assessed what worked and didn't work and made changes necessary to improve student learning before...just didn't have to report it anywhere. Wed, Mar 30, 2011 7:49 PM
4. Items d and e are very important to me, yet the assessment process the college has adopted does not readily produce reliable and relevant information. We have been told many times that assessment data may not relate to grading. I would mark item f not applicable if given the choice. Tue, Mar 29, 2011 4:01 PM
5. Improvement can exist even if it is difficult to measure. Let's focus on improving rather than on measuring. Tue, Mar 29, 2011 10:52 AM

6. I'm not sure if it is really possible to claim "Measurable improvement in student learning" if I am not assessing the same students from one semester to the next. Mon, Mar 28, 2011 8:40 PM
7. I have not participated in the classroom teaching for several years . Mon, Mar 28, 2011 10:17 AM
8. The current assessment process does not allow us to really assess student learning. It just provides us with anecdotal quasi analysis and does not provide a forum for quality cooperation between colleagues. Looking at one class and then asking, what can I do better, is already what we do as teachers regardless, of any accreditation needed at the school site. Mon, Mar 28, 2011 8:40 AM
9. F is the most important otherwise program assessment data is almost meaningless Mon, Mar 28, 2011 8:39 AM
10. We have always attempted to "norm" our grading processes in our art appreciation, art history and humanities courses, our only multi-section, multi-instructor courses. This has been accomplished through active consultation and comparison between program instructors. Mon, Mar 28, 2011 8:38 AM
11. I am on the fence about SLOs (as well as the higher order SLO levels) as I am not too sure that they make sense in a higher ed. environment. Measuring student accountability and teacher motivation and knowledge is a better indicator of what happens in a classroom than creating a standardized version of a college classroom/college curriculum. Until there is more, less biased information regarding SLOs, I'm not too sure I'll ever fully support them. Mon, Mar 28, 2011 4:46 AM
12. Please note that all of these "motivators" existed for me long before LMC created its "Assessment" program, which I actually find irrelevant to my mission at LMC. Sun, Mar 27, 2011 1:23 PM
13. I am participating because it is required, however I think the collaboration in my department that then leads to more consistency, through our shared understanding has been a positive outcome. Fri, Mar 25, 2011 4:55 PM
14. I already constantly assess my student's progress ns grade fairly. This is just another layer of paperwork Fri, Mar 25, 2011 2:54 PM
15. I find this whole learning outcome process cumbersome and completely uninformative. It is artificial in its construct, distracts me from efforts in improving lectures, exams, grading and communication with my students and colleagues. Fri, Mar 25, 2011 2:46 PM
16. My grading is already consistent and fair across sections, as they take the same (or extremely similar) exams and I do not know whose exam I am grading until after it is finished. Fairness is something I am somewhat obsessive about anyway. I have always striven to be fair....sometimes to my own disadvantage and increased work load. I have mixed feelings about how this process will improve learning since I have not done it yet and have heard mixed reviews on its actual effectiveness from other faculty. Fri, Mar 25, 2011 1:08 PM
17. I am constantly looking for ways to assess student learning and progress, however I am not certain the steps taken to officially assess the one GESLO last semester necessarily reflect any overall improvement in learning. A pre- and post- course test

might be more helpful to demonstrate changes in learning and discussions with colleagues and time to try new approaches are also more meaningful than any one exercise used in classroom assessment. Fri, Mar 25, 2011 12:19 PM

18. A large number of sections that need to be assessed are taught by part timers and when I attempted to contact the instructors to set up a collaboration, I was immediately contacted by the union to be informed that I was overstepping my bounds. This should be an opportunity to collaborate and come together, but if I cannot speak to fellow faculty without representation it is very frustrating. Fri, Mar 25, 2011 11:42 AM

19. I am motivated in my own way to assess outcomes and figure out how to make things better. All of this bureaucratic assessment stuff feels like an encroachment on my role as a professional. I think we were doing a pretty damn good job before these mandates rolled into town, and all they have done is to make many of us resent our colleagues, take time away from actual useful innovation, and in fact resent the job itself. Makes one want to retire as quickly as possible. Perhaps that is the actual agenda. Thu, Mar 24, 2011 10:01 AM

20. The method of assessment is important in helping to determine what works and what doesn't. Thu, Mar 24, 2011 8:52 AM

21. Most courses in my department are specialized, so collaborating with others in the department, much less those in other areas, is not applicable. Wed, Mar 23, 2011 9:11 PM

22. While I have a great interest in improving student learning, I have little interest in assessing it outside my normal grading process. However, I do have an interest in participating in college initiatives, and an interest in continuing to work at an accredited institute, which translates being motivated to assess SLOs despite my actual personal interest. Wed, Mar 23, 2011 8:28 PM

23. F is most elusive but most important for students and to assess program efficiencies Wed, Mar 23, 2011 12:20 PM

24. I don't believe the LMC form of assessment can reliably ascertain improvements in student learning or effective pedagogy. Obviously I care about student learning and my own teaching, but our assessment procedures really don't provide me with this information. Wed, Mar 23, 2011 10:07 AM

25. The whole thing is a farce! Tue, Mar 22, 2011 8:34 PM

26. I think assessment is critical; I think we all want our students to succeed and to see how well we are doing in that arena. Having said that, I think it is only fair that assessment results not be a factor in employee evaluations until appropriate staff development is undertaken to give instructors the opportunity to fully adapt and until the assessments are fully developed/debugged. Tue, Mar 22, 2011 2:20 PM

27. Consistency in grading is only important to me insofar as we can certify that students who pass have competency at the basic skills in the discipline. Tue, Mar 22, 2011 11:59 AM

28. Assessment and improving SLOs is motivated by asking the question, "What's best for students?" not "What does assessment say we have to do?" Tue, Mar 22, 2011 10:35 AM

Q6. In what ways was the information useful that you gathered from assessing course-level student learning outcomes (CSLOs), Program-level student learning outcomes (PSLOs) and institutional-level learning outcomes (ISLOs)? *29 comments*

1. Frankly, I have not paid much attention to assessment at LMC. It feels like a giant waste of time. Fri, Apr 1, 2011 5:03 PM
2. The Eng. Dept. Using CSLOs and PSLOs as a guide have made substantial changes in our DE courses and program. This has had a huge and excellent impact on my teaching in the classroom. I really feel that at least in my area--English 90--we are on the same page as teachers. I believe this has enormous impact in my classroom, primarily that I am beginning to feel - a. I know what I am doing; b. I am preparing them better for the next level; c. I have someone who I trust is on the same page with me to hand off my students on the next level! This makes an enormous difference for underprepared students to become genuinely prepared for academic work. Thu, Mar 31, 2011 7:36 AM
3. I have not been involved. Wed, Mar 30, 2011 1:16 PM
4. I actually do not know what this all means... so can't answer. Wed, Mar 30, 2011 10:53 AM
5. All good instructors continually strive to improve student learning. Let's MINIMIZE the documentation required for accreditation so we have time to make improvements in our classrooms! Tue, Mar 29, 2011 10:56 AM
6. It is wrong to treat schools as manufacturers and students as products. Tue, Mar 29, 2011 10:09 AM
7. I am always updating my classes and trying to improve student learning every semester. The bureaucratic paperwork gets done by deadline, but it's not a priority, teaching is the priority. Talking with colleagues about what works is the best part. Writing course outlines is a process of translating into educational jargon what I do. How much time should it take from teaching, so that accreditors have evidence? Mon, Mar 28, 2011 9:31 PM
8. I always reflect on how things went in the previous semester and make changes based on that. The "official" evaluation processes have not added anything to that. Often the data was simply inconclusive, and sometimes, I realized that the way I attempted to apply the "official" process was flawed. Mon, Mar 28, 2011 8:46 PM
9. not applicable to me since I have not participated in any of this yet. Mon, Mar 28, 2011 2:23 PM
10. Unable to respond to this section not involved with a program or department Mon, Mar 28, 2011 10:17 AM
11. We have made changes in the assessment instruments Mon, Mar 28, 2011 10:08 AM
12. We participated and some talked about what their results could mean but no action (outside of personal individual action) was taken by the group or the department. There is no professional development tied to assessment so it didn't go anywhere. Mon, Mar 28, 2011 8:42 AM
13. I'm not sure. Once we completed the assessments at the end of last semester, I never received any information regarding the results. I guess our results were outstanding and so there are no changes that need to be made. However, if I am made to go through such arduous steps of assessing students on random assignments, I'd like to at LEAST know

what the results were. At this point, it all has been a pretty standard bureaucratic waste of time. Mon, Mar 28, 2011 4:49 AM

14. I have participated in SLO assessment at another community college. I have not yet done so at LMC. Sun, Mar 27, 2011 1:36 PM

15. Truth be told, the LMC Assessment program is irrelevant to my mission at LMC. Sun, Mar 27, 2011 1:25 PM

16. We are writing more rubrics for common assignments and I think the conversation and developing the rubrics has been a positive outcome. Fri, Mar 25, 2011 4:56 PM

17. The ONLY reason my department made changes to COORS was because we were forced to in order to meet the new criteria for LMC COORS. As well, the only reason we made changes to the CSLOs and PSLOs was to help minimize the inane, time-intensive (with no reward) work the learning outcomes has created. Fri, Mar 25, 2011 2:50 PM

18. Like I stated..... it's on the horizon, but not accomplished. Fri, Mar 25, 2011 1:08 PM

19. The GESLO assessment confirmed that I should keep that activity/discussion/lab as part of the course because students really grasped the material, were engaged, and at the end of that unit, almost every student was proficient in that area. No changes were made to the curriculum following this but since it was a new activity / unit I added, it provided me support for using the same exercises in upcoming semesters (as something that works well and students enjoy). Fri, Mar 25, 2011 12:23 PM

20. I had no role in assessment Fri, Mar 25, 2011 8:46 AM

21. This is based on our own department assessment and not the college wide assessment. Thu, Mar 24, 2011 8:52 AM

22. The changes I have made, and my department has made, stem from staff development activities and our discussions. The actual numbers have not been useful at all. The reporting process has not been useful. The assessment process itself was so confusing I am unable to answer any of the questions above. Wed, Mar 23, 2011 8:31 PM

23. No department discussion of assessment finds has occurred Wed, Mar 23, 2011 12:21 PM

24. This is a difficult question to answer because I have found that the CSLOs/PSLOs are not matching student need. In fact, serious revision of many outcomes is needed. I have had to respond to what I have seen in my classroom regardless of the CSLOs. Although, they are a starting point for new faculty, I have found that our student community is not progressing through their IGETC requirements. Therefore, serious revisions are needed. Wed, Mar 23, 2011 11:10 AM

25. I learned nothing from CSLO assessment that I didn't already know. I have developed and implemented some new lessons based on information I learned from other instructors in the GE seminars. I have not participated in program level assessment. Wed, Mar 23, 2011 10:12 AM

26. It is a bureaucratic time suck and waste of time Tue, Mar 22, 2011 8:34 PM

27. Not sure exactly how the boxes correspond to the questions being asked Tue, Mar 22, 2011 2:22 PM

28. The changes I make are "daily" and depends upon the students in that classroom ...Tue, Mar 22, 2011 10:37 AM

29. The process has made me more reflective of my own teaching, even when I am not formally assessing a section, and as a results, I am making changes as a result of that reflection as well. Tue, Mar 22, 2011 10:03 AM

Q7. How useful to you has the assessment process been with regard to what you learned about your own teaching? *24 comments*

1. Our department level assessment process is useful. The college wide process is just busywork. Thu, Mar 31, 2011 8:49 AM

2. The assessment process has been more frustrating and time consuming than it needs to be based upon technology malfunctions. Tue, Mar 29, 2011 4:05 PM

3. The documentation required for accreditation is obstructing progress! Tue, Mar 29, 2011 11:02 AM

4. Too many uncontrollable variables regarding student learning outcomes. Tue, Mar 29, 2011 10:10 AM

5. I'm open to professional development opportunities such as the GE seminars and flex. I'm always incorporating new ideas each semester, and trying new things. This is a professional obligation that I'm already doing. Let's make the reporting process simple, direct, efficient, and useful. Mon, Mar 28, 2011 9:37 PM

6. The meetings on developing and assessing critical thinking skills was somewhat useful. Mon, Mar 28, 2011 9:18 PM

7. The most useful assessment for me is to see how my students improved between the beginning and the end of the semester. I've been doing this long before any committees thought of the cumbersome assessment processes we use today. I actually enjoyed assessing the teaching-learning process before we began the "official" assessment processes. Mon, Mar 28, 2011 8:52 PM

8. Course assessments allow you to learn about the outcomes of a course even when you have not taught it yet. Mon, Mar 28, 2011 10:09 AM

9. I dont agree with the assesment instrument of the common final. I understand the need for uniformity, but I would prefer my department tone down the difficulty of the final. It helped me see what my students didn't understand in terms of depth, but I am afraid other faculty may be teaching to a test and not outcomes. Mon, Mar 28, 2011 8:57 AM

10. It did not show me anything I didn't already know about myself or my teaching. Mon, Mar 28, 2011 8:44 AM

11. I say "somewhat useful" because the "official" process, while cumbersome, inefficient and onerous, has engendered intra-departmental discussion that HAS proved very useful. Mon, Mar 28, 2011 8:41 AM

12. Without results, how am I supposed to answer this question? Mon, Mar 28, 2011 4:50 AM

13. Focusing on CSLOs has helped me reframe my teaching in a positive way. Fri, Mar 25, 2011 4:56 PM

14. Which assessment process? Some of the English dept-based and GE assessments I've done have been useful, but the collegewide CSLO assessment I did--where we entered #s into CLASS--was not useful. Fri, Mar 25, 2011 4:15 PM

15. My students are the best judge of my teaching so I turn to them for feedback and respond accordingly. I do this job for students, not to satisfy colleagues inadequacies and egos. Fri, Mar 25, 2011 2:53 PM

16. Discussions with colleagues regarding courses, curriculum and student learning have been helpful but the act of assessing the one GESLO was not particularly helpful with respect to my own teaching - although it did validate an exercise I developed as one that was educational and enjoyable for students. Fri, Mar 25, 2011 12:26 PM

17. It has helped clarify some things, but due to the stressful workload we already have it usually just adds more stress to the semester. Fri, Mar 25, 2011 11:47 AM

18. If by assessment process, you mean CLASS then not very. Without an agreed upon model, the CLASS assessment has been a failure. My gradebook is more useful and the models for assessment that I come up with on my own. Wed, Mar 23, 2011 11:12 AM

19. Listening to teaching ideas presented by other instructors, and discussing my pedagogy with colleagues, has been useful. Assessing student proficiency has not helped me improve my teaching or student learning, as I really didn't learn anything from this I didn't already know. Worse, CSLO assessment has not given me any insight into the truly important questions: WHY my students perform poorly on various assignments and WHY their attendance drops precipitously as the semester progresses. Wed, Mar 23, 2011 10:16 AM

20. I felt my teaching did not change due to the assessment process, but the communication with my colleagues and department was a positive experience Wed, Mar 23, 2011 8:52 AM

21. we have assessments and outcomes. They are called assignments and grading...Tue, Mar 22, 2011 8:36 PM

22. When the process is more flexible and faculty-driven, it is more meaningful. When it is top down and prescriptive, it has less meaning, or may give very little insight at all. it proves to be a lot of work for little result. Tue, Mar 22, 2011 12:54 PM

23. I think the discussion about how to improve is valuable, but the "evidence" that is created is near worthless unless it could be verified or aggregated. Tue, Mar 22, 2011 12:01 PM

24. Assessment and self reflection was something I always did, but not with as much frequency or purposefulness. I am doing that more often now. Tue, Mar 22, 2011 10:07 AM

Q8. Did you engage in meaningful dialogue with colleagues as part of the assessment process? 25 comments

1. I am the only person teaching these courses. However, I have had the opportunity to speak with others in the department regarding their processes. Fri, Apr 1, 2011 3:38 PM

2. Only using our assessment process that did not necessarily line up with CLASS, and the college required assessment steps Thu, Mar 31, 2011 8:49 AM

3. We have spent hours in teaching communities in my dept. having at times painful but always eventually truly constructive dialogue. Thu, Mar 31, 2011 7:38 AM
4. Yes...and I did before assessment was mandated as well. Wed, Mar 30, 2011 7:55 PM
5. I am the only professor instructing the courses I teach. No dialogue about course assessment has occurred. Tue, Mar 29, 2011 4:05 PM
6. The only meaningful dialogue was that which got the documentation completed. This did not improve student learning. Tue, Mar 29, 2011 11:02 AM
7. Our department could make better use of flex time to do these kinds of activities: updating course outlines, figuring out assessments, and writing program review. I like the idea of putting these things together into a series of activities that we do as a department. Mon, Mar 28, 2011 9:37 PM
8. I have occasionally picked up some useful ideas while going to the GE meetings. Less than half of the meetings, but it did sometimes happen. Mon, Mar 28, 2011 8:52 PM
9. While I have not undergone through this yet, I have found the initial discussions about the process and in the GE Committee fascinating. It reveals the diverse philosophies we all have about education, about curriculum development and instructions. I have learned many new strategies from the GE Seminars focusing on GE PSLO 5 (global perspectives). I enjoy the dialogue and can see that if we were to focus in on the classes I teach, I could learn and improve a lot. Mon, Mar 28, 2011 2:26 PM
10. When everyone is reluctant to participate and is not really invested in the project, meaningful dialogue becomes hard to find. Mon, Mar 28, 2011 8:44 AM
11. Some faculty refused to participate in course assessment Mon, Mar 28, 2011 8:41 AM
12. There was initial discussion when the CLSOs were being developed, but, since the writing of the COOR, there has been nothing. Mon, Mar 28, 2011 4:50 AM
13. We engage in meaningful dialog all the time, but it has nothing to do with the "assessment process". Sun, Mar 27, 2011 1:29 PM
14. Not enough Fri, Mar 25, 2011 4:15 PM
15. The only "meaningful" dialogue has been complaining about the waste of time, this SLO stuff has been as well as the presumption by other colleagues who are trying force this work on us as "meaningful" that we are inherently bad teachers that need fixing. I resent their position and arrogance. Fri, Mar 25, 2011 2:53 PM
16. I have participated informally with other members of my department in discussing the process, but have not yet formally participated. Fri, Mar 25, 2011 1:08 PM
17. Discussion was meaningful, particularly within the department. I also gained some great ideas from colleagues outside the department as a result. More informal discussion and time to get together to bounce ideas off each other would be helpful in developing more creative, engaging classroom activities and approaches. Fri, Mar 25, 2011 12:26 PM
18. The best sessions are when we share what we are doing that works and when people are talking about what they are doing that is not and are looking for help. The latter takes much more courage and does not happen often. Fri, Mar 25, 2011 11:47 AM

19. Inadvertently, this process has brought us together as having a shared enemy, that of idiots from the outside telling us how to mess up our programs. Thu, Mar 24, 2011 10:08 AM

20. Very little. Again, most courses are so specialized as to make this not applicable. Wed, Mar 23, 2011 9:13 PM

21. The dialog in staff development activities, as well as discussions with colleagues in my department, and outside my department, have been extremely valuable. They affected both my individual courses and several department approaches. Wed, Mar 23, 2011 8:34 PM

22. We all agreed that the CLASS assessment was something that was not useful. Wed, Mar 23, 2011 11:12 AM

23. Yes. Many of us thought it was a farce being forced down our throats by an unelected and unaccountable commission Tue, Mar 22, 2011 8:36 PM

24. In Brentwood, our dialogues have been around a course that I have NOT taught during this accreditation cycle Tue, Mar 22, 2011 10:38 AM

25. In the ISLO process, as I am from a small department where most courses are single sections taught by one faculty, so the ISLO process is really the only place I can get significant meaningful dialogue. Tue, Mar 22, 2011 10:07 AM

Q9. Did you have flexibility in choosing an assessment technique? 17 comments

1. Need more flexibility in creating individual college/center assessments. Sun, Apr 3, 2011 2:10 PM

2. I do, but not if we will be forced to all use one program (e.g. CLASS) and limit our inputs and the form of our results. Thu, Mar 31, 2011 8:51 AM

3. I put Yes but I unclear about the question. Who is I? The dept. or me? Usually how we assess something is done as a group. Thu, Mar 31, 2011 7:43 AM

4. N/A Mon, Mar 28, 2011 9:18 PM

5. These was some flexibility, but I really didn't control a lot of the process. In fact, from CSLO's to assessment strategies, much of it was how I was told to do it. Mon, Mar 28, 2011 9:07 PM

6. Full time professors took all initiatives Mon, Mar 28, 2011 10:13 AM

7. Our department uses common final exams Mon, Mar 28, 2011 10:11 AM

8. Common final is used. A committee is formed and others are invited, but majority rules in question selection. Mon, Mar 28, 2011 9:07 AM

9. Yes, but this flexibility was a contentious issue as others were looking for a more standardized assessment for the course. Mon, Mar 28, 2011 9:04 AM

10. We have acted in unison, as a department. This has also meant that our resistance to the process has also been in unison. Mon, Mar 28, 2011 8:48 AM

11. To get usefull data, we were all supposed to use the same assessment tool, the mid-term as described in the COOR Mon, Mar 28, 2011 8:43 AM

12. Yes, but making everyone boil their efforts down to a single number (how many students were proficient) was NOT a good idea. That number is meaningless in my opinion. Fri, Mar 25, 2011 4:44 PM

13. Since the proces of re-writing COORS has become so micro-managed, NO, our expertise in our own subject is ignored. Fri, Mar 25, 2011 2:57 PM

14. I am not sure I understand the question Fri, Mar 25, 2011 11:55 AM

15. When the assessment strategy was not limited by certain types of reporting, it was meaningful. Tue, Mar 22, 2011 12:57 PM

16. We are given choices about what CSLO's to asses and some flexibility in how they are measured from the COOR. I still think it is a judgement call and not any less subjective than grading ect. I will probably write this several times, but I think assesment needs to better reflect our grading practices or vice versa. They are very similar to me. Tue, Mar 22, 2011 12:09 PM

17. When we were given "directions" that seemed in conflict with other "directions" , we worked it out Tue, Mar 22, 2011 10:41 AM

Q10. What assessment techniques should be available? *49 comments*

1. Should be up to individual campuses. Sun, Apr 3, 2011 2:10 PM

2. Whatever techniques allow an instructor to measure student learning. Fri, Apr 1, 2011 3:39 PM

3. Any or all that the department thinks would best assess their courses and program. Thu, Mar 31, 2011 8:51 AM

4. Qualitative & quantitative Thu, Mar 31, 2011 7:43 AM

5. I understand that almost any technique is available from homework to quizzes, tests, etc. Wed, Mar 30, 2011 12:14 PM

6. All those which are suitable to the precise subject matter and level under scrutiny. Tue, Mar 29, 2011 5:28 PM

7. Those techniques that accreditation will accept, are affordable and flexible, and produce quallity results. Tue, Mar 29, 2011 4:08 PM

8. I have met a post graduate student from Iowa State university at a recent American Chemical Society meeting who has done extensive research on assessment of chemistry students, and I asked her if some day all these different studies will actually be applied to assess our students, her answer was she was not sure. Tue, Mar 29, 2011 12:40 PM

9. I utilized a variety of different methods to assess my students.

. research papers

. exam questions

. critiques

. essays Tue, Mar 29, 2011 11:25 AM

10. Those we already use Tue, Mar 29, 2011 11:04 AM

11. Anything that instructors want to use. I favor a brief report or narrative, similar to what we are doing for program review. If instructors want to use pre-or post-tests, they can, I don't think it's a good plan to require that, or entering data into a spreadsheet. Mon, Mar 28, 2011 9:43 PM

12. I think that a college-wide test of GE students as they start and then finish taking GE courses is an excellent way to determine if this ISLO is being met. This is a way to track the same students while individual professor's may never see the same student again. An ISLO should should be measured on an institutional level. Mon, Mar 28, 2011 9:07 PM
13. don't know Mon, Mar 28, 2011 4:50 PM
14. Any techniques that prove beneficial for the instructor and student in the overall educational process. Techniques should be fair, consistent and appropriate to the student level and subject matter. Mon, Mar 28, 2011 12:22 PM
15. Something CSU system uses in assessing students ability, such as ELM. Mon, Mar 28, 2011 10:13 AM
16. This depends on the departments and their policies I think. In a large department, with the need for consistency across sections of a course, using common final exam questions seems reasonable. We could also use other assignments, but this would probably create more work for people who might not want to do more work. Mon, Mar 28, 2011 10:11 AM
17. formative and summative Mon, Mar 28, 2011 9:37 AM
18. I would like the option of creating my own final for assesment, but I doubt that will happen. Mon, Mar 28, 2011 9:07 AM
19. You should have a variety of assessment techniques to account for the many variables that exist in a diverse California classroom. This could encourage the assessment of courses with large section numbers to have various slices of assessment that provide a deeper and more comprehensive picture of what is actually taking place in the classroom. These results, since they will be varied, are a better conversation piece among faculty assessing courses with more than 10 sections. This way, you would actually be learning from your colleagues' assessment instead hearing the same information from a uniform assessment that, despite its uniformity, is not statistically viable nor nuanced in any way. Mon, Mar 28, 2011 9:04 AM
20. standardized tests Mon, Mar 28, 2011 8:43 AM
21. Anything that the department faculty believe is useful should be available. The self-appointed curriculum "Nazis" (the so-called coaches) who try to micromanage this process in departments outside their own are actually harming this process, rather than helping. Sun, Mar 27, 2011 1:34 PM
22. Behavioral skills that can be readily observed in a laboratory setting where a specific skill set is required. Sat, Mar 26, 2011 3:11 PM
23. what faculty authentically do in their course Fri, Mar 25, 2011 4:56 PM
24. Any that faculty feel they need to do what's right in their area .Fri, Mar 25, 2011 4:44 PM
25. Assessment techniques that make sense to individual instructors. Fri, Mar 25, 2011 4:34 PM
26. The ones that have stood the test of time: exams, in-class room discussions, papers (research / lab reports), etc. If it ain't broke, don't try to fix it. Fri, Mar 25, 2011 2:57 PM

27. I don't have a very good list to share, but whatever techniques available, they should be varied and diverse to match the variety of teaching styles, learning styles and content of our many courses. Fri, Mar 25, 2011 12:30 PM
28. Honestly the ones we have are fine. They are simple and straight forward. I also enjoy that we choose the assignments that fulfill the requirement. This choice allows me the opportunity to really improve my teaching. Fri, Mar 25, 2011 11:55 AM
29. It should be left up to the individual instructor how to assess his/her courses. Fri, Mar 25, 2011 10:15 AM
30. Faculty should have academic autonomy to select their own assessment techniques. I don't believe there is sufficient expertise and knowledge of assessment theory at LMC that any committee or individual is qualified to determine the validity of assessment techniques. While coaching and support for assessment is helpful, individual LMC coaches should not be determining whether or not assessment techniques are valid. Fri, Mar 25, 2011 8:43 AM
31. Umm...what are the choices? Fri, Mar 25, 2011 7:43 AM
32. College wide e-portfolios for tracking student success both in individual course work as well as Program and Institutional outcomes. Thu, Mar 24, 2011 6:28 PM
33. Whatever department faculty opt to use that works for their particular discipline and helps answer their questions. I also think there should be support available from the Office of Research so those faculty and departments that need to look at CSLO/PSLO data through other lenses can do so. Thu, Mar 24, 2011 11:00 AM
34. Departments need to be able to create their own assessments. Thu, Mar 24, 2011 8:52 AM
35. As many as possible in order to best support a wide range of teaching methods and content. Wed, Mar 23, 2011 9:18 PM
36. Not sure Wed, Mar 23, 2011 3:29 PM
37. Again, it is not clear what assessment model this survey is referring to. But if the assumption is CLASS, which is an electronic model, I am dubious about that kind of formulaic assessment technique because disciplines are assessed differently. It seems more feasible for departments to agree on their developed assessment based on an understanding of college wide ISLOs, so on and so forth. Wed, Mar 23, 2011 11:14 AM
38. Not sure what you mean by this. Wed, Mar 23, 2011 10:31 AM
39. It may be of value for the college to offer flex sessions on the variety of modern techniques for assessment. Many use outdated techniques. More student-centered learning assessment should be integrated. Wed, Mar 23, 2011 8:56 AM
40. Holistic readings of entrance/exit essays Tue, Mar 22, 2011 4:08 PM
41. Not sure until a discussion is conducted .Tue, Mar 22, 2011 3:23 PM
42. formative and summative
qualitative and quantitative
teacher/action research based Tue, Mar 22, 2011 2:40 PM
43. We need to do pre-testing as well as post-testing to determine the CHANGE in a student's state of knowledge. Tue, Mar 22, 2011 1:38 PM

44. Assessment techniques should be varied and allow students prove they know material in more than one way. Tue, Mar 22, 2011 1:05 PM
45. There should be a variety of techniques available as examples to us, and each department or the group assessing should choose them based on an understanding of the overall guidelines. Tue, Mar 22, 2011 12:57 PM
46. I would be open to aggregate methods such as a survey or grade related method. I think it needs to be easy for faculty to do. I would support any model that keeps overhead low on departments and teachers but satisfies accreditation's request. Tue, Mar 22, 2011 12:09 PM
47. Diversity in our student population is valued ... there should be a wide variety of assessment techniques so that we can serve each and every student. Decisions should be made at the department level... Tue, Mar 22, 2011 10:41 AM
48. Whatever faculty and departments think is most useful in answering their particular assessment questions. Tue, Mar 22, 2011 10:08 AM
49. All that provide evidence in support of assessment. Tue, Mar 22, 2011 9:46 AM

Q11. Do you have any suggestions for improving the assessment process?

68 comments

1. simplify the process Mon, Apr 4, 2011 5:19 PM
2. It takes a lot of extra time for adjunct faculty. We are paid hourly for teaching and sometimes it seems like a lot of extra work. Mon, Apr 4, 2011 2:30 PM
3. More flexibility on CSLO's and PSLO's. More attention given to student improvements/success. Sun, Apr 3, 2011 2:10 PM
4. It seems a complete waste of time other than the accreditation requirement. It also seems to put all the responsibility for student learning on the instructor. What about the student's role? Fri, Apr 1, 2011 12:26 PM
5. none Thu, Mar 31, 2011 11:48 AM
6. Make it open ended, and only ask for results, in whatever form works best for each program. Thu, Mar 31, 2011 8:51 AM
7. I really like the idea of putting it in the hands of the dept. as long as they do it! I know my dept. will do it but I don't think a lot of depts. care the way we do. Because of our Eng. dept. Teaching Communities and the meaningful dialogue that we have in them, we see the connection between assessment and the classroom. Thu, Mar 31, 2011 7:43 AM
8. Need institutional time to have meaningful dialogue. Need more professional development on issues of assessment and grading. Wed, Mar 30, 2011 3:17 PM
9. I cannot answer this as I am just now starting the assessments Wed, Mar 30, 2011 12:14 PM
10. include student voice Wed, Mar 30, 2011 10:33 AM
11. Yes -- please do NOT include in the statistical analysis (i.e., "results") any of the students who were no-shows or early drops, because that severely skews the information. After all, if the non-work of, let us say, four students whom I have never even met (!) is included as a failure and is computed as such in my results, then it is not fair either to me or to my actual students' results. The percentages do NOT truly reflect accurately what

we are seeking in the results sections of our analyses. Those students (and sometimes there are many) who never set foot in my classroom have no right to cast any negative slant to my real and hardworking students' academic achievements. Therefore, I would really like to ask you to have us assess only those people who actually completed the courses under discussion. That way, we will at least have an accurate view of what was, or was not, achieved by the real people taking the course. How can we revise and devise changes appropriately if we are not addressing the real needs of the real students involved? Tue, Mar 29, 2011 5:28 PM

12. Listen to Dave Zimny and consultants the college has hired--keep it relevant, reliable, and simply! Tue, Mar 29, 2011 4:08 PM

13. May be invite experts in assesment to present to faculty members. Tue, Mar 29, 2011 12:40 PM

14. Find the shortest and quickest route to completing the minimum requirements for accreditation. Then institute Flex workshops fostering EFFECTIVE dialogue at improving student learning. Tue, Mar 29, 2011 11:04 AM

15. Staff training, department meetings Mon, Mar 28, 2011 11:44 PM

16. Doing it as part of program review seems like a good idea, I remember that program review was hard/confusing at first, then got easier... I think the forms and format improved, whoever improved the RAP process and streamlined it could perhaps have some pertinent suggestions. Mon, Mar 28, 2011 9:43 PM

17. The assessment process for CSLO's would be much easier, if my department had simpler CSLO's, more like DVC's. My Department's CSLO's are so wordy we don't even know what we are assessing sometimes. Mon, Mar 28, 2011 9:24 PM

18. Let the instructor determine the CSLOs, PSLOs, and how to assess them to the greatest extent possible. Mon, Mar 28, 2011 9:07 PM

19. no Mon, Mar 28, 2011 4:50 PM

20. I think we need to include some additional qualitative data collection mechanisms to capture the energy of the classroom and students where appropriate. Mon, Mar 28, 2011 2:27 PM

21. I think having instructors who are being assessed in the same discipline should have the opportunity to meet and talk about what they are doing to share the learning experience and answer basic questions without over-burdening the department chair. Mon, Mar 28, 2011 12:36 PM

22. Allow departments a greater voice, flexibility and control of their courses and programs. Collaboration should be increased. Mon, Mar 28, 2011 12:22 PM

23. We need to be competitive not only in CA, USA, but in the world. There are many instructors from Europe, Asia and Middle East. We can learn something from the practice of other countries. Mon, Mar 28, 2011 10:13 AM

24. College wide, departments definitely need to figure out how to sample. The problem with CLASS was the inherent need to evaluate all students. It is not reasonable or necessary to evaluate all students in order to evaluate a whole course or program. If people don't understand that fact, then they should take a stats class. Mon, Mar 28, 2011 10:11 AM

25. none Mon, Mar 28, 2011 9:37 AM

26. 1. Guide teachers by creating assessment models that adhere to educational research standards in the sense that they take into account the variables at play in the classroom but choose to focus on one aspect of the classroom. This would provide focused conversation on items that then can be supported through professional development and then written about for others at our site or district to see.

It is foolish to think that choosing 3 CSLOs to study with an ordinary teaching plan in place is going to give you meaningful results that will revolutionize how one teaches or will give you talking points you don't already have to share with your colleagues. All it does is give you the same information you get without the CSLO assessment. Aren't instructors supposed to think about how to assess all the CSLOs in the course they are teaching when they design their class assessments (tests, essays etc.)? Then, as part of the teaching job, aren't teachers naturally looking at their assessment results by CSLO and deciding what works and what doesn't? Isn't that why we look at our grade books, the types of skills the students are struggling with and then respond to those results during the same semester? So, I'm unclear as to how this school wide assessment is different than normal, expected teaching practices and how this whole process is helping us as teachers serve our students better.

2. Publish some type of synthesis of our results with specific learned heuristics or "best practices". Sometimes teachers learn more from looking at the results in other subject areas about what to do to improve their own classrooms. It also allows you to look at critical thinking across disciplines and presents patterns of academic achievement that can be useful for deciding on what to focus on in terms of campus wide professional development. This can also be used to direct larger institutional efforts on student achievement. Mon, Mar 28, 2011 9:04 AM

27. The assessment process at LMC should provide guidelines and assistance, NOT directives and cheerleading for a process that has not effectively been "sold" to participants. Allow departments to design their own assessments and methods for reporting. Do not assume that every assessment and teaching strategy will be lacking, requiring improvement. Recognize that every change to instructional technique creates a ripple effect that adds time to our workloads. Changes that I have made to my courses (Cornell notes in particular) have easily doubled my grading workload. Mon, Mar 28, 2011 8:48 AM

28. Mandatory participation by all faculty teaching the same COOR with the same assessment tool Mon, Mar 28, 2011 8:43 AM

29. Giving teachers paid time to complete assessments as these are time consuming processes—if done correctly. Sun, Mar 27, 2011 1:38 PM

30. Put more control in the hands of the specific departments. Get rid of the "coaches". Sun, Mar 27, 2011 1:34 PM

31. Pre- and Post- test questions Sun, Mar 27, 2011 1:22 PM

32. None at this time. Sat, Mar 26, 2011 3:11 PM

33. More mandatory involvement Fri, Mar 25, 2011 4:56 PM

34. When assessing SLOs, I think "How many students are proficient?" is the wrong question to start with. That is, COUNTING is not the essential thing. We do want to find out how well students are achieving the outcomes, but what we need is insight, not a

count. We already know how many students have achieved the outcome and how many haven't--at least roughly. What we don't know, or what we need to understand better, is the qualities of student work when trying to demonstrate the SLO--we need to understand better the nuances of students' work, such as how well they articulate a key concept in their writing, or how well they can organize a paper that's over 4 pages long, or how well they can use the techniques of concession and rebuttal in an argument. To achieve insight, we can't just be counters. For that reason, any move towards a standardized test focused on achieving a valid count is the wrong way to go. Standardized testing has been a specatular waste of time and resources in K-12 schools for many reasons. One reason is that getting a count doesn't or very rarely helps you to improve your teaching. Another reason is that any standardized or artificially imposed assessment from the outside--something that's not really part of your course--doesn't really provide you the teacher with anything meaningful for your teaching. And of course, getting a valid number over many sections requires mass conformity among teachers--like, they all have to assign exactly the same paper--which we don't want. The best way I know of to assess for insight instead of numbers is to get together with other instructors and read student work from students in several or many classes. (The Eng 90 holistic scoring is a perfect example.) This could be SLO-driven. For example, in GE we could assemble a collection of student writing from a variety of classes having to do with the ethics GE SLO. We would read the student papers and talk about how students are doing writing on ethical issues in various courses and disciplines. We would share observations about the writing, about the assignments given, about how the SLO appears in different disciplines, and about how to teach the SLO. We could then synthesize our collective observations into a report, maybe with recommendations about how to teach the SLO on ethics. The experience of doing this would do far more for our teaching than any attempt to get a meaningful number. Partly, it's just that we have to all get out of our own isolation chambers when it comes to assessment---someone else needs to read what my students wrote, and offer feedback, and I need to read what students wrote in other classes. Fri, Mar 25, 2011 4:44 PM

35. Make sure there is adequate buy-in by those participating. Fri, Mar 25, 2011 4:34 PM

36. Be realistic, stop trying to preach that this could be "meaningful" - that is completely subjective and recognize that a few simple exam questions, perhaps pre - and post is a good earmark. And if instructors are looking for more "meaningful" ways to assess, let that be at the CSLO level. Fri, Mar 25, 2011 2:57 PM

37. Faculty need to be well informed on proper sampling techniques and meaningful statistics. Fri, Mar 25, 2011 12:40 PM

38. More time for informal conversations possibly? Possible session where groups from similar academic subjects share ideas with each other? Definitely helpful to learn from various faculty teaching diverse subjects, but also helpful sometimes to have time to get together with those facing similar challenges with material/types of classes. Fri, Mar 25, 2011 12:30 PM

39. I am not sure how, but I would like to see the modle be sustainable for small departments. Currently small programs must oversee CSLO, PSLO, ISLO, GESLO assessment, Program Review, RAP, in addition to scheduling, conflict mediation, and tending to department needs. This current system will quickly wear out these faculty

members, which hurts every part of the institution. Can we assess GE SLOs by compiling overall grades for the students and just do CSLOs? This way it eliminates one level of assessment and that information should already be implemented deeply into the COORs already. Fri, Mar 25, 2011 11:55 AM

40. Allow instructors assess and document their assessment in ways that make sense for them. Fri, Mar 25, 2011 10:15 AM

41. More dialog between departments, calendar time for assessment that allows adjunct faculty to be compensated, constructive but not evaluative feedback from TLP committee about the assessment reports, make available samples of assessment reports from a variety of departments and colleges Fri, Mar 25, 2011 8:43 AM

42. Our current processes are random, anecdotal, and unreliable. I don't know how to change that Fri, Mar 25, 2011 7:43 AM

43. Incorporate student suggestions. Fri, Mar 25, 2011 6:45 AM

44. Have students' create and maintain an electronic portfolio from their orientation to their graduation. Thu, Mar 24, 2011 6:28 PM

45. Intent should be to improve student learning -- specifically improve student outcomes for under-served students. For that reason, results should be disaggregated and part of the follow-through should be to create solutions for results that may show inequities across any given populations. Thu, Mar 24, 2011 11:42 AM

46. Make sure that departments know there is support from the Research Office so faculty can pose and answer meaningful questions in contexts that might require information beyond the analysis of student work. Thu, Mar 24, 2011 11:00 AM

47. Shooting the imbeciles at the state level who came up with this in the first place. It has made an already difficult job even harder. Thu, Mar 24, 2011 10:10 AM

48. Some type of pre-course testing to better determine leaning results seems necessary. Thu, Mar 24, 2011 9:43 AM

49. It should be completed at the department level. Also, the computer system has not been helpful from what I can see. We have not had conversations in our department around the college wide assessment in the way we have conversations around our holistic assessment. Thu, Mar 24, 2011 8:52 AM

50. To the degree possible, reduce the "clerical" part of the process (e.g. inputing data, having aggregate results manually) so more time and energy can be devoted to applying the results to improving student outcomes. For example, use the assessment features of class management systems like Blackboard to directly gather the data and at least partially process it. Wed, Mar 23, 2011 9:18 PM

51. Between GE SLOs, ISLOs, PSLOs and course SLOs it is impossible for me to keep them all straight and make them useful. The entire process needs to be streamlined and simplified. Wed, Mar 23, 2011 8:37 PM

52. just be consistent Wed, Mar 23, 2011 3:29 PM

53. Buy in is critical. Wed, Mar 23, 2011 11:14 AM

54. Yes. Use more objective aggregate data (course retention, success, persistence, graduation rates, GPA, unsuccessful course attempts, etc) to make institutional and program level decisions. At the course level, develop assessments that answer the WHY

questions instead of assessments that answer the WHAT questions. These should include anonymous student surveys of their classroom experiences, student focus groups, and more sophisticated student tracking data and targeted student interventions at the institutional and course levels. An example: Set datatel to flag students who have taken, but not completed or passed, a certain number of GE or DE courses. Require these students speak with a counselor before taking additional GE or DE courses. Eliminate the collection of statistically meaningless CSLO assessment data. Replace this with anonymous and CONFIDENTIAL course-level student survey data and instructor-led course improvement plans, based on student survey data and instructor responses/impressions. Wed, Mar 23, 2011 10:31 AM

55. It may be of use to have an assessment blog page online that everyone can access. It would have the information on how we are doing with the process, ideas for enhancing our courses, information such as you are gathering in this survey and a place for people to express their feelings about the process. Wed, Mar 23, 2011 8:56 AM

56. SCRAP IT! Tue, Mar 22, 2011 8:36 PM

57. More departmental choice Tue, Mar 22, 2011 7:33 PM

58. Holistic readings of entrance/exit essays Tue, Mar 22, 2011 4:08 PM

59. More information for part time facult. Tue, Mar 22, 2011 3:23 PM

60. tie it to improving teaching and learning at a day-to-day instructional level FIRST. let or promote that the teachers work to connect this to one or more CSLOs. everyday teaching doesn't get planned or done according to the CSLOs or the PSLOs or the ISLOs; it gets done based on student needs in the moment at hand and based on the content and skills one is trying to help the students learn in the class. Ask a teacher to what they're interested in highlighting or investigating or doing in their classroom and then guide them "up the SLO food chain." Make it instructional and professional development. Tue, Mar 22, 2011 2:40 PM

61. I have not participated yet, but I think and hope that reasonable and appropriate staff development will accompany the implementation of any assessment processes especially if such processes will be used as part of employee performance evaluations. Tue, Mar 22, 2011 2:23 PM

62. We only do testing at the end of the semester, but we need to compare student performance before and after to measure the CHANGE in performance. Also, we need to do controlled studies to ascribe student learning to particular materials, practices, and services. Tue, Mar 22, 2011 1:38 PM

63. Offer suggestions and options, explaining the uses of each. Make assessment flexible to fit everyone's needs. include a built-in calendaring of sharing-out and responsibility for action items so that results are not lost. Tue, Mar 22, 2011 12:57 PM

64. Two items:

I think you would get better results from assesment if you compensated people to do it. Why should the job get harder (more hours, work) for the same pay? I realize accreditation (partially in due to taxpayer pressure) is asign us to do it but as a college if the job gets harder the compensation should get better or as full time faculty we should all get release time to do this. This was not in our job descriptions, "participating on committees" did not mean spending hours and hours each semester working on

assessment. If we are using contractual justifications to explain why we need to be involved then we should renegotiate and if UF wants faculty to do it they should find a person who is willing. If we want to change the ideological tide on assessment faculty should feel like we are compensated to do it.

Good teachers do assessment naturally. Make it easy to "document" or ideally done so that it doesn't need to be documented. Honestly I find it patronizing to literally make up reports about how effective I am or am not, we need solutions for improvement more than hollow assessments. Tue, Mar 22, 2011 12:09 PM

65. Free the Brentwood Center

Since only GE will do ISLOs, take them OFF the course outlines of record for non-GE courses Tue, Mar 22, 2011 10:41 AM

66. No specifics. Tue, Mar 22, 2011 10:08 AM

67. Usually can't do part of the final assessment till after the semester is over and then I have to go back to what was done during the semester before when I am focused on dealing with the setup and running of the new semester. Tue, Mar 22, 2011 9:56 AM

68. None at this time. Tue, Mar 22, 2011 9:46 AM

COMMUNICATION, CLARITY AND SUPPORT

Q12. What communications/information/support about assessment have you received or initiated? 21 comments

1. Regular department assessment meetings and process during flex and the semester. Thu, Mar 31, 2011 8:52 AM

2. The most imp. Has been in our Dept. meetings and teaching communities (for which we were reimbursed for). Thu, Mar 31, 2011 7:45 AM

3. Information shared at CET Department Chair meetings Wed, Mar 30, 2011 1:17 PM

4. Janice T. was a big help in coaching me Wed, Mar 30, 2011 12:15 PM

5. I think Wed, Mar 30, 2011 11:10 AM

6. Attended a presentation on assessment at a conference. Tue, Mar 29, 2011 12:46 PM

7. Conversation at PDAC and integration with the new Title V Grant to support part-time faculty participation. Mon, Mar 28, 2011 2:28 PM

8. I have participated in and facilitated FLEX in my department related to assessment. Mon, Mar 28, 2011 10:12 AM

9. Gratuitous comment. Recognizing the best intentions, CLASS should never have been deployed without more thorough and participatory beta-testing. You can get people to go there, once, but if there is only frustration found, getting them to go there again is virtually impossible. Mon, Mar 28, 2011 8:51 AM

10. I have attended 2 national conferences and 3 local ones on assessment Mon, Mar 28, 2011 8:44 AM

11. The only value for all this is to be certain I can follow the specific instructions to carry out the assessment process; but there is no real value to me in the assessment program. I do all this because we are ordered to do so. Sun, Mar 27, 2011 1:37 PM

12. These are helpful in determining what material is and should be covered in the course. Sat, Mar 26, 2011 3:13 PM
13. Went to a workshop during flex to get a jump on things, but was told it was for people actively assessing only. Hey, I tried! Fri, Mar 25, 2011 1:08 PM
14. What assessment materials on the college website???? There are forms and links to CLASS--but that isn't really support or communication/training Fri, Mar 25, 2011 7:45 AM
15. We have a growing distrust of communiques, in the sense that it has been about half a decade now of being told one thing, acting in earnest to follow those instructions, only to be told after countless hours of work that things are now different from what was requested, and well, that's tough luck on you, since you now have to go back to square one and try again. Then we submit it again, and wait to find out what new things that we weren't told about now should be done. Thu, Mar 24, 2011 10:11 AM
16. Conversations with fellow instructors. Also great teacher and other external seminars. Wed, Mar 23, 2011 10:32 AM
17. As an accreditation team member, I learned more outside of LMC about the process than inside. I realize how important this is to LMC's future accreditation. By 2012 we need to have completed the loop for all courses and have begun the re-evaluation process. Wed, Mar 23, 2011 8:58 AM
18. oh, there are plenty of meetings, memos and emails, no doubt Tue, Mar 22, 2011 8:36 PM
19. Course Outline of Record Tue, Mar 22, 2011 3:24 PM
20. I have not received any yet that I know of...I know what the course outcomes are for the courses I teach but have not been involved with assessment yet. Tue, Mar 22, 2011 2:24 PM
21. Although we tried to be involved at "all" levels, this entire cycle has been confusing and NOT helpful for improving student success. What our department has done and will continue to do, to help students, makes more of a difference Tue, Mar 22, 2011 10:44 AM

Q13. How informed do you feel about the assessment initiative at LMC?

10 comments

1. Specifically for assessment, what are the requirements to get accreditation? Don't waste time trying to mandate more than the minimum. Tue, Mar 29, 2011 11:07 AM
2. I know we're doing it because we have to. It's a lot being asked of adjunct faculty to participate in the process outside of there flex obligation. Assesment Mon, Mar 28, 2011 9:17 AM
3. Maybe I should say very. I'm definitely an insider, but it's still very hard to understand. Fri, Mar 25, 2011 4:46 PM
4. About as informed as I think I need to be. To be accredited we need to play the game of SLOs. Unfortunately LMC has made this process very convoluted, controversial and given certain colleagues a chance to expand their ego and position of power. Fri, Mar 25, 2011 3:01 PM

5. I feel like I know what we need to do, it just seems daunting. Fri, Mar 25, 2011 11:57 AM
6. I understand how we got here. But it feels like the blind leading the blind. Fri, Mar 25, 2011 7:49 AM
7. I do not feel like I understand all the processes. Thu, Mar 24, 2011 7:30 PM
8. I know this is important for accreditation. Thu, Mar 24, 2011 8:52 AM
9. I am informed, but I don't understand it. Wed, Mar 23, 2011 8:39 PM
10. I have been lucky enough to be exposed to a lot of talk about it. (Did I just say lucky. haha) Tue, Mar 22, 2011 12:21 PM

Q14. How comfortable have you felt in expressing positive and/or negative feedback and ideas about assessment to members of the Teaching and Learning Project (TLP) at LMC? 18 comments

1. I have found both Cindy McGrath and Janice Townsend willing to listen to suggestions and answer questions. Fri, Apr 1, 2011 3:41 PM
2. The communication lines are very open. Cindy, Janice and Tawny, in their respective roles, have all opened up the dialogue to get faculty engaged in this discussion and facilitate the process. I feel very comfortable asking questions, since that is mostly what I am doing at this point as a new faculty member. Mon, Mar 28, 2011 2:31 PM
3. who is going to listen if management has made up their mind about this issue? Mon, Mar 28, 2011 12:48 PM
4. As a part-timer, and also under the current circumstances of course reductions, I am afraid that my comment may prevent me from getting a course in the following semester. Mon, Mar 28, 2011 10:17 AM
5. We don't really have much of a choice, I think what we can debate about is the use of individual assessment instruments vs department wide. Mon, Mar 28, 2011 9:17 AM
6. It has been difficult because this task has been assigned to a handful of people who are putting in an extraordinary amount of work. Even when you do have negative feedback, it is often difficult to express it to staff/faculty that have been working themselves ragged to make it happen. It's hard because many in charge take it personally when you have a qualm or concern over the process. Once I mentioned that there were logistical problems in assessing 3 CSLOs in more than 15 sections and the response I received was that I was not committed to student learning. Mon, Mar 28, 2011 9:08 AM
7. I have expressed frustration at colleagues who will NOT object publicly but complain endlessly in private. This gives false encouragement to "enthusiasts" who cannot be blamed for their failure to understand this unstated resistance. Mon, Mar 28, 2011 8:59 AM
8. As an adjunct, I realize that I do not have a valued voice on campus, thus no longer bother to participate. Mon, Mar 28, 2011 4:51 AM
9. With the exception of Cindy McGrath, who appears opened minded about these matters, it is clear that the LMC assessment leadership has not been the least bit interested in hearing negative feedback. About Sun, Mar 27, 2011 1:39 PM

10. I tried once when CLASS was first introduced. I was silenced at the meeting and realized that public comment was really not welcome. Fri, Mar 25, 2011 3:01 PM

11. I have learned to keep negative feelings to myself in this matter. Those who have expressed negativity are often viewed as troublemakers. I would rather spend time helping my students than doing endless reams of paperwork. (Just so you know, I just deleted a huge paragraph of negative feelings because I am not even comfortable expressing them in an anonymous survey) Fri, Mar 25, 2011 1:09 PM

12. It is awkward to have the coaches also in the position of receiving the feedback about the process. It is difficult when there is defensiveness on the part of faculty leading assessment. We need to increase shared ownership of the process so that no one individual is on the defense and criticism isn't taken personally. Fri, Mar 25, 2011 8:47 AM

13. I regret I don't have enough knowledge about assessment systems used at other colleges to offer suggestions of how to do it differently. Fri, Mar 25, 2011 7:49 AM

14. As a part-timer, expressed feedback/ideas to full-time department representative. Thu, Mar 24, 2011 7:36 PM

15. It seems that the college has been slow to respond to or even hear feedback. There was no to little discussion about possible improvement. And, worse, there seemed to be a "blame the teacher" approach for a lack of enthusiasm from faculty who failed to complete the assessment correctly. I was very disappointed that the college seemed to have such a narrow and unsophisticated view in regards to meaningful assessment. Wed, Mar 23, 2011 11:18 AM

16. Very comfortable with current TLP lead. Not so comfortable with previous TLP leads. Not at all comfortable with LMC managers. Wed, Mar 23, 2011 10:34 AM

17. They rock at listening to our opinions. Unfortunately the interpretation of what assessment wants doesn't seem to tolerate making assessment as pain free as we need as faculty. Please make it easy and pain free. Tue, Mar 22, 2011 12:21 PM

18. Cindy McGrath's efforts to visit us at a department meeting as well as her presentations at Academic Senate meetings and Department Chair meetings were positive Tue, Mar 22, 2011 10:45 AM

15. How responsive have members of the Teaching and Learning Project (TLP) been to your concerns? 20 comments

1 . The people leading this effort are true believers who would not be persuaded by my concerns. Fri, Apr 1, 2011 12:28 PM

2. I think people have been extremely considerate of the difficulties we, the teachers, have in understanding and having command of assessment. Wed, Mar 30, 2011 11:13 AM

3. It varies depending upon who you speak to--Cindy very responsive--others are too wedded to what the idea they have created and become very defensive. Tue, Mar 29, 2011 4:11 PM

4. My only concern is that as a new faculty member in a 2-person department that does not hold department meetings, I feel very disconnected and do not understand the

assessment model well nor am I clear what I am supposed to be doing. Mon, Mar 28, 2011 2:31 PM

5. I have expressed opinions, but not directly to TLP. Mon, Mar 28, 2011 10:12 AM

6. I have written memos, spoken in planning meetings and attended TLP to express my concerns. When it became clear to me that the "enthusiasts" were running away with assessment frenzy, I tired of going to such exchanges, and I particularly tired of being told how "easy" it all was. As someone recently wrote in a public memo, "If I have to go to a camp to understand it, it's too complicated." Mon, Mar 28, 2011 8:59 AM

7. Hard to really say though I appreciate Cindy trying to be realistic and logical. Fri, Mar 25, 2011 3:01 PM

8. Like I said, I keep my mouth shut, do my job and just try like heck to help students with what small gifts I have been given. Fri, Mar 25, 2011 1:09 PM

9. They are great! They just have a lot to do and I don't envy their job although I greatly appreciate it. Fri, Mar 25, 2011 11:57 AM

10. TLP does not seem to have been productive the last several years in terms of big picture thinking and communicating with the entire campus. TLP is very details focused and that doesn't allow the committee to address college concerns. Fri, Mar 25, 2011 8:47 AM

11. The TLP knows we have created a monster and Cindy at least is looking for a way to fix it Fri, Mar 25, 2011 7:49 AM

12. Cindy is one of the few rational, non ego-driven, non-agenda-pushing people who have been leading this stuff. Hats off to her. Otherwise it has been, "Well, too bad for you. You'll do it our way." Thu, Mar 24, 2011 10:12 AM

13. The fact this survey exists shows there is concern, and that in itself is a response. Wed, Mar 23, 2011 8:39 PM

14. Don't ask me to name names. Wed, Mar 23, 2011 11:18 AM

15. Current leadership has been much more responsive than previous leadership. Managers have been consistently unresponsive. Wed, Mar 23, 2011 10:34 AM

16. I haven't had concerns, but I am a bit nervous about the 2012 deadline for the accreditation report we will submit on how far we have come with the assessment process. Wed, Mar 23, 2011 8:59 AM

17. Katalina Wethington is a great representative as well as Cindy McGrath. Tue, Mar 22, 2011 7:34 PM

18. I think investment in what has been done in the past can cause resistance to new ideas and change. Tue, Mar 22, 2011 12:58 PM

19. same as 14, although I will say that the only TLP person I routinely see is Cindy. I have never been to a TLP meeting. Tue, Mar 22, 2011 12:21 PM

20. See #15 above Tue, Mar 22, 2011 10:45 AM

Q16. How included have you felt in the development of the assessment process?

16 comments

1. Unclear what and when you are referring to--assessment discussions began at LMC many years ago. I would say in the last three years not very involved as suggestions and comments made in public forums seemed against the direction LMC was pushing. Tue, Mar 29, 2011 4:15 PM
2. Not sure I have to be more involved at this point, but the door is open for dialogue and I have been involved in several discussion at committee meetings. I have made sure that my department chair meets with Cindy when needed. Mon, Mar 28, 2011 3:58 PM
3. Have had full support and encouragement from department faculty. Mon, Mar 28, 2011 12:24 PM
4. I have kind of stayed out of it. I believe I know some things about assessment, but I am not an expert, and honestly I was afraid someone was going to try to get me to run TLP, which I do not want to do. Mon, Mar 28, 2011 10:13 AM
5. Department chairs not involved in the creation of the assessment process have been included by virtue of being responsible for making sure their departmental colleagues participate in the course level assessment. Otherwise, the process and CLASS program were designed and created by a handful of people. Mon, Mar 28, 2011 9:10 AM
6. I have given flex workshops about designing course level assessments relevant to the COOR Mon, Mar 28, 2011 8:45 AM
7. From the very beginning, those of us who voiced skepticism about this program have been ignored. Sun, Mar 27, 2011 1:41 PM
8. Again, the times I was willing to express myself at a college assembly or meeting, I was silenced and /or told my view point was "wrong" Fri, Mar 25, 2011 3:03 PM
9. Cindy was very understanding and supportive and I have to commend her for that .Fri, Mar 25, 2011 1:09 PM
10. It seems like the modle is there but everyone is trying to get everyone on board. Fri, Mar 25, 2011 11:59 AM
11. I have been somewhat glad to see that my calls for focusing on making the process the least burdensome as possible have been addressed about 5%. Thu, Mar 24, 2011 10:13 AM
12. Like all faculty, I have been given the opportunity to be included as I desire. Wed, Mar 23, 2011 8:41 PM
13. Lots of concerns I raised early on were ignored by assessment leaders and managers, and have only been responded to very recently (when the same concerns were raised by other faculty members). Wed, Mar 23, 2011 10:36 AM
14. I was included in course assessment BEFORE the college took on the issue; after assessment became a college-wide initiative, I've had no input or interest. Tue, Mar 22, 2011 7:36 PM
15. People ask me what I want, I usually just say nothing or that I want it to be easy. I feel like assesment is an assault on my time, I would like to be compensated for it- I think people see that. Tue, Mar 22, 2011 12:25 PM

16. I was asked not to participate in assessment as a new hire Tue, Mar 22, 2011 11:46 AM

Q17. How clear are you about assessing student learning outcomes at the course level (CSLOs), program level (PSLOs), and the institutional level (ISLOs) in the current assessment model? *8 comments*

1. I don't have any idea what the difference is between CSLO, PSLO and ISLO. Wed, Mar 30, 2011 9:44 AM
2. I would say more clear than somewhat what, but not very. Tue, Mar 29, 2011 4:15 PM
3. I am starting to get it but it's taken way too much effort for no pay-off. Fri, Mar 25, 2011 3:03 PM
4. I am sure this will change soon. Got no choice! Fri, Mar 25, 2011 1:09 PM
5. I choose somewhat clear because I have heard about the assessment at these levels and have been provided information regarding these levels, but have not had to start that process yet (GESLOs are clearer since I am involved in that process at this time). Fri, Mar 25, 2011 12:34 PM
6. Not familiar with ISLO's. Thu, Mar 24, 2011 7:40 PM
7. When people start talking about GESLO, CSLO, PSLO, ISLO, and other things that have SLO in them I often want to roll my eyes about how silly and self-important it sounds. Then we talk about assessing the assesments and an angel loses it's wings. Tue, Mar 22, 2011 12:25 PM
8. I don't really know how we are assessing our program and institutional outcomes. I hope we are basing assessments on evidence rather than personal philosophy or perception. Tue, Mar 22, 2011 9:48 AM

Q18. How clearly do you understand the relationship between the course outline of record structure and the assessment process? *10 comments*

1. The COOR has morphed into a straitjacket that will stifle inovation and force all the teach the same regardless of our individual strengths and weaknesses. Fri, Apr 1, 2011 12:30 PM
2. I don't agree that PSLOs should be linked to the course outline Wed, Mar 30, 2011 3:48 PM
3. The COOR offers sample questions in assesing CSLOs to get an idea of the level of questions that are to be asked of students, so it helps when writing midterms. Although, I still feel the common final significantly more difficult than these. Mon, Mar 28, 2011 9:19 AM
4. If you are teaching your courses to the CSLOs and all your assignments are assessing those CLSOs then you are already assessing what the "assessment process" requires. It's difficult to see the difference between this and what teachers are already supposed to be doing. Mon, Mar 28, 2011 9:14 AM
5. I hate our course outline form. The specificity and level of prescription is ridiculous, and I don't see it as informing assessment. Fri, Mar 25, 2011 7:55 AM

6. This is an interesting question, because I may think that I understand, but maybe I do not. Thu, Mar 24, 2011 7:32 PM
7. I know they are listed in the course outlines. Wed, Mar 23, 2011 8:42 PM
8. Every time I think I understand it, the COOR requirements change and I am lost again. Wed, Mar 23, 2011 10:40 AM
9. Watching us scramble to appease an out of state accrediting commission that thinks it has primacy over our ed code and our legislature is insulting Tue, Mar 22, 2011 8:38 PM
10. Janice Townsend has recently made this very clear to me. Thank God for Janice Townsend. Tue, Mar 22, 2011 12:26 PM

Q19. Accreditation standards include “student awareness of goals and purposes of courses and programs in which they are enrolled.” The college has included the program-level student learning outcomes in the college catalogue. Do you inform students of your course-level student learning outcomes and include them in your first day handout/syllabus? *23 comments*

1. Not applicable. Mon, Apr 4, 2011 9:01 AM
2. by blog Wed, Mar 30, 2011 11:15 AM
3. Cut and pasted the course outcomes provided into my syllabus Wed, Mar 30, 2011 10:56 AM
4. I have always listed the cslo's in my syllabuses. Tue, Mar 29, 2011 11:27 AM
5. Not applicable Mon, Mar 28, 2011 10:20 AM
6. There is a problem in students. Although I gave a printed syllabus, going through it on the first day and a digital copy pasted in Bb, I constantly receive questions on the course which they can find in the syllabus. Mon, Mar 28, 2011 10:20 AM
7. I included them in lessons as well. Mon, Mar 28, 2011 10:14 AM
8. They are the purpose of the course. I put the CSLOs assessed after the course description and I put which assignments assess a particular CSLO in the grading section of the syllabus. Mon, Mar 28, 2011 9:14 AM
9. Yes, but I don't call them CSLOs, I still use the old (and now forbidden!) term "objectives". Sun, Mar 27, 2011 1:43 PM
10. I call them objectives or expectations and accomplishments, which should be included so students are aware of what is expected of them Fri, Mar 25, 2011 3:04 PM
11. I put the CSLO's in my own words to make them simpler for students to understand. The official verb list is way beyond many of them. Fri, Mar 25, 2011 1:09 PM
12. I have not even thought about it. This survey is the first time I was aware I should be doing that. Fri, Mar 25, 2011 12:00 PM
13. Listed in course syllabus Fri, Mar 25, 2011 7:55 AM
14. Goals and purposes of courses can be stated without detailing (at length) every CSLO for the course. I think it formally satisfies the accreditation standards, but as far as usefulness, it might be too much information and overwhelming to the student. Thu, Mar 24, 2011 8:24 PM

15. Yes, and we always have. We just called them by a different name, and did not make such a big deal about it. Thu, Mar 24, 2011 10:15 AM

16. I put these items in my syllabus and explain to students what the language means. Wed, Mar 23, 2011 11:19 AM

17. I include the CSLO's in the first day handout, but I do not verbally go over them with students. Mostly because I find the entire concept of nebulous learning outcomes fraudulent. Generalized learning outcomes are useless and meaningless. Learning outcomes should be specific and focused (what we used to call course objectives). Wed, Mar 23, 2011 10:40 AM

18. not in the contract Tue, Mar 22, 2011 8:38 PM

19. Yes, I do but not in the PSLOs Tue, Mar 22, 2011 7:37 PM

20. I communicate the overall goals and purpose of the courses I teach as understand them based on the CSLOs, but I don't do so using the language found in the catalogue. Everything I do during the semester is tied to the learning objectives of the courses I teach. Tue, Mar 22, 2011 2:28 PM

21. Sometimes I change the language and paraphrase. Tue, Mar 22, 2011 1:00 PM

22. I put the CSLO's on my syllabus so that students know my overall goal for them. It also helps me communication my high expectations. I can refer back to them when I am grading or explaining things to students. Tue, Mar 22, 2011 12:26 PM

23. The courses (nursing) and program have terminal objectives, course objectives, clinical objectives for each semester and specialty area and we always have, even before everyone else was requiring them. It is just hard to now have to do this with the standardized guidelines and time frames. Tue, Mar 22, 2011 10:01 AM

Q20. The course outline of record includes a section for listing the criteria/rubrics for A-level and C-level work. Do you include these criteria/rubrics in your first-day handout or other course materials? *27 comments*

1. n/a Mon, Apr 4, 2011 9:02 AM

2. Just a grading scale Wed, Mar 30, 2011 4:06 PM

3. No--the syllabus is already 7 pages--it would be 15!Wed, Mar 30, 2011 3:49 PM

4. blog again Wed, Mar 30, 2011 11:16 AM

5. Yes and No--I include grading criteria which relates back to the rubric, but not the verbiage "A-level...." Tue, Mar 29, 2011 4:16 PM

6. The syllabus is getting very long already. The students receive feedback over the course of the semester on grades, rubrics won't hurt but they are often redundant. Mon, Mar 28, 2011 9:50 PM

7. This would only confuse them as to how grades are assigned. I see the A-level work and C-level work as only an approximate guide, but what if a student does A level work on some CSLOs and C level work on others? Few students meet all of the criteria for only A-level work or only C-level work. Mon, Mar 28, 2011 9:16 PM

8. not yet Mon, Mar 28, 2011 12:31 PM

9. If required, I will do so. I feel students find our syllabus far too long and tend to throw them out and never look at them again. I put my syllabus online for them to review when needed and review it throughout the term to get around this problem. Mon, Mar 28, 2011 12:27 PM
10. Not applicable` Mon, Mar 28, 2011 10:20 AM
11. The way we have written them in the course outlines is not useful to students. The descriptions are too vague. Mon, Mar 28, 2011 10:15 AM
12. I don't want to overwhelm students with all this information. I let them know upfront during lecture what level of work is expected of them on exams and such. They will more than likely not look at the syllabus to see what is A vs C level work. Mon, Mar 28, 2011 9:21 AM
13. I use a rubric scoring sheet for my assignments and so students see the criteria for A - level through F-level work. Mon, Mar 28, 2011 9:15 AM
14. I provide them with syllabi numbering 11-12 pages, much of which remains unread. I think students understand the basic notions of do the work, do it well, and do well in the course; they also understand what constitutes just getting by. What they often do NOT understand is that failure to complete assigned work, or failing to complete it satisfactorily means failure in the course. That DOES appear in the syllabus and is verbally reinforced throughout the semester. I do not feel the rubric would tell them anything that they do not intuit. I regard the rubric as a tool for instructors. Mon, Mar 28, 2011 9:05 AM
15. Before every major assignment, the class and I review and list the rubric for that specific paper or test. Mon, Mar 28, 2011 8:47 AM
16. No need - there is not any ambiguity in my courses about how grades are determined, what constitutes "good" and "bad" work, etc. Sun, Mar 27, 2011 1:48 PM
17. Well, the rubric in the COOR needs to be adapted to the assignments I give. Plus, this question assumes ...oh forget it, it's too complicated, hard to explain. Fri, Mar 25, 2011 4:50 PM
18. That would be a waste of paper and time to explain and that is communicated in other ways during the class itself. Fri, Mar 25, 2011 3:05 PM
19. I do not use the same format but it is clear in the first day handout what you would have to do to earn an A or a C in the course. Fri, Mar 25, 2011 12:36 PM
20. These rubrics are not helpful. The A and C level criteria in the COORs was written too much by the curriculum committee and curriculum coaches and not enough by the individual departments for it to be of use. The curriculum committee needs to allow more flexibility in department guidelines and not be prescriptive for this section of the COOR to include department voice to have purpose in course assessment. Fri, Mar 25, 2011 8:50 AM
21. Discussed as class proceeds Thu, Mar 24, 2011 6:20 PM
22. I don't include these general rubrics, but I do include specific rubrics for individual assessment instruments. I have created several rubrics as a result of the assessment "experience." Including rubrics has increased the quality of student assignments. Thu, Mar 24, 2011 12:01 PM

23. Rubrics for such broad student learning outcomes are not particularly useful for students. They want more specific information that must be imparted on a topic by topic basis, and that varies by instructor. Thu, Mar 24, 2011 10:17 AM
24. In each assignment guideline, I have what an "A" paper looks like so that students are never misled about the requirements of the assignment or course for that matter. Wed, Mar 23, 2011 11:20 AM
25. oh, that'll make our chillun larn better, fer sure Tue, Mar 22, 2011 8:40 PM
26. No as my rubrics are tailored for every major assignment when I then give students the appropriate rubric. Tue, Mar 22, 2011 7:38 PM
27. I describe it differently. Tue, Mar 22, 2011 12:27 PM

Q21. What kind of support would you like regarding assessment? *15 comments*

1. A written manual. Each you need to update a COOR the requirements are more onerous. If there was a written manual the standards hopefully would not change so often. Fri, Apr 1, 2011 12:32 PM
2. Give me the freedom to be my own "assessment committee" and I will do something of real value. Mon, Mar 28, 2011 9:16 PM
3. None.. I have spent years doing these assessments and never once got an appropriate response, or thanks, or payment. I'm done with this. Mon, Mar 28, 2011 11:45 AM
4. We need TIME to do it. I believe adjncut faculty would be better motivated to effectively participate if they knew what assessment meant and they were asked to do it during, say, flex. Mon, Mar 28, 2011 10:15 AM
5. In my experience, the "coaches" are serving their own egotistical (and other) needs, and their help is of no real use to my program. Sun, Mar 27, 2011 1:48 PM
6. A simple logical written plan that is not continuously changing. Sun, Mar 27, 2011 1:25 PM
7. Not sure. If I need help, I'll ask Fri, Mar 25, 2011 1:09 PM
8. Would love an assessment guru to come and review our dept course outlines, suggest assessment techniques, and help make sense of evidence. Fri, Mar 25, 2011 7:57 AM
9. Personally I would like to see what other states and four year colleges are doing in this area, particularly top rated colleges and universities Thu, Mar 24, 2011 6:40 PM
10. Provided the people doing the development actually can tell us accurately what we will need to do. Thu, Mar 24, 2011 10:17 AM
11. I would like the freedom to develop our own assessment and our own reporting method. Thu, Mar 24, 2011 8:53 AM
12. The greatest suport would be in making assessment and reporting as simple as possible. Wed, Mar 23, 2011 8:44 PM
13. Please, enough already. Can't we do something else on campus? How about community engagement activities instead? Wed, Mar 23, 2011 10:41 AM
14. Lose it, and treat us like the talented and autonomous professionals we are Tue, Mar 22, 2011 8:40 PM

15. although when I tried to do the finish up on my CSLOs at home over break, I was denied access and it took awhile before I could get a response from the advice person. It should be easy to do at home anytime and then I could do it when I had some free time and without having to come on campus. Tue, Mar 22, 2011 10:02 AM

ASSESSMENT LEADERSHIP

Q22. Who do you think should be responsible for COORDINATING and MONITORING the assessment initiative at LMC? *36 comments*

1. Need both faculty and management input. Management more for the controlling aspect. Sun, Apr 3, 2011 2:16 PM
2. The whole process is a waste of time so it is hard to get excited about who should coordinate or monitor it. Fri, Apr 1, 2011 12:33 PM
3. Management should monitor; selected Faculty to coordinate Thu, Mar 31, 2011 11:55 AM
4. Both sides should be equal participants. Wed, Mar 30, 2011 12:22 PM
5. I am not sure what these terms specifically encompass. Do you mean enforcing compliance? Management as they control institution resources. Developing the process--training through reporting? Faculty Tue, Mar 29, 2011 4:19 PM
6. This is an opportunity for instructional faculty and management to work collaboratively to create the best intentional outcomes for our students through assessment. Tue, Mar 29, 2011 1:01 PM
7. Similar to how program review is done now, a shared faculty/management initiative Mon, Mar 28, 2011 9:51 PM
8. Why not let individual faculty coordinate and monitor themselves? Let each of us do our own assessing, in a way that we find useful, and write a report detailing what we have learned and how we are using the results to improve instruction. If we are supposed to be professionals, then we don't need to be micro-managed. Mon, Mar 28, 2011 9:20 PM
9. I believe that a shared responsibility helps to relieve the stress that this one task can have on already overloaded faculty and management. I see the value in having the faculty member who teaches the class be involved in the assessment. However, I feel strongly that those involved, especially adjunct faculty, should receive a stipend and not just be expected to do so without compensation. Mon, Mar 28, 2011 12:32 PM
10. When administration gets involved, they impose ridiculous requests on faculty... part time or full time, unless an administrator is actually teaching anything, they shouldn't be involved... it's a waste of time. Mon, Mar 28, 2011 11:46 AM
11. Assessment should be organized and implemented by faculty, *unless* we happen to have a manager who is an assessment expert. But I don't believe we do. I'd prefer to see faculty get trained! Mon, Mar 28, 2011 10:16 AM
12. This question is not phrased clearly. No one wants to be responsible for this project because not many people have "bought in" to this method of assessment. We probably need some leadership in terms of presenting various assessment methods that will yield results teachers and departments can work with in their program reviews. That is, looking

at several variables that prevent student success in the classroom through different assessments plans/methods/theories for each department. That way the assessment discussions among teachers don't get stuck at student performance and instead look at a specific and targeted variable that we can ask for support for in trying to address it. Since many instructors are not trained in developing coordinated assessments, those in management with that experience can help by...teaching faculty some ways to design assessment and assessment discussions with their colleagues in a way that is more focused and objective based. Mon, Mar 28, 2011 9:24 AM

13. Its hard to compare result from Brentwood v Main Campus if we are not using the same assesment instrument. Will management address this? Mon, Mar 28, 2011 9:23 AM

14. Coordinating IS management. A full-time teacher with release time will necessarily give up attention to their remaining courses, not because they want to but because they HAVE to. I'm not certain what you mean by "monitoring" but clearly, faculty have to work cooperatively with any coordinator, supporting, dissenting or modifying approaches to assessment. Mon, Mar 28, 2011 9:11 AM

15. Despite my overall poor view of this project, I would once again like to commend Cindy McGrath for her more enlightened leadership this year. Sun, Mar 27, 2011 1:50 PM

16. Faculty really can't monitor each other. We should do this work with management support as it is vital to accreditation. Fri, Mar 25, 2011 4:59 PM

17. Since it has gone badly thus far I think many don't wish to be involved. However, I support the need strictly on the basis of our desire to be accredited. Perhaps if both parties (faculty and managment) worked collectively, since we all want the same goal, perhaps there could be no finger pointing or claims that it has been "faculty driven". Fri, Mar 25, 2011 3:09 PM

18. Maybe if reassigned time were more generous, someone would step up. This has got to be a huge responsibility....and one where extremely high level diplomatic skills are required. If there is someone on campus who has these requirements and the willingness to do the job, pay them what it's worth! Fri, Mar 25, 2011 1:09 PM

19. If faculty are asked to do more can the smaller departments get more assignment time? I know that it may seem that the workload is smaller, but we often have no help. Fri, Mar 25, 2011 12:02 PM

20. I need to know more about the assessment process before making this decision Fri, Mar 25, 2011 8:51 AM

21. Dept chairs could coordinate, but have no authority to inforce requirement on faculty slackers. Our current deans of instruction have neither the personal skills nor the expertise and are too busy (or should be), but someone in the Office of Instruction, like Tawni, would be an effective monitor Fri, Mar 25, 2011 8:07 AM

22. As a part-timer, my understanding of the shared governance structure is limited. I don't feel informed enough to state an opinion. Thu, Mar 24, 2011 8:28 PM

23. Department chairs should be responsible for the assessment at the department level, but faculty are not supervisors, so management help might be needed when a department chair encounters a problem with cooperation from a faculty member. Thu, Mar 24, 2011 11:13 AM

24. No faculty member really wants to be the "most hated professor on campus" whose job it is to essentially force faculty to do what many do not see much value in. Since we feel forced into this, might as well have management figure out what they really need, and just make us do it. I get the feeling that management would be more efficient at this.
Thu, Mar 24, 2011 10:18 AM

25. Coordinating seems to be a logical fit with a faculty position as I trust that a faculty member would be more closely connected with the needs of students/teachers. However, monitoring (distribution of information, disseminating materials, updating the website, setting and maintaining deadlines, etc) might be better suited for management AND a classified staff member. Wed, Mar 23, 2011 11:23 AM

26. Management has as big a stake in this as faculty, since it is a compliance issue for accreditation. Wed, Mar 23, 2011 10:43 AM

27. The Research Office at LMC should be more involved. Research information regarding outcome based learning results should be given to each department that will help guide them for planning. (I would be happy to explain this idea further). Wed, Mar 23, 2011 9:03 AM

28. If this monstrosity is forced down our throats, at least keep the managers out of it!
Tue, Mar 22, 2011 8:40 PM

29. "ideally" all should work together Tue, Mar 22, 2011 7:29 PM

30. Faculty should take the lead in coordinating and conceptualizing, but managers should be there to support their efforts with college resources. Tue, Mar 22, 2011 2:32 PM

31. I believe that Faculty should do the assessments of student work and organize and report that information. Management should make sure this gets done in a fair and equitable fashion providing support for people who need help.
Perhaps one model for this is to give all FT faculty who do assessment a small amount of load 5/10/15 to do assessment and having a management supervisor oversee this.
important: if assessment is a campus priority then I would expect the campus to respond in kind with compensation for this noble work. If we can't cough up the financial support to do it, they it shouldn't be piled on to people.
Assesment should not be used for promotion or punitive purposes unless the methods can be proven to be reliable (current methods are nowhere near the standard I would expect).
Tue, Mar 22, 2011 12:31 PM

32. I have limited knowledge of the assessment process, but it seems that both faculty and management would have valuable input in regards to both coordinating and monitoring.
Tue, Mar 22, 2011 11:48 AM

33. Laurie Huffman says she is interested Tue, Mar 22, 2011 10:50 AM

34. Since faculty cannot supervise other faculty, management needs to handle situations in which there are faculty who are not cooperative with department chairs regarding assessment. Tue, Mar 22, 2011 10:11 AM

35. Since this is a mandated accreditation assessment I think it should be a shared responsibility between faculty and management. Tue, Mar 22, 2011 10:03 AM

36. Everyone should have responsibility. Tue, Mar 22, 2011 9:50 AM

23. Since faculty are primarily responsible for assessing student learning outcomes, what do you think is the most effective leadership structure to draw faculty to fill the leadership role/s? (Please note that the United Faculty contract has established department chairs are responsible for coordinating assessment within departments.)

14 comments

1. I would support the "Divide....." however, I think a faculty rotation would provide some benefit. "No one fully understands the responsibilities of a department chair until holding that position." Tue, Mar 29, 2011 4:23 PM
2. not really sure Mon, Mar 28, 2011 9:57 PM
3. See my answer to 22. You wouldn't have to pay me anything more than I'm doing now. It would be considered part of our professional responsibilities. I'm sure that we could find a way to pool reports across departments or the institution to do assessment at those levels. Mon, Mar 28, 2011 9:22 PM
4. But we need to find an expert. I know with the budget right now we can't necessarily hire people, but long term, we need someone who is an expert. Mon, Mar 28, 2011 10:17 AM
5. As I have said, faculty should monitor assessment, but a full-time academic manager should coordinate it. It is too complicated a program to be left to an instructor whose attention will necessarily be divided. I support the establishment of an "instructional support" facility staffed with those who can assist instructors in their professional obligations beyond the classroom. Mon, Mar 28, 2011 9:16 AM
6. The faculty MUST be trained in assessment techniques and evaluation and application in order to take this role Mon, Mar 28, 2011 8:49 AM
7. Adjuncts should be given an overview of what the responsibilities of full time faculty and committees are. I can't say who should be responsible for what if I don't know the big picture. Thu, Mar 24, 2011 6:30 PM
8. It really doesn't matter what structure you use. Success or failure will largely be determined by the kind of person(s) who fill the slots. Thu, Mar 24, 2011 10:18 AM
9. I actually am interested in a faculty rotation with compensatory load, but I also see the merit of dividing up the lead responsibilities between several faculty. I lean more towards the team approach when it comes to campus-wide initiatives. And in order to really ensure institutionalization, rotation is a must. In this way, key faculty will gain a rich understanding of the roles and responsibilities of the faculty assessment lead position. Wed, Mar 23, 2011 11:27 AM
10. Two faculty members to lead is a good idea, but we should be working more closely with the research office on this project since department level/course level research results should be driving the changes we should see in our revision of the course outlines. Research head and two faculty members should make up the team to move ahead to this new model on assessment. We need all of our courses to have been through the full assessment cycle by 2012. We should have a plan in place by this spring as to how we will make certain that these courses are assessed and reported in our Accreditation report. We will also wish to include how we have begun to evaluate our assessment plan (this survey is that piece) and how we have implemented the changes we have generated through this process. I see that we have updated course outlines, but it is unclear how we

have closed that loop and evaluated the process.. it is unclear how we have initiated change in our curricula through having completed this good work and how we will begin again, a new cycle. Wed, Mar 23, 2011 9:09 AM

11. I'm not sure I understand all the options. Are these faculty members from one discipline or several? I'd like to see one faculty per discipline working with dept. chairs with the faculty being compensated accordingly. Tue, Mar 22, 2011 7:43 PM

12. I think it should be divided among several faculty, but I am definitely against assigning faculty via rotation because not all faculty have the expertise/ability/personality to successfully complete these roles. I would even support hiring a faculty member from outside the college to take this on. Tue, Mar 22, 2011 2:33 PM

13. If no full-time faculty are available, recruit and compensate interested part-time faculty to help coordinate the effort. Tue, Mar 22, 2011 2:31 PM

14. Two faculty with shared compensatory load for student learning outcomes at the course level; two managers for institutional outcomes; one faculty and one manager for program level outcomes. Tue, Mar 22, 2011 9:53 AM

Q24. How likely are you to share in the responsibility for assessment leadership at LMC in the future? *32 comments*

1. I work full-time and just don't have the time! Wed, Mar 30, 2011 4:08 PM

2. Not sure if I am willing to take my turn in assessment leadership at the college level because I don't support the costly and cumbersome process that has been prescribed. Management has made it clear it is compliance driven--for compliance isn't there a simpler way to "check the box." Tue, Mar 29, 2011 4:31 PM

3. Let me lead myself! Mon, Mar 28, 2011 9:28 PM

4. As part-time faculty, I already put in many hours of uncompensated hours that directly relate to my teaching duties. Mon, Mar 28, 2011 9:22 PM

5. As a part timer, I doubt I would be asked to do this. Mon, Mar 28, 2011 7:47 PM

6. willing to learn in the future Mon, Mar 28, 2011 4:15 P

7. I'm finished with spending years of my time on this. Mon, Mar 28, 2011 11:47 AM

8. Not applicable Mon, Mar 28, 2011 10:25 AM

9. I am a part-timer .Mon, Mar 28, 2011 10:24 AM

10. I'm not an expert and I can't make the commitment to get trained as such right now. Mon, Mar 28, 2011 10:18 AM

11. can't Mon, Mar 28, 2011 8:50 AM

12. Not sure....I don't truly support the assessment processes and I am not too sure how I feel about completing MORE work for the organization for free. Mon, Mar 28, 2011 4:54 AM

13. I'm a part-timer, don't believe this applies to me. Sun, Mar 27, 2011 9:13 PM

14. If we have to do this at all, it should be coordinated and monitored at the department level. Sun, Mar 27, 2011 1:56 PM

15. I am involved in assessment at another college and would not like to head up two at the same time as it is a fair amount of extra work. Sun, Mar 27, 2011 1:43 PM

16. It depends how things shake out. I've been "in line" for some time to be GE chair, but if we went in the direction of standardized testing, of busting our asses to get some sort of valid numbers, count me out. I think the GE chair has a role in assessment, but what we really need is leadership in the areas of community-building and professional development. Fri, Mar 25, 2011 4:56 PM

17. As a adjunct it would not be appropriate in my opinion based on the dynamics of the full-time - adjunct relationship. Fri, Mar 25, 2011 4:44 PM

18. If there were an opportunity to be compensated then I would consider it; however, I am a member of the adjunct faculty well below the maximum allowable load. Being able to meet my monthly expenses is my first priority, not volunteering even more of me time than I already do! Fri, Mar 25, 2011 10:54 AM

19. Part-time instructor Thu, Mar 24, 2011 8:41 PM

20. There should be some way to access the adjunct voice in this process. Obviously with economics being a problem, getting paid may not be an option. Some equalizing of adjunct participation should be encouraged. Thu, Mar 24, 2011 6:33 PM

21. Difficult for adjunct instructors who need to teach in several institutions to participate in more than an ancillary manner Thu, Mar 24, 2011 6:23 PM

22. I have been involved in assessment committees and as a CSLO assessment coach, so I'm willing to participate; however, I'm adjunct faculty, so that figures in too. Thu, Mar 24, 2011 12:04 PM

23. I would find it execrable to have to work with specific persons who are currently in charge. (Not everyone, however) Thu, Mar 24, 2011 10:19 AM

24. I will reluctantly do what needs to be done within my department. Wed, Mar 23, 2011 8:46 PM

25. Not willing unless I see significant change in philosophy and structure. Wed, Mar 23, 2011 11:28 AM

26. if you force it on us, leave it to the departments. Tue, Mar 22, 2011 8:41 PM

27. As a part time facult I do not think I would share in the responsibility. Tue, Mar 22, 2011 3:32 PM

28. As a part-timer, I don't think I'd qualify. Tue, Mar 22, 2011 3:23 PM

29. As an adjunct, I don't have the level of involvement required for this. Tue, Mar 22, 2011 1:43 PM

30. I assess each student in each class and I am willing to share with my department Tue, Mar 22, 2011 10:53 AM

31. Retiring. Tue, Mar 22, 2011 10:04 AM

32. I've put in my time, and it's time for me to step aside and let others take the lead. Tue, Mar 22, 2011 9:55 AM

Q25. What would you suggest as the most effective strategies for recruiting faculty to participate in assessment leadership at LMC in the future? 63 comments

1. Load/compensation. Sun, Apr 3, 2011 2:17 PM

2. Faculty might be more willing to get involved if this felt like a worthwhile project. To me, it seems like mandated bureaucracy that is onerous. There are many more exciting and beneficial projects to get involved with on campus. Fri, Apr 1, 2011 5:07 PM
3. Pay incentive Thu, Mar 31, 2011 3:36 PM
4. The same recommendation I would have for recruiting faculty leaders for any position: A college atmosphere where colleagues respect each other as professionals, and managers actually manage. Thu, Mar 31, 2011 8:56 AM
5. Continually show how relevant & important assessment is to improving our students' learning. This is why it matters to me because 'I get it!' I have seen how my teaching has really improved because of the feedback I have received from assessment--CSLOS and PSLOS. Thu, Mar 31, 2011 7:51 AM
6. Guide Faculty through the process, so that they feel comfortable enough to participate in assessment leadership Wed, Mar 30, 2011 5:36 PM
7. monetary compensation Wed, Mar 30, 2011 4:08 PM
8. Build a positive college culture around the assessment of student learning for the purpose of improvement; make it integral to the work of departments and other units Wed, Mar 30, 2011 3:21 PM
9. I am not sure what strategies are being used now. Wed, Mar 30, 2011 12:29 PM
10. There is always someone who likes this kind of work. I'm not one of them. Wed, Mar 30, 2011 11:18 AM
11. n/a Tue, Mar 29, 2011 5:36 PM
12. Change the process Tue, Mar 29, 2011 4:31 PM
13. Providing faculty with requirements for leadership, clarification for faculty about obligations, try and go for faculty who do not participate in committees or any professional development. Tue, Mar 29, 2011 11:31 AM
14. not sure Mon, Mar 28, 2011 9:57 PM
15. It's not an easy job under any circumstance, tougher when accreditation rolls around. Department chairs might help in recognizing/promoting talent in this area. Mon, Mar 28, 2011 9:57 PM
16. Let faculty have as much freedom in designing their own assessment strategies as possible. Tell us what the goals are, and let us find out how to reach them. We don't need to recruit assessment leadership to impose their will on everyone else. Mon, Mar 28, 2011 9:28 PM
17. Summer workshops with stipends. Mon, Mar 28, 2011 9:22 PM
18. Similar to what we say about students -- make it relevant. Most people feel overwhelmed with what is already on their plates. Incentives -- support/recognition from administration, work on de-politicizing the environment, make it fun, nurture new faculty early. Mon, Mar 28, 2011 4:15 PM
19. provide lunch Mon, Mar 28, 2011 12:12 PM
20. Use adjunct professors Mon, Mar 28, 2011 12:10 PM
21. Who are the instructors that have continuously had high retention and get outstanding evaluations- not attract those who want to do semi-administrative assignments. The top

teachers should dialogue together and identify those they admire for their teaching skills and get best practices in the assessment process. Mon, Mar 28, 2011 10:25 AM

22. Honor the most successful professors, then assign them to the assessment leadership Mon, Mar 28, 2011 10:24 AM

23. Offer people real training. Mon, Mar 28, 2011 10:18 AM

24. Talk to them personally. Make the assessment meaningful and more academic. Present various educational research models that can work in the classroom. Link the individual class assessment piece with a larger institutional research model that is based on the educational research principles that can be used to publish an institutional report about the results that gives us all a better picture about what is happening on campus, in the classroom and in student services. If we are trying to get a snapshot of our own classroom and only that, then that is little incentive (since that is already happening). If we are trying to get a snapshot of the entire campus and we will actually get to see that picture (in a synthesized report, workshops, etc.) then the work becomes more relevant and exciting. Mon, Mar 28, 2011 9:30 AM

25. Paid time to assess. This goes above and beyond the flex obligation, especially if it's an all day process where I have to be on campus. I wouldn't mind so much if I could do this on my own time. Mon, Mar 28, 2011 9:25 AM

26. Provide support and coordination. Mon, Mar 28, 2011 9:16 AM

27. Hire someone already trained in assessment and teaching methods Mon, Mar 28, 2011 8:50 AM

28. Unless LMC rids this program of leaders who are possessed with great self importance, and who actually harm and hinder our curricula, rather than assist it, no one will want to join this bandwagon. Sun, Mar 27, 2011 1:56 PM

29. Monetary compensation. Sun, Mar 27, 2011 1:43 PM

30. Professional development courses in workshop activity or on-line. Support for faculty in developing assessments for their own areas so as not appear as a top down initiative. Sat, Mar 26, 2011 3:20 PM

31. See if some of the best teachers on campus who hold the respect of their peers in their performance as teachers would be willing to take leadership in an assessment process which would improve, rather than complicate, teaching and improve outcomes for the campus community. Fri, Mar 25, 2011 4:44 PM

32. Change the course of action LMC has taken to address assessment. Fri, Mar 25, 2011 3:12 PM

33. Pay them what it's worth! Fri, Mar 25, 2011 1:09 PM

34. Some compensation for the time involved as well as the opportunity to provide input into how the process occurs. Dividing up the leadership responsibility could also be good so that no one person has to take on the full load of the job and various perspectives could provide input into how the workshops, meetings, etc. can take place. Maybe provide one leader per subject area - ie, one for English/liberal arts, one for Math & Science (or 1/each), one for technical ed, etc. Each groups interests may be met easier and responsibilities for helping with the process could be more local within clusters/departments rather than have one person do everything and be in control of the entire process for the campus. Fri, Mar 25, 2011 12:42 PM

35. Adequate compensation to deal with the stress load and resistance from our friends and colleagues. Fri, Mar 25, 2011 12:04 PM
36. To be completely honest I don't think there is an effective strategy. The pay is decreasing, the class sizes are bursting at the seams, most teachers are not administrators nor do they care to be, this is a bureaucratic created nightmare that doesn't have anything to do with the quality of teaching, and as a teacher I feel I have given too much of my time. Attending these meetings drains my will to teach. Fri, Mar 25, 2011 10:54 AM
37. Recruit volunteers that know what they are doing. Fri, Mar 25, 2011 10:21 AM
38. LMC needs to hire a faculty member with specific knowledge about assessment to lead assessment. A majority of the current faculty and management do not have sufficient expertise. LMC or the district needs to hire someone with professional knowledge of educational research and assessment. There are graduate programs in assessment and we should hire a faculty member with this background to coordinate our efforts. Fri, Mar 25, 2011 8:55 AM
39. A sensible, managable SYSTEM. Sorry I can only shoot darts and can't offer solutions. There HAVE to be some "best practices" out there, some models at other colleges. I don't think we need to reinvent the wheel, despite our constant efforts to do so. Fri, Mar 25, 2011 8:10 AM
40. compensation - release time Thu, Mar 24, 2011 9:38 PM
41. Hopefully, this assessment will help figure out why faculty members are reluctant to participate. My guess is that the process has become very tedious and although it will generate data that can be directly seen by accreditation, it won't directly impact instruction and student learning. If the process can be revamped to make more of a difference in student learning and success, I think more faculty will care enough to participate. Thu, Mar 24, 2011 8:41 PM
42. Not knowing what full time faculty is expected to do, I cannot answer this question. Thu, Mar 24, 2011 6:33 PM
43. 1. Clearly articulated ratioane for diverting time from the teaching mission
2. Compensation commensurate with the task Thu, Mar 24, 2011 3:55 PM
44. Make a teaching community; pay a stipend, and make it inter-departmental so that we can get the whole school on the same page (as much as possible) Thu, Mar 24, 2011 11:44 AM
45. No specific ideas. Thu, Mar 24, 2011 11:14 AM
46. Get rid of aforementioned execrable persons. And also, frame the role as trying to find the LEAST onerous way to satisfy assessment mandates. Thu, Mar 24, 2011 10:19 AM
47. Keep it as close to the department as possible. This will motivate people to get more involved. Thu, Mar 24, 2011 8:53 AM
48. not sure Wed, Mar 23, 2011 3:33 PM
49. Campus-wide dialogue. Wed, Mar 23, 2011 11:28 AM
50. We need to tighten up this process and make it very clear to folks the PURPOSE behind this project for the campus. (Thank you for creating this survey.. it is very important) Wed, Mar 23, 2011 9:10 AM

51. stop the top down structure...leave it to the departments Tue, Mar 22, 2011 8:41 PM
52. See my previous comments: one faculty assigned to work with EACH dept. chair. Tue, Mar 22, 2011 7:44 PM
53. make it/keep it clear and simple, compensation/support Tue, Mar 22, 2011 7:32 PM
54. Offer faculty extra time, money and resources. Tue, Mar 22, 2011 3:32 PM
55. Provide professional development in assessment FIRST to whomever is interested and construct the training to include what individuals in the different roles or charged with different tasks need to know - from this group, once people have a good base of knowledge and a feel the different aspects, they will be more able to put themselves out there in a "leadership" role. Tue, Mar 22, 2011 2:47 PM
56. Get the word out about what is involved and what assessment really is and means for the college. Put perks behind this -- choosing your classrooms for classes you teach, maybe a parking space... :) Tue, Mar 22, 2011 2:34 PM
57. Recruit and compensate interested adjunct faculty if no full-timers are available. Tue, Mar 22, 2011 2:32 PM
58. Compensation, Fluidity of Model, Social Incentives/Praise Tue, Mar 22, 2011 12:32 PM
59. Not sure Tue, Mar 22, 2011 11:49 AM
60. Look at faculty student success and ask them to share their strategies Tue, Mar 22, 2011 10:53 AM
61. Force people to do it. Tue, Mar 22, 2011 10:25 AM
62. I'm at a loss in how to get faculty to participate in other professional obligations if they are not willing, let alone take a leadership role. Perhaps management and the union need to negotiate clearer language about other professional obligations. It might also be helpful to mentor new faculty from the beginning to take an active role on campus. When I was hired we were told to first concentrate on our classroom teaching and worry about being active on campus after the first couple years. But the first couple of years are when faculty settle into their roles as tenured faculty, and I think that sends a wrong message if we want a community of faculty members who are active on campus outside the classroom. Tue, Mar 22, 2011 10:17 AM
63. Release time/load. I guess this is not going to happen anytime soon! Tue, Mar 22, 2011 9:55 AM

ASSESSMENT DATA, REPORTING AND DIALOGUE

Q26. What kind of data do you think is most effective in assessing student learning outcomes at the course level (CSLO), program level (PSLOs) and the institutional level (ISLOs)? *20 comments*

1. There is a place for both formal and informal methods of gathering data. Wed, Mar 30, 2011 3:23 PM
2. Quantitative and qualitative gathered by both informally and rigorous scientific methods Tue, Mar 29, 2011 4:32 PM

3. I would also recommend a portfolio-based approach where we could review student work in certain areas. Mon, Mar 28, 2011 4:50 PM
4. Not able to respond Mon, Mar 28, 2011 10:25 AM
5. Data is suspect without rigorous methods. Informal data gathering might be useful to individual teachers, but it is not appropriate for official assessment. Mon, Mar 28, 2011 10:19 AM
6. Classroom data is almost by definition informal. Even standardized tests have flaws. Programs and institutional objectives, however, are large enough that they can be assessed using more scientific methods because you are looking at trends over large groups of people and not individual assessments. You can cover your variables on the P/ISLO level using different educational research models. Mon, Mar 28, 2011 9:33 AM
7. I don't know if other departments know basic statistical practices in gathering data rigorously, which gives me a lot of doubt in their statistical inference. Mon, Mar 28, 2011 9:26 AM
8. I don't think it is gathered informally if there is a plan but I don't see it as rigorous either. I think it should be qualitative, but done with intention. Fri, Mar 25, 2011 5:01 PM
9. Since I don't think any of this "data" is useful, especially the "make it meaningful" - qualitative, at least quantitative data is objective and not subjective and gives those who seek "meaning" some stats to work with. Fri, Mar 25, 2011 3:14 PM
10. Lack of experience makes me hesitant to commit one way or the other. Fri, Mar 25, 2011 1:09 PM
11. Need more information to answer this question Fri, Mar 25, 2011 8:53 AM
12. I don't know how to accurately assess student learning. How do you tease apart the myriad of factors that contribute to a student "learning"? Is learning different than succeeding? Can't students learn from assignments and teaching and still fail? Fri, Mar 25, 2011 8:14 AM
13. Pre tests and post tests Thu, Mar 24, 2011 6:41 PM
14. I don't know what any of these are. Thu, Mar 24, 2011 6:34 PM
15. hard to answer when I don't know the assessment model Wed, Mar 23, 2011 11:28 AM
16. Use student surveys and instructor impressions for CSLO and ISLO's. Possibly student portfolios. Use success, retention, persistence, and completion data for programs. Wed, Mar 23, 2011 10:47 AM
17. why no option for qualitative data, gathered informally? Stacking the deck, are we? Tue, Mar 22, 2011 8:42 PM
18. I've never taken statistics. Sorry. I prefer holistic scoring of a common assignment by the designated faculty Tue, Mar 22, 2011 7:46 PM
19. I don't know about the rigorous scientific method, like statistics for research. I would like to use our predictor test and student scores from the national test to determine PSLO objectives because that is the bottom line assessment on if the courses and program do what we advertise them to do: prepare students to become registered nurses. Tue, Mar 22, 2011 10:06 AM
20. Both formal and informal methods. Tue, Mar 22, 2011 9:57 AM

Q27. Who should primarily determine the types of assessment research methods used at the course level (CSLO), program level (PSLOs) and institutional level (ISLOs)? *14 comments*

1. A shared governance body should assess institutional outcomes. Thu, Mar 31, 2011 8:58 AM
2. Faculty should determine the research methods, but need to learn about valid options through the expertise that should be made available through TLP. Of course, this means that members of TLP are responsible for getting the necessary expertise through reading, seminars, and attendance at professional conferences. Wed, Mar 30, 2011 3:26 PM
3. This requires a cross-section of campus partners -- I do not see it as a sole entity. I also think we need to develop more expertise in this area. Maybe this can be an area of focus for a full year with PDAC or other partners. Mon, Mar 28, 2011 4:53 PM
4. Department faculty working WITH their chairs. Mon, Mar 28, 2011 9:22 AM
5. Management only if trained in assessment methods. Faculty, TLP person(s) also trained in assessment methods. Sun, Mar 27, 2011 10:22 AM
6. GE Committee for ISLOs Fri, Mar 25, 2011 5:01 PM
7. Specifically, faculty on per department basis. Fri, Mar 25, 2011 3:15 PM
8. Need more information to answer this question Fri, Mar 25, 2011 8:54 AM
9. NOT curriculum committee Fri, Mar 25, 2011 8:15 AM
10. Use objective aggregate data to evaluate programs. Wed, Mar 23, 2011 10:48 AM
11. You need the input of every faculty member.. we all in this together. But, if this is impossible, the TLP is my vote. Wed, Mar 23, 2011 9:12 AM
12. I'm too far removed from ISLOs to have an opinion Tue, Mar 22, 2011 7:47 PM
13. For CLSOs and PSLOs use department level consensus with management approval Tue, Mar 22, 2011 1:47 PM
14. Faculty includes Department Chairs Tue, Mar 22, 2011 9:58 AM

Q28. What approach to the reporting and aggregation of student learning outcome data would best provide a platform for engaging in program/department dialogue around the improvement of teaching and learning? *7 comments*

1. I am the only instructor for both section and course. Have not given this much thought. Tue, Mar 29, 2011 4:34 PM
2. This might be an opportunity to use disaggregated data to create intentional interventions for specific groups of students and their success. Tue, Mar 29, 2011 1:06 PM
3. Aggregate data must be purposeful and contextualized under the umbrella of a specific educational research design that accounts for the model used, variables expected and is targeting clear objectives beyond CSLOs. Looking at individual student data is like looking at your gradebook (if your gradebook is assessing CSLOs only). Mon, Mar 28, 2011 9:36 AM

4. However the planning and improvement plan and follow-up should be documented Fri, Mar 25, 2011 5:02 PM
5. Student survey data collected by section. Survey results should be confidential and maintained at the department level by the chair. Wed, Mar 23, 2011 10:50 AM
6. no kidding Tue, Mar 22, 2011 8:43 PM
7. What is meant by "aggregated"? Tue, Mar 22, 2011 7:48 PM

Q29. What methods of documenting data are you comfortable with? *17 comments*

1. Not Ssure Mon, Apr 4, 2011 2:40 PM
2. Don't have an opinion Thu, Mar 31, 2011 7:54 AM
3. I have no idea Wed, Mar 30, 2011 1:24 PM
4. Prefer electronic; however, would want a secure, user friendly system. Tue, Mar 29, 2011 4:35 PM
5. We need to be flexible Tue, Mar 29, 2011 11:09 AM
6. CLASS has been very difficult to work with. If we were to continue to use it, it needs to be made more user friendly. Mon, Mar 28, 2011 7:56 PM
7. I am open to whatever is most efficient and manageable. Mon, Mar 28, 2011 4:57 PM
8. I have no idea. Fri, Mar 25, 2011 1:09 PM
9. Not sure - but electronic. Thu, Mar 24, 2011 9:39 PM
10. No opinion. Thu, Mar 24, 2011 8:46 PM
11. Pre tests and post tests Thu, Mar 24, 2011 6:42 PM
12. Electronic reporting through assessment module add on to course management system (Blackboard) Wed, Mar 23, 2011 9:25 PM
13. A simple web application would be helpful, but if it is to be anything like CLASS I'd prefer paper. Wed, Mar 23, 2011 8:48 PM
14. This is a difficult question to answer, but it seems as if the natural process would be the Program Review process Wed, Mar 23, 2011 9:14 AM
15. This survey with all instructors have to do becomes extremely unfair. It is entirely too long and lack consideration of the instructors. Tue, Mar 22, 2011 5:47 PM
16. Let the department decide Tue, Mar 22, 2011 10:54 AM
17. I don't find class very user friendly if I did not have a coach to help me and I forget over the last two semesters on how to do it. I prefer paper reporting but I know that is old school. It is just easier for me, I have it on hand to refer to, I know where I am in the process and what needs to be completed. Tue, Mar 22, 2011 10:08 AM

Q30. Where should the dialogue occur after course-level assessment (CSLO), program level assessment (PSLO) and institutional level assessment (ISLO) are completed? *6 comments*

1. Too many questions Thu, Mar 31, 2011 7:54 AM
2. I have no idea Wed, Mar 30, 2011 1:24 PM

3. Depends on focus/context--I can see all of the above being used. For example: Flex--training/professional development. Question too broad with too many ways to interpret response. Tue, Mar 29, 2011 4:40 PM
4. Not involved in assessment and need more information to answer the question Fri, Mar 25, 2011 8:56 AM
5. As often as necessary! Wed, Mar 23, 2011 9:15 AM
6. Again, a department decision ... larger groups, than the department level, could ask for volunteers to share/dialog Tue, Mar 22, 2011 10:56 AM

ASSESSMENT MODEL

Q31. What is your opinion about the clarity of LMC's assessment model and its timeline for assessing course-level, program-level and institution-level students learning outcomes? *10 comments*

1. I am talking about the current model proposed by Cindy and TLP that she presented to Eng dept in March 2011. Excellent. Thu, Mar 31, 2011 7:58 AM
2. Sometimes I'm clear, sometimes I'm confused Wed, Mar 30, 2011 11:22 AM
3. just not sure Tue, Mar 29, 2011 5:41 PM
4. I am assuming these questions are relating only to Cindy's diagram. Clear on paper--implementation is unknown. Tue, Mar 29, 2011 4:49 PM
5. the new model makes sense but I am still learning to understand it. Mon, Mar 28, 2011 4:59 PM
6. A new program is always complex the first time. As we continue to use it I feel it could become easier to understand and use. Possibly incorporating other more common programs such as MS Word and MS Excel programs into CLASS could make it much simpler for all. (i.e., use CLASS to copy and paste information/tables from Word/Excel etc. into) Mon, Mar 28, 2011 12:42 PM
7. Current model is clear but lacks meaning that can be used to create real institutional change. Mon, Mar 28, 2011 9:44 AM
8. I think without pre tests and post tests the data is false Thu, Mar 24, 2011 6:43 PM
9. There are current models, proposed models, former models... not sure what's current anymore. If anything. Thu, Mar 24, 2011 10:28 AM
10. and an utter waste of our time, time that should be spent teaching Tue, Mar 22, 2011 8:44 PM

Q32. Do you support revision of our current assessment model and its timeline structure? *9 comments*

1. Yes I support Cindy' s coronet remodel Thu, Mar 31, 2011 7:58 AM
2. But we need to get it right this time. Things keep changing which is very frustrating. Mon, Mar 28, 2011 7:58 PM
3. I support using a research based assessment plan or completing CSLO assessments that will add or give data to a larger educational research question/plan that can teach us all

about our school without relying only on anecdotal information. You can still use qualitative and non-standardized test based assessment methods that will provide information to a larger educational research project. Mon, Mar 28, 2011 9:44 AM

4. The model needs to be vastly simplified, starting by simplifying those ridiculously complicated COORs. The problem is, the people who created those COORs (some of whom still occupy leadership positions in this bureaucracy) really seem to believe in their importance, and don't understand that they are the laughing stock of LMC - and beyond. Sun, Mar 27, 2011 2:11 PM

5. By its very nature, process is involved, with multiple "brances" that depend of assessment outcomes. I think it's hard to make something like that "simple". Assessment process is, or should be, a thoughtful one leading to more effective teaching/learning methods and techniques. Sun, Mar 27, 2011 10:29 AM

6. A little as possible, please! Thu, Mar 24, 2011 10:28 AM

7. I think any process such as this needs improvement in the next generation. . it is natural that we would wish to improve. We have done so well thanks to the TLP and Janice/Cindy. We just need to take the next steps. Wed, Mar 23, 2011 9:17 AM

8. I know the CSLOs but have not got any information to date about exactly what will be assessed and how and what the ramifications will be for individual instructors. Tue, Mar 22, 2011 2:35 PM

9. I would like it to become as easy as possible to work within what I already do when I evaluate myself and my students. Tue, Mar 22, 2011 12:36 PM

Q33. As we consider revising the current assessment model, should the reporting of direct assessment of student learning outcomes be more closely integrated with the program/unit review and planning process? (Program Review currently houses departmental response to indirect assessment such as success, persistence, etc.)

8 comments

1. Program Review seems on the surface a logical place to discuss program assessment; however, I can see confusion as the "statistical indicators" currently provided are from time period that differ from the collection of the assessment data. Having data from multiple time periods may cause some disconnects in planning and reporting. Tue, Mar 29, 2011 4:49 PM

2. this would give it some teeth and help departments and units use this information for improvements. Mon, Mar 28, 2011 4:59 PM

3. It seems we have been constantly revising. We need something like 5 years to observe pros and cons. Mon, Mar 28, 2011 10:30 AM

4. It depends on the assessment model and how coordinated those models are with the model used in the Program Review process. The program review process needs revamping so that it yields information that is focused on some type of specific educational initiative. Otherwise, program review information can mean whatever you want it to and thus does not shed light on anything we don't already know. It just records our anecdotes, desires and gives a subjective view on what really happens in each program. Mon, Mar 28, 2011 9:44 AM

5. In principle, this could be a good idea. But since both assessment AND program review currently are very ill-constructed programs at LMC, linking them together more intimately is a recipe for more disaster. Sun, Mar 27, 2011 2:11 PM

6. If including this makes the entire process more streamlined then it could be helpful although with the number of people involved in assessing courses, it may be challenging to get all that information into the same review/plan - plus additional work for the department chairs. As long as sufficient warning was given and faculty could be involved (especially the chairs) in establishing the format in which this information needs to be included in the program/unit review plan, it could potentially work out. (and if data was collected at the course level rather than individual students and could be uploaded into the system as summary data/overall numbers and not individually by students). Fri, Mar 25, 2011 12:58 PM

7. Would need more information, but this sounds like it might work. Thu, Mar 24, 2011 8:56 AM

8. Probably a good idea, but we shall see. Wed, Mar 23, 2011 10:53 AM

Q34. Some have suggested we need to find ways of calendaring institutional time for assessment. Which of the following current or new ideas do you support?

5 comments

1. I am strongly against any changes to the academic calendar simply to incorporate assessment. Thu, Mar 31, 2011 9:16 AM

2. Since I teach full-time, it is VERY difficult, if not impossible, for me to participate in all the Flex workshops and other meetings. Wed, Mar 30, 2011 4:12 PM

3. Some of these options seems to suggest that assessment only occurs at one point in the semester--our model does not reflect that reality. Tue, Mar 29, 2011 4:51 PM

4. This process is VERY important for the adjunct instructors! Wed, Mar 23, 2011 9:18 AM

5. Please compensate us for doing good work. Tue, Mar 22, 2011 12:37 PM

35. According to current accreditation standards, the college is supposed to have completed assessment of all CSLOs, PSLOs and ISLOs by the fall of 2012. While we have made progress on assessing GE outcomes, program assessment is somewhat behind, and by the end of the spring we will only have completed assessment of about 100 of 625 courses. What ideas do you have to move the college forward collaboratively with regard to assessment? What can we do together to ensure we meet this deadline? “The Commission expects that institutions meet standards that require the identification and assessment of student learning outcomes, and the use of assessment data to plan and implement improvements to educational quality, by fall 2012. The Commission reminds Los Medanos College that it must be prepared to demonstrate that it meets these standards by fall 2012.” — recent letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) 58 comments

1. Have the assessment process tied more to improving student success and not as much on accreditation. Much of what we have seen so far seems to be busy work with no real impetus toward improving instruction. More flexibility should be incorporated into

COOR's and their assessment to the campuses rather than one facility. Sun, Apr 3, 2011 2:31 PM

2. It is a ridiculous standard that we should have never agreed to meet. The accrediting commission has absolutely no credibility with me. Fri, Apr 1, 2011 12:38 PM

3. Simplify assessment process so that we can get to more courses. Thu, Mar 31, 2011 3:46 PM

4. Devote even a few weekend workshops to ascertain that we get the job done. Thu, Mar 31, 2011 12:08 PM

5. simply ask each program to report on its current assessment process, its findings, and its plans for improvement. Trying to develop a new process for all to follow is time consuming and often controversial. As long as we are all assessing, and can provide results leading to new goals, that should be sufficient. Thu, Mar 31, 2011 9:18 AM

6. I think you are doing precisely the right things. Thu, Mar 31, 2011 8:00 AM

7. Have flex days for faculty to work on assessment. Wed, Mar 30, 2011 5:40 PM

8. This is really tough in light of the fact that at the same time, we have diminished resources. Assessment efforts take time, and we do not have the money to compensate people for that time. So, we will need to get creative. Maybe devote a substantial amount of flex time to the effort? Wed, Mar 30, 2011 4:14 PM

9. I have to say rely on the full-time faculty and administrators to accomplish this. Wed, Mar 30, 2011 4:13 PM

10. Hire assistants to handle the details and help with the set-up and the process. Wed, Mar 30, 2011 1:53 PM

11. Not enough information to say Wed, Mar 30, 2011 1:25 PM

12. Publish the list of the 525 courses which have not be assessed so that it is out in the open for everyone to see. Wed, Mar 30, 2011 12:43 PM

13. Maybe we are making it to onerous Wed, Mar 30, 2011 11:24 AM

14. Make it a priority. Wed, Mar 30, 2011 10:48 AM

15. Simply the process. Tue, Mar 29, 2011 4:51 PM

16. To overcome the time constraint, maybe have an assessment done by a faculty member or a manager for all disciplines. Tue, Mar 29, 2011 1:04 PM

17. Set a day aside for all department to meet campus wide to make sure everyone is working toward the deadline. Tue, Mar 29, 2011 11:36 AM

18. Let individual instructor do course level assessment. Let departments/programs do program level assessment. Do I big test for institutional level assessment. We also need a better way of assessing opinions.

I am getting tired of repeating myself in answering each question. I am also disgusted with Survey Monkey. In the future, I am going to refuse to fill out ANY survey that won't even tell me how many questions are in it at the beginning. Do I have only one more question to go, or another 50? Did you really need to ask all of these questions? If the survey is that important, then don't make it that hard to fill out! I've done this for about 40 minutes already, and I have no idea if I'm even near the end of it. Mon, Mar 28, 2011 9:39 PM

19. We need to have a clear process and there would need to be a clear calendar as to when things were due. This whole business of deciding what we want to do and when means we never decide to do anything. Why do today what you can put off to tomorrow. Especially when the process is confusing and there is no penalty for not completing it. Mon, Mar 28, 2011 8:02 PM

20. Just set a timeline due before the deadline. Mon, Mar 28, 2011 1:46 PM

21. Simplify the process. Example- In the fall have a mandatory flex day at the beginning of the semester that sets up the tool to gather data for CLOS and PSLO. Add the assessment data to the tool during a mandatory Flex day at the end of the semester. Provide lunch at each Flex meeting. Evaluate the assessment data in a flex meeting at the beginning of Spring semester.

Assessment Tools should have validity, be simple and be common to all Contra Costa Community college campus's so faculty, management and the ACCJC can have common factors to assess. Mon, Mar 28, 2011 12:28 PM

22. Bottom up. The first step is explaining what is going on to students. The next step may be assigning a few days in each semester to concentrate on the project in the classroom and in the office. Three may be establishing templates on the web site for instructors to type in. Mon, Mar 28, 2011 10:36 AM

23. Create a real educational research based assessment that can be shared or be in partnering with another institution of higher education. When you outline the existing process and the faculty concern over making it more meaningful, it provides a strong argument to show the institution growing into a more academic practice in assessment. I think that rather than trying to force our current process to work, it shows that the institution is moving in the right direction by creating a new strategy to meet its goals. Essentially, you can assess your current plan, its results and explain what worked and what didn't so that it is clear why the institution is trying a new assessment plan. That is what this whole process asks us to do, so why not apply it to the process itself. The objective is to improve assessment to clearly show how we can extrapolate the right information so that we can improve our educational quality. Are we afraid that we will be penalized for being thoughtful and responding to what is going on in our classroom...err..campus wide assessment? Mon, Mar 28, 2011 9:53 AM

24. Reform. Get more buy-in. Empower departments to supervise their assessment processes. Mon, Mar 28, 2011 9:27 AM

25. I doubt that many people are in a mood to cooperate with this initiative. This won't change any time soon, unless intrusive and heavy-handed leadership of the curriculum committee and other assessment-related organs is removed. Sun, Mar 27, 2011 2:17 PM

26. At mandatory flex in Fall, 2011, have the speaker(s) be "experts" in assessment and redesign of course/programs (the assessment cycle) to illustrate how other colleges/universities have used the assessment process successfully (and "happily?") to improve their teaching/learning. And, while perhaps difficult initially, rewarding once through the process once, or so. I also think it would be important for LMC to show examples of assessment of CSLO's & PSLO's that may seem difficult to achieve; here I'm thinking of outcomes such as "Critical Thinking", "Ethical Inquiry", "Problem Solving", "synthesis or analysis" of an document that's to be read. Sun, Mar 27, 2011 10:40 AM

27. Clearly explain the need for assessment in terms of why the process is being done. If the central objective is to meet the dictum by the powers that be, then approach the task in such a way that those objectives are met in the least obtrusive way possible. If the true objective is to encourage the best in teaching, which is to encourage student success from students who are committed to performance, the process would involve encouraging innovation and connection between the course/faculty and students - something that by its very nature can be inhibited by lock step standardization. If the task is to do both it must be approached with a more transparent and well-communicated initiative of the college with full support at all levels based on constructive buy-in. Fri, Mar 25, 2011 5:01 PM

28. Stream line / simplify the process (align CSLO with PSLO(when appropriate) with ISLOs by a test question or other assignment with a class. Stop letting the COOR re-writes be so micromanaged. Fri, Mar 25, 2011 3:24 PM

29. Include the reality of time spent on assessment in class load. If load were to increase to reflect this extra time (it IS a lot of new work that we never had to do before.....you have to admit), maybe we would feel less burdened and get to it in a more timely manner. Sorry to have so many of my comments come down to the money factor, but teaching itself exhausts my energy if I want my classes to be engaging, exciting and unique. With the prospect of salary cuts along with the increase in workload assessment represents, is anyone really surprised so many of us are dragging our heels? Fri, Mar 25, 2011 1:10 PM

30. Set up some college wide or cluster wide meetings (per subject area groups) during the Monday time slot to explain the deadlines approaching. (Or encourage all department chairs to set up a meeting in their department regarding the same issue). Maybe set up an online module faculty can click through to learn about the deadlines for each course they are teaching & a how to nuts and bolts for assessing the various levels. Encourage faculty to have their CSLOs, PSLOs, and ISLOs to align on COORs so they can assess multiple levels with the same assignments or assessment tools. To be honest, I actually do not know all the deadlines for all my courses since they were not all being assessed this year - if there is a master list somewhere, maybe put that on the P drive or on the web somewhere so faculty can refer to it if they lost the dates. I am also fairly new so I apologize for not being more familiar with the process at all levels - I am working on it and am willing to work hard to meet all deadlines! (am current and on track with GESLO assessment, we have already discussed the PSLO assessment process for one course and have a plan ready, and the CSLOs will be up next). Fri, Mar 25, 2011 1:06 PM

31. We need a formal, simple, college wide process for assessment. We need to have individuals assigned to specific tasks and hold each person accountable for the completion of their responsibilities. Fri, Mar 25, 2011 12:52 PM

32. We dont give anyone room for excuses, we just say get it done or budget cuts effect your program more Fri, Mar 25, 2011 12:12 PM

33. It has to be done so all faculty must do it by that date, end of story. If not, the nonperformance should be reflected on their performance evaluation. Fri, Mar 25, 2011 10:28 AM

34. Calendar time!!!Fri, Mar 25, 2011 9:04 AM

35. Don't wait until the last minute to get the work done???? Not sure as I am not involved in this processFri, Mar 25, 2011 8:58 AM

36. Simplify planning and reporting processes. Post samples of clear, simple assessment plans from others to offer models of how to approach it. All dept. chairs submitted an "course level assessment schedule" last year. Post a grid on website that shows progress of all course level assessment that gets UPDATED WEEKLY so its easy for everyone to monitor progress. Automate it so that Dept. Chairs get it emailed to them every 3-4 weeks. I think a big problem is that assessment tasks fall off our radar with so many other things to do. Peer pressure can help create a tipping point? Fri, Mar 25, 2011 8:26 AM

37. Make it easier Thu, Mar 24, 2011 7:45 PM

38. I would tell every single instructor if they do not complete their assessment by the due date, they will not be permitted to teach the course until they do Thu, Mar 24, 2011 6:44 PM

39. Find incentives for adjuncts to join in the process. What has been the problem so far? Too few people for too much work? Again, I would need to be less uncertain about all of this before I could contribute to the problem solving. Thu, Mar 24, 2011 6:39 PM

40. Begin to link budgetary decisions to this requirement and devote sufficient funding to engage all levels of the college in the appropriate data driven improvement process. Thu, Mar 24, 2011 5:37 PM

41. Short answer: Simplify the process.

Create a generic template that will work for 75% of the required data for every course, allowing for the rest to be customized by the departments.

This template should include all the data to which the college already has access (for example, course title headings, codes, current SLOS,... etc.) Having faculty fill out forms with data already known is a waste of time. The role of faculty should not be clerical.

Thu, Mar 24, 2011 4:07 PM

42. Provide stipends and batch people by class. Thu, Mar 24, 2011 11:47 AM

43. Let departments create individuals plans for completing their own assessment responsibilities and the create another thermometer to measure collegewide progress, as we did for the COORs. Thu, Mar 24, 2011 11:24 AM

44. Keep Cindy on this as long as she can stomach it. We need a respected leader like her to cut through the crap, and try to find the most streamlined way possible to comply with these mandates. Thu, Mar 24, 2011 10:30 AM

45. Flex, release time or compensation Wed, Mar 23, 2011 3:38 PM

46. Timeline is not reasonable, particularly for small departments with only one full time faculty, or larger departments (like business and music) with lots of different low unit skills courses. When faced with an unreasonable task the best course of action is to advocate for reason, not to acquiesce to the unreasonable. Wed, Mar 23, 2011 10:59 AM

47. Let's make a plan to complete these ASAP. Wed, Mar 23, 2011 9:19 AM

48. The commission should have no legal standing, which is why normal adversaries such as management, senate and union groups across California are opposing it... Tue, Mar 22, 2011 8:46 PM

49. Good luck! Tue, Mar 22, 2011 7:52 PM

50. Administration needs to show some leadership and insist that faculty do authentic assessment of student learning. Period. Tue, Mar 22, 2011 3:04 PM
51. ...I'm sorry, I don't know right now. Tue, Mar 22, 2011 2:55 PM
52. It seems like many instructors or departments may have done some sort of assessment of courses, but not in the format that we have been asked to do it. Perhaps departments need to be asked if they have done their own version of assessments first and if they can produce reports based on their assessments. This may bring the number up. Beyond this, every department could be given a list of classes they need to get done between this semester and next semester, and just tell them to develop an assessment plan, etc. in order to get them done! If it needs to be done, it needs to be done! Tue, Mar 22, 2011 2:48 PM
53. Circulate more information to all faculty...even adjuncts. Tue, Mar 22, 2011 2:36 PM
54. Let's get busy and get it done! LMC can do it, we are dragging our feet here and run the risk of looking silly within the community college system. Tue, Mar 22, 2011 1:17 PM
55. Compensation is the key issue to addressing this massive problem.
I we are not going to incentivize good work then we should punish poor work. Why are these courses not getting assessed? Are people unwilling to do the work? Do they simply not know how to do it.
This could get very ugly very quickly as the standard comes closer. How are other colleges doing, what do they do to meet this deadline.
Finally, it seems like fair compensation for important work is a better solution than some type of labor dispute or crackdown by management on assessment issues. My courses will get assessed and I will not be one of the people digging my heels in- but I understand why other faculty would do this. Assessment without compensation is an attack on the field of teaching not because of its outcome but because I don't think it is fair to add more work to employees without compensation. Tue, Mar 22, 2011 12:41 PM
56. Departments should place their own courses and programs on an accelerated schedule for assessment like we did to catch up with COOR revision. Use a thermometer as we did before to report progress, and send out frequent memos of progress and appreciation of departments/units that have made significant progress. Tue, Mar 22, 2011 10:23 AM
57. I know there is a financial crunch but if we paid part-timers they would be more inclined to complete the assessments. Tue, Mar 22, 2011 10:10 AM
58. I don't have any suggestions at this time. Tue, Mar 22, 2011 10:03 AM

Q36. What do you see as the overall strengths and weaknesses of what we have accomplished at LMC so far with regard to assessment? *70 comments*

1. Do not know Mon, Apr 4, 2011 2:45 PM
2. I see very little success and much recording work with no real outcomes that will improve student learning. Sun, Apr 3, 2011 2:33 PM
3. I have not participated enough to have an educated opinion of the strengths or weaknesses. Fri, Apr 1, 2011 5:09 PM

4. It is the worst thing I have had to do at LMC. The person leading the effort and chairing the curriculum committee is uniquely unqualified for the job. Fri, Apr 1, 2011 12:40 PM
5. We are making good progress. Thu, Mar 31, 2011 3:47 PM
6. Collaboration across the board and Good communication Thu, Mar 31, 2011 12:09 PM
7. Strengths: We see assessment as a necessity
Weaknesses: No clear process. No clear communication on the process. Developing processes and requirements without adequate discussion and/or buy-in. Trying to make every program assess and report in a similar fashion. Thu, Mar 31, 2011 9:20 AM
8. No comment. This is getting too long! Thu, Mar 31, 2011 8:00 AM
9. Too Much too Quick.....We just finished all our course outlines, and now we have to assess ALL our courses. Wed, Mar 30, 2011 5:42 PM
10. Strengths: Tie in to program review and professional development
Weakness: Lack of buy in and understanding of the fundamentals of assessment by most faculty Wed, Mar 30, 2011 4:16 PM
11. Not sure! Wed, Mar 30, 2011 4:13 PM
12. We have started. That is positive and assessment is now on everyone's radar. It is too complicated and convoluted. I would like to learn more about best practices from other campuses--there must be an easier and less crazy way to do this, but I have no clue what that might be. Wed, Mar 30, 2011 3:55 PM
13. Strength: assessment really makes you take a look at what you are doing and whether you are getting your intended results.
Weakness: the relevance of assessment has not been fully developed or explained. Wed, Mar 30, 2011 1:55 PM
14. I don't have enough information to pass judgement Wed, Mar 30, 2011 1:26 PM
15. Strength is giving faculty the flexibility to do it their way. As I have not completed assessment yet I cannot discuss any weaknesses. Wed, Mar 30, 2011 12:47 PM
16. Good cooperation it seems. I guess we are behind; I didn't know that. Wed, Mar 30, 2011 11:24 AM
17. One weakness is the that I don't see much inclusion of qualitative and different forms of assessment Wed, Mar 30, 2011 10:48 AM
18. Strengths--discussion/dialogue is occurring, finally recognized CLASS was not working
Weakness--process time consuming, results not necessarily valid or meaningful, costly use of limited college resources, compliance driven Tue, Mar 29, 2011 4:56 PM
19. I think there is lack of deep interest from many faculty members in general about the topic "assessment". This is not the case only at LMC campus in my view. Tue, Mar 29, 2011 1:08 PM
20. I have appreciated the GE committee, the workshops-Janice, Denise Knowles, and the CLASS system. I found the CLASS system easy to work with and it has helped me assess my student outcomes. I was discouraged by the news that the CLASS system was being eliminated because I feel that I had finally made progress in this process. Tue, Mar 29, 2011 11:41 AM

21. Strength - more attention to student learning
Weaknesses - creating obstacles to make productive changes, very time inefficient Tue, Mar 29, 2011 11:12 AM
22. program review has evolved as a model into something useful, if not exciting. Let's add assessment to the list of professional duties at the department level, Mon, Mar 28, 2011 10:08 PM
23. It is a mistake to pass everything through a committee and then impose their ideas on everyone else. All good teachers used to do assessment automatically (and still do), but we now have to do it with a cumbersome process that is not useful and seems like a lot of busywork. Are we really trying to improve instruction? Individual teachers can take care of that. Is our goal to come up with a lot of papers to show an accreditation team? Let's at least make the papers useful, and not distracting from our main goal, which should be teaching. Mon, Mar 28, 2011 9:43 PM
24. College-wide dialogue
Logical system
Active TLP
Some reporting back on learning Mon, Mar 28, 2011 5:40 PM
25. I have not been informed or made aware of any if these assessments...so the communication is very poor. Mon, Mar 28, 2011 1:48 PM
26. Team work is the overall strength. I don't see any weakness. Mon, Mar 28, 2011 1:48 PM
27. lacking collaboration and integration both within and outside of the departments Mon, Mar 28, 2011 12:44 PM
28. Strength-much support from Janice Townsend, Cathy McGrath and the team.
Weakness- Too complicated. Simplify--What community college is doing the best job at assessing course and program teaching and learning outcomes and what tools are they using? Is there a standardized assessment tool for CSLO and PLOS--why are we re-inventing the assessment process? Mon, Mar 28, 2011 12:32 PM
29. There will be some valuable information extrapolated from this assessment. However the biggest weakness I see is the ongoing positive - negative dialogue that occurs among faculty and departments regarding the procedure. With that in mind, I become unsure whether the data that is being collected is based on fact or emotion. Mon, Mar 28, 2011 12:19 PM
30. I look at the mess this District is in regarding standardizing our course selections across the board. Students, faculty, administrators and counselors are all confused by the disparity we have within each discipline, campus to campus. We need an overall plan, not a quick fix -- one section, one teacher, one department, one campus at a time. We need to see our big picture of what we are offering the public and make it clear and easy for our students to succeed and grow as people, but so far, we've missed that mark entirely. Mon, Mar 28, 2011 11:53 AM
31. It seems 'students' is a missing part. Mon, Mar 28, 2011 10:37 AM
32. Strengths: identified need for real assessment (classroom to institutional level), good ideas and groundwork set for assessment, COOR updates campus wide, campus dialogue

Weaknesses: campus "buy in", big picture research based assessment models not presented by management to help create meaningful assessments within the institution, loose standards, the campus message on this needs help (maybe we should stop using accreditation as scare tactics and try a more positive an academic purpose). Telling instructors that they are the arms of a greater educational research project is much more motivating than threatening them with accreditation. Besides, proving we meet accreditation is something that our campus leadership is responsible for and shifting all of the responsibility to instructors and staff sends a message that management is there to take credit for the hard work of the workers or lash out at the workers for not doing what they are told. I think that is not a good management method. I think seeing more managers and deans involved integrally in assessment design, practice and implementation would also increase the campus "buy in" and positively influence others to participate in more of a leadership role. Role modeling is very important. Mon, Mar 28, 2011 10:01 AM

33. I've addressed this in my previous entries. Mon, Mar 28, 2011 9:27 AM

34. Political forces outside LMC require some type of assessment program, that can't be avoided. But LMC has created a monstrous bureaucracy, with absurd multiple "hoops" to jump through (especially the current COOR formats), that has very little to do with any real curriculum improvement. The COORs are now written to satisfy the arbitrary whims of the curriculum committee leaders and "coaches", and have little to do with the real needs of the courses they supposedly represent. No other college that I am aware of has such complicated structures. Sun, Mar 27, 2011 2:23 PM

35. Support by Administration with released time, their input and energy and vocal commitment and understanding (though could be more of the later); a structure for institutional support and feedback for individual Departments and instructors. Support for institutional leaders receiving training/education in assessment (this maybe could be increased; I don't have enough recent info regarding this item.)

As stated above: Need more information & training & "convincing with outside experts" that this process is doable and rewarding; examples of successes shown, especially in the difficult areas of assessment and redesigning of course/program. Sun, Mar 27, 2011 10:48 AM

36. Strength -The work of Myra, Cindy and Nancy, the GE program, TLP focusing on dialog and professional development. Fri, Mar 25, 2011 5:06 PM

37. Weakness is the lack of a clear objective and the lack of effective buy-in of the campus community. Fri, Mar 25, 2011 5:02 PM

38. Weaknesses - LMC's whole approach to SLOs has been very controversial and divisive among faculty since my time here. I was deeply offended that the original creators of LMC's assessment techniques lectured nationwide yet at their own school there was tremendous conflict and resentment. It seemed hypocritical. Unfortunately this has not changed even though there is a new lead. Fri, Mar 25, 2011 3:28 PM

39. I have no idea what assessment has actually accomplished. Perhaps this is part of the problem. Fri, Mar 25, 2011 1:10 PM

40. Dialogue is happening, and this needs to continue. The biggest weakness is that we need people to be specifically responsible for every task that needs to be completed for a good assessment cycle to take place and management needs to organize this. Right now

people can just dodge assessment indefinitely and leave all the work to be done by very few people. This means that the quality of the work will suffer because the small numbers of people working on assessment simply do not have time to do things right by themselves. Fri, Mar 25, 2011 12:56 PM

41. We are doing a good job, but establishing the model for the future is hard. Fri, Mar 25, 2011 12:13 PM

42. I don't care to offer an opinion. Fri, Mar 25, 2011 10:28 AM

43. Not clear on what LMC has accomplished with assessment Fri, Mar 25, 2011 9:07 AM

44. Program assessment is well done. Course assessment is still a mess, though it has been helpful to converse about it more and have all faculty aware of it. As awful as CLASS turned out, it did make everyone aware of course level assessment and created dialogue. Fri, Mar 25, 2011 9:05 AM

45. It has engendered a lot of dialog, and I think more about assessment. The problem is that the processes we have designed are too time consuming. Fri, Mar 25, 2011 8:28 AM

46. Very strong generally providing smooth transition from course to course and skills when courses are completed. Fri, Mar 25, 2011 6:54 AM

47. I think people felt pressured and not particularly empowered by the process and I think it was done in a way that really makes little difference to what goes on in the classroom Thu, Mar 24, 2011 6:45 PM

48. Too much emphasis on attaining the bureaucratic outcomes and not enough emphasis on generating improvements seen by the students. Thu, Mar 24, 2011 5:40 PM

49. We have learned something about the dangers of over-management on the one hand, and the perils of selecting facilitators who do not enjoy the confidence of their peers. If we face these issues squarely, there is hope of achieving a timely result in this endeavor. Thu, Mar 24, 2011 4:11 PM

50. I believe that faculty are starting to see the value in assessment (especially at the course level). Thu, Mar 24, 2011 12:10 PM

51. The integration of time for dialogue with colleagues about teaching and learning. Thu, Mar 24, 2011 11:25 AM

52. Major strength: We have not lost our accreditation! Weakness: We have created a heavy-handed, nit-picking bureaucracy. Thu, Mar 24, 2011 10:30 AM

53. We have met the accreditation mandate. Thu, Mar 24, 2011 8:58 AM

54. The mechanics of the system have been its greatest liability. Data collection using such things as the existing assessment engine in Blackboard should be utilized to significantly reduce the lower level tasks. Wed, Mar 23, 2011 9:30 PM

55. Strengths: Staff development and department discussions have been motivating factors in examining our teaching and courses, and attempting to improve them. Weaknesses: We have created more paperwork and record keeping tasks that don't really improve student learning. We've added to the burden of of creating and maintaining course outlines of record without adding to their practical value. Wed, Mar 23, 2011 8:57 PM

56. Assessment is a positive
how we collect data might need some improvement Wed, Mar 23, 2011 3:40 PM
57. Elaborated and answered in my previous comments. Wed, Mar 23, 2011 10:59 AM
58. I have noted them in the body of this survey. Wed, Mar 23, 2011 9:19 AM
59. I think the strength is you have unified all sorts of faculty against a ludicrous time-waste to appease an unelected and unaccountable commission that has found another make work project. The weakness is the 1000s of man/woman hours wasted in this, time that could be better spent on actual teaching... Tue, Mar 22, 2011 8:47 PM
60. strengths: Cindy is trying
weakness: too much information that seems disconnected from my teaching. (ISLO?) Tue, Mar 22, 2011 7:53 PM
61. Strength is that it is needed, but the weakness is that it is entirely too long. Tue, Mar 22, 2011 5:48 PM
62. I do not know. Tue, Mar 22, 2011 3:53 PM
63. Tue, Mar 22, 2011 3:06 PM
64. Time consuming
More for accreditation than for informing teaching and learning
Complex
Over ambitious
UNCONNECTED or disconnected (only people who can and do go to the TLP meetings, attend the chair meetings, know what the ISLOs and PSLOs are and how they are assessed, and have written a COOR know how things connect - the rest of us are looking at it all and saying WHAT? Tue, Mar 22, 2011 2:58 PM
65. I think that the strengths are that it is in the spotlight. It is being worked on and people genuinely want to improve it. I think that the weaknesses are that it has been too prescriptive as far as the way reporting and collecting of the results has to be done. We need to allow for expertise in the disciplines, and make an assessment cycle that allows each department or subgroups thereof to make choices as to what data and result format will be most meaningful. Our cycle needs to be very simple, and there needs to be a way to hold individuals accountable to changes they say they will make. Tue, Mar 22, 2011 2:52 PM
66. We got started and have lots of support from our interested faculty leaders. We don't seem to move in any direction on any particular issue unless it's considered a crisis. Tue, Mar 22, 2011 1:18 PM
67. Strengths - Trying to meet the deadline, developing teaching, having the conversation with stakeholders
Weaknesses - Approach is too soft - make a decision on a model that we will use and force people to do it with either the velvet glove or the iron fist. The TLP seems to be working on the first part of this, will we be able to do the second? Tue, Mar 22, 2011 12:42 PM
68. Lots of collegial dialogue about teaching and learning. Faculty truly enjoy talking about what happens in the classroom, and brainstorming ideas for effective strategies, and that has been the best part of the process. Tue, Mar 22, 2011 10:24 AM

69. Strengths: workshops and individual coaching

Weakness: it needs to be self explanatory where I can do it at home from my computer after the semester ends when I have all the data without being locked out from inputting data . The beginning of a new semester, I do not have time to finish the assessment from the last semester as I am focused on problems with getting the new semester to run. Tue, Mar 22, 2011 10:12 AM

70. I think we have made progress, but some individuals do not agree with assessment and this is holding the campus up on completion of the mandated dates. I really don't understand their issues. Tue, Mar 22, 2011 10:05 AM

Q37. If you have any additional comments about anything assessment-related, or suggestions for assessment improvement at LMC that this survey has not addressed, please include that information here. 22 comments

1. I hear the word "assessment" and I stop paying attention. I have not been convinced that this is a worthwhile use of my time. Fri, Apr 1, 2011 5:10 PM

2. Nope Thu, Mar 31, 2011 3:47 PM

3. Help! I need information and training Wed, Mar 30, 2011 1:26 PM

4. If time is of essence, doing the minimum is sufficient, especially if quality is not rewarded Wed, Mar 30, 2011 11:26 AM

5. I am appreciative of Cindy for the role she assumed and her willingness to engage difficult and critical dialogue. Tue, Mar 29, 2011 4:58 PM

6. All good instructors continually strive to improve student learning. Let's MINIMIZE the documentation required for accreditation so we have time to make improvements in our classrooms! Tue, Mar 29, 2011 11:12 AM

7. I'd rather do reports than data entry. It feels more like I'm being treated as a colleague who thinks about improvements and knows the discipline, and less like I'm being pinned down Mon, Mar 28, 2011 10:12 PM

8. You now how I feel about Survey Monkey. Tell me how many questions there at the start of a survey next time. Mon, Mar 28, 2011 9:43 PM

9. Sometimes I felt the small of 'politics' and 'personal ego'. Mon, Mar 28, 2011 10:39 AM

10. See above. Sun, Mar 27, 2011 10:48 AM

11. Thank you Cindy. Fri, Mar 25, 2011 5:06 PM

12. Teachers test and grade all the time. If we could have a more direct correlation between that activity and how we report out assessment, it would be a huge step in the right direction. Honestly, I feel like the convoluted course outline we have developed has contributed to the problem rather than eased it. Fri, Mar 25, 2011 8:32 AM

13. Pre tests and post tests required of every single course that are used by the dept to evaluate teaching and the CSLO's associated with the course. Done at the DEPARTMENT level. Thu, Mar 24, 2011 6:46 PM

14. We are a community college. And I think we have great moments of community between faculty and between faculty and administration. That said, it seems we need to be more united if we are to meet the deadline. What is going on that keeps us from

coming together to accomplish this? Again, I feel out of the loop. Thu, Mar 24, 2011 6:42 PM

15. Nothing more to add. Thu, Mar 24, 2011 11:25 AM

16. n/a Wed, Mar 23, 2011 3:40 PM

17. I am exhausted. See earlier comments. Wed, Mar 23, 2011 11:00 AM

18. Open forum to discuss these questions and see results would be a good idea. Don't put it online.. set up a flex or opening day discussion for this.. or a Monday meeting. Maybe a bag lunch get-together. We need to talk about this process face-to-face Wed, Mar 23, 2011 9:20 AM

19. Have said my piece Tue, Mar 22, 2011 8:47 PM

20. part time faculty need to be more informed through paid flex time. Tue, Mar 22, 2011 3:54 PM

21. this survey was way too long Tue, Mar 22, 2011 3:07 PM

22. Nothing more to add. Tue, Mar 22, 2011 10:25 AM