

# ASSESSMENT AT LMC

*Spring 2012 Update*

## **Responding to the ACCJC deadline for meeting assessment proficiency**

By Fall 2012, all community colleges are expected to be at proficiency based on the Accrediting Commission's Student Learning Outcomes rubric updated in May 2011 (see accompanying rubric form). We are already at proficiency in some areas, and are still working toward it in other areas, but with the help of the entire college community, we hope to be at proficiency by the time we report to the commission next fall. And the good news is that we are already at and/or approaching Sustainable Continuous Quality Improvement (ahead) in a few areas.

### ***Proficiency level: Where we are***

- Student learning outcomes and authentic assessment are in place for courses, programs and degrees.
  - SLOs have been written for all courses, and for all programs based on the state definition of "program" adopted by the Teaching and Learning Project last year.
  - SLO assessments have been completed at the course, program and institutional level, and are ongoing.
- There is widespread institutional dialogue about the results of assessment and identification of gaps.
  - The General Education Committee has sponsored GE seminars during the college's Monday meeting time to plan and analyze assessment of GE SLOs.
  - Instructional departments and student service units have been discussing CSLO and/or PSLO results and making improvements where needed.
  - Numerous instructional departments/programs have discussed and/or presented their assessment results at department chair meetings, CTE meetings, and Flex presentations in August 2011 and January 2012.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.
  - The new integrated model of assessment ties assessment reporting to course outline revision, program review, and requests for resource allocation, professional development and staffing.
- Appropriate resources continue to be allocated and fine-tuned.
  - The college has been funding reassigned time and professional development for the assessment initiative.
  - The college has provided seed money through grant funding to integrate part-timers into the assessment process.
- Comprehensive assessment reports exist and are completed and updated on a regular basis.
  - Early ISLO and PSLO assessment reports are posted to the website
  - Some CSLO reports exist in CLASS, a home-grown assessment software that has been abandoned.
  - Current and ongoing assessment reports are posted to the LMC Public Drive.
  - The new model of assessment to be implemented in Fall 2012 calls for a regular ongoing cycle of assessment that repeats every five years.
- Course student learning outcomes are aligned with degree student learning outcomes.
  - CSLOs that are part of programs are aligned with PSLOs in the official course outline of record.
  - GE SLOs are integrated into the CSLOs of all general education courses.

- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
  - CSLOs are listed in the syllabus distributed to students on the first day of class.
  - PSLOs are printed in the course catalog.
  - To meet proficiency we must devise an assessment instrument to measure student awareness of CSLOs and PSLOs.

### ***Sustainable Continuous Quality Improvement: Where we are ahead***

- Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.
  - We believe the new integrated model of assessment will make assessment ongoing and systematic.
  - It will be up to departments, programs and units to use assessment results for continuous improvement by revising course outlines and writing new program objectives based on the evidence of assessment.
- Dialogue about student learning is ongoing, pervasive and robust.
  - We have begun the dialogue at the department/program and college levels and believe the new integrated model of assessment will make it ongoing and pervasive, since it will occur in relation to numerous other college processes: course outline revision, program review, and requests for resource allocation, professional development and staffing.
  - It will be up to departments, programs and units to make the dialog robust.
- Evaluation of student learning outcomes processes.
  - The Teaching and Learning Project spent a year conducting an evaluation of assessment processes on campus by participating in the RP Group's Bridging Research, Information and Culture initiative.
  - The Teaching and Learning Project conducted a lengthy Faculty Survey on Assessment to investigate what is working well and what needs improvement in terms of assessment processes on campus.
- Evaluation and fine-tuning of organizational structures to support student learning is ongoing.
  - As a result of the BRIC initiative and the assessment survey, the Teaching and Learning Project wrote a new model of assessment that included revising the leadership structure and TLP membership,
  - The new model calls for evaluation of assessment processes and organizational structures twice in each five-year assessment cycle.
- Student learning improvement is a visible priority in all practices and structures across the college.
  - We believe the new integrated model of assessment facilitates the achievement of this standard by tying it to course outline revision, program review, and requests for resource allocation, professional development and staffing.
- Learning outcomes are specifically linked to program reviews.
  - The TLP is currently working with the Planning Committee to implement the new integrated assessment model, which calls for using assessments results as applicable in writing new program objectives as part of the program review process.