Los Medanos College

TLC Final Report 2018

Submitted to the Shared Governance Council and Academic Senate

By the Teaching and Learning Committee

November 13, 2018

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I.   Purpose of This Report

The purpose of this report is to:

    a. fulfill the role in the position paper of the Teaching and Learning Committee to "oversee development of the institutional portfolio that documents assessment work on campus;"

    b. act as a record of the last assessment cycle, and TLC's activities to support assessment and improving teaching, learning, and pedagogy on campus;

    c. support Institutional Effectiveness through continuous improvement and contribute to meeting ACCJC Standards IB and II;

    d. provide feedback and summarize what we've learned from the last cycle, to "close the loop" and make improvements and recommendations for the next assessment cycle

II.   College Mission and Role of the Teaching and Learning Committee (TLC)

Los Medanos College (LMC) is a public community college that provides quality educational opportunities for those within the changing and diverse communities it serves. By focusing on student learning and success as our first priorities, we aim to help students build their abilities and competencies as lifelong learners. We create educational excellence through continually assessing our students' learning and our performance as an institution. To that end, we commit our resources and design our policies and procedures to support this mission.

The Teaching and Learning Committee (TLC) is the body tasked with "coordinating college-wide assessment and assessment-related professional development efforts with the goal of improving teaching and learning." (Position Paper, 2012) We meet at least monthly during the academic year. TLC is a permanent ongoing committee with a dual reporting relationship to the Academic Senate and the Shared Governance Council (SGC). The voting members of the TLC are faculty and managers, as well as a student representative. TLC is led by three faculty leadership positions with 0.25 reassigned time each. Those positions are the TLC Chair, SLO Coordinator, and GE Chair. GE Committee meets separately, usually twice a month during the academic year, and has a different membership.

III.   Executive Summary and Overview of the Assessment Cycle at LMC

Since the inception of the assessment movement in the early 2000s, LMC has developed policies, procedures and mechanisms for assessing courses and programs, as required by accreditation. As a college, we are now ready to move beyond compliance and record keeping to leveraging assessment to be truly transformative in nature and scope. It is the goal of the Teaching and Learning committee to live up to its name. It was an intentional choice to name the committee not "the assessment committee," but the "teaching and learning" committee because faculty leadership always saw assessment in this greater framework of supporting, monitoring, and celebrating student learning. Our greatest takeaway in evaluating the work of the committee over the last 5 years, is that this commitment must be renewed, and we need to take concrete and strategic steps towards its fulfillment.

To further fulfill the commitment of improving teaching and learning on campus, TLC has also begun three major initiatives to accomplish that goal. **First**, the TLC leadership (Chair and SLO Coordinator) have developed a teacher professional development program called the "Pedagogy Innovation Project" that will launch in fall 2019. This program will utilize backwards design from SLOs, micro-teaching/video recordings and reflection of participants' instruction to support student-facing faculty and staff in the program innovate
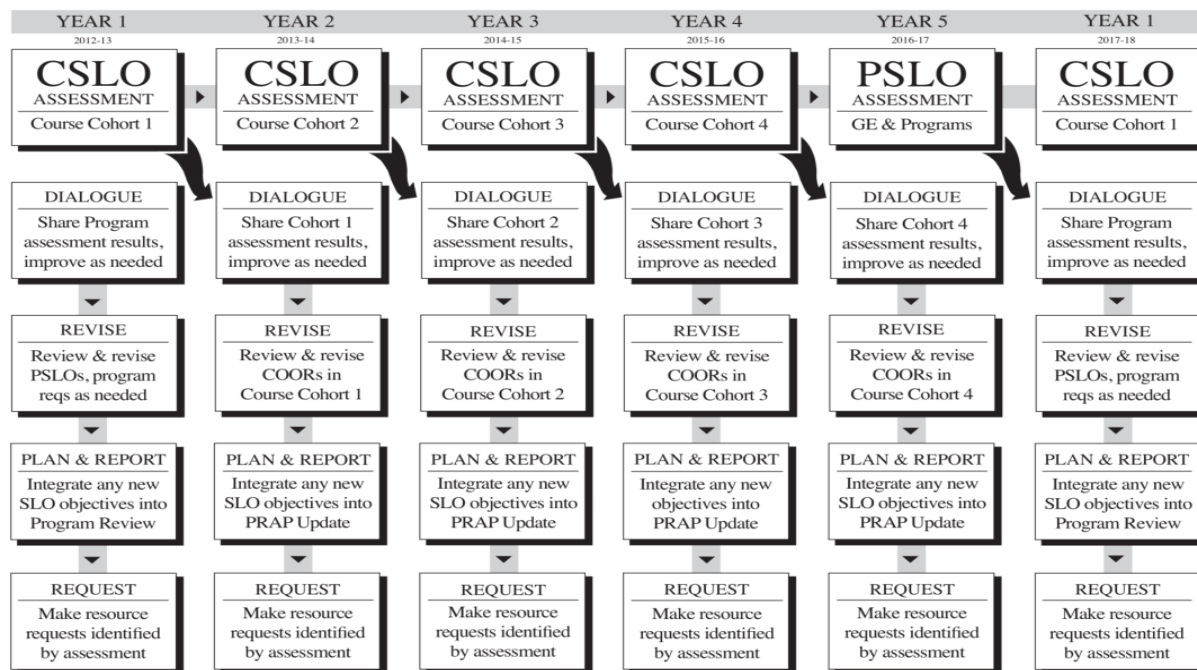
and improve their teaching. **Second**, the GE Committee has documented in their GE Assessment Report their desire for a new GE SLO framework. The GE Chair will guide the committee to work in the academic year 2018-2019 to accomplish articulating and implementing a new vision for the GE SLO structure on campus. **Third**, the TLC leadership (Chair and SLO Coordinator) will work with management, District IT, and classified professionals to implement the cloud-based assessment tool. TLC will be the leaders on campus to deliver professional development and training on how to use the software, and make assessment more meaningful, manageable, and measurable, with the ultimate goal of making it easier to improve teaching and learning.

Transforming our assessment approach will be aided by utilizing an enterprise software tool that moves beyond the mechanics of tracking assessment to the far more important and interesting work of advancing innovation and excellence in teaching and learning. The TLC leadership (Chair and SLO Coordinator), with management support, has led the adoption of the use of a new software system, which will be implemented by fall 2019. Making this campus-wide shift will require institutional resources for professional development and a coordinated effort to frame assessment as a tool to accomplish our mission and goals, not as an end in itself.

Overview of Assessment at LMC

Los Medanos College (LMC) conducts a comprehensive program review of all its instructional, student services, and administrative programs/units every five years. A five-year cycle was selected to align with the Title V requirement of updating all Course Outlines of Records (COORs) at least once in five years, as well as with our course and program level assessment cycles. Year 1 of each cycle is designated as a Comprehensive Program Review (CPR) year; our first CPR of the cycle was in 2012-2013 with our most recent CPR ending in 2017-2018. This review will include Program Level Student Learning Outcomes for Cycle 1: 2012-2017. (Annual updates throughout Cycle 1 included only course level assessments.)

Integrated model of SLO assessment: A synchronized five-year cycle

YEAR 1 2012-13	YEAR 2 2013-14	YEAR 3 2014-15	YEAR 4 2015-16	YEAR 5 2016-17	YEAR 1 2017-18
CSLO ASSESSMENT Course Cohort 1	**CSLO** ASSESSMENT Course Cohort 2	**CSLO** ASSESSMENT Course Cohort 3	**CSLO** ASSESSMENT Course Cohort 4	**PSLO** ASSESSMENT GE & Programs	**CSLO** ASSESSMENT Course Cohort 1
DIALOGUE Share Program assessment results, improve as needed	DIALOGUE Share Cohort 1 assessment results, improve as needed	DIALOGUE Share Cohort 2 assessment results, improve as needed	DIALOGUE Share Cohort 3 assessment results, improve as needed	DIALOGUE Share Cohort 4 assessment results, improve as needed	DIALOGUE Share Program assessment results, improve as needed
REVISE Review & revise PSLOs, program reqs as needed	REVISE Review & revise COORs in Course Cohort 1	REVISE Review & revise COORs in Course Cohort 2	REVISE Review & revise COORs in Course Cohort 3	REVISE Review & revise COORs in Course Cohort 4	REVISE Review & revise PSLOs, program reqs as needed
PLAN & REPORT Integrate any new SLO objectives into Program Review	PLAN & REPORT Integrate any new SLO objectives into PRAP Update	PLAN & REPORT Integrate any new SLO objectives into PRAP Update	PLAN & REPORT Integrate any new objectives into PRAP Update	PLAN & REPORT Integrate any new SLO objectives into PRAP Update	PLAN & REPORT Integrate any new SLO objectives into Program Review
REQUEST Make resource requests identified by assessment	REQUEST Make resource requests identified by assessment	REQUEST Make resource requests identified by assessment	REQUEST Make resource requests identified by assessment	REQUEST Make resource requests identified by assessment	REQUEST Make resource requests identified by assessment

▶ **Course cohorts:** *All courses are placed by departments into four cohorts of roughly 25% each for CLSO assessment and course outline revision once every five years.*

▶ **Assessment**: *Results help inform curricular revision, program revision and new program objectives, and serve as support for resource requests for funding, staffing and professional development.*

The TLC is tasked with providing a Midway Report and Final Report for every five-year cycle. The last cycle was from 2012-2017. The Midway Report was written and accepted by TLC, Academic Senate, and SGC in spring 2016. This Final Report is for the end of last cycle, 2012-2017. It was decided that, to be more meaningful, for this report to be written the year after the end of the cycle, and after all of the PSLO reports had been written and submitted. This allowed the committee and the college as a whole to think on and reflect on PSLO assessment, and how programs have used their results to "close the loop" and make changes to their programs.

IV.   Results and Significant Takeaways from Previous Cycle

In academic year 2017-2018, each department completed their 5-year Comprehensive Program Review (CPR). The Office of Instruction added sections to the reporting template about assessment results, takeaways, and what each department had done to "close the loop" and improve their classes.

In spring 2018, the office of the Senior Dean of Planning and Institutional Effectiveness (PIE) extracted every department's responses about assessment, and provided them to TLC. The TLC chair, along with management, read every single response. From this global view, we have crafted the following summary and takeaways regarding assessment in the last cycle.

Summarizing the CPRs from Cycle 1 (2012-2017) Regarding Assessment

Takeaways:
- Culture of assessment is quite strong
- Overwhelming majority of courses were assessed; nearly all those that weren't were courses not offered during the assessment cycle.
- Many courses and programs have been changed due to learnings from the assessment process. For example, the Speech/Communications department reported in a College Assembly on October 1st that assessment had led to a number of changes in their department. For example, the Communications Department Chair shared: "The Speech/Communication Department found our Comprehensive Program Review valuable in that when looking at our Completion and Success Rates we realized that there was a need to offer a section of SPCH 110 (Public Speaking) for the Puente and Umoja learning communities. We are offering a Puente section in Spring 2019 and planning to offer an Umoja section in Summer 2019 or Fall 2019. We also were motivated to offer our first Z.T.C. course in the department (Fall 2018) and are moving towards a L.T.C. (Low-Textbook Cost) model for a majority of our department course offerings as a way to increase our success rates."

Obstacles:
- Much help is requested and needed for technical help. The PRST, while useful for other college purposes, was not a useful system for completing and tracking assessments. The new enterprise tool should help, and training and clerical/administrative help will be much needed to effectively roll out the new tool.
- Smaller departments, or those with adjuncts teaching the course, request more help. Specifically, more funding for the PT faculty to aid in the assessment process.
- Only a select few departments are not bought in with assessment, or don't value it or do it on time.
- Help is needed with finding data, interpreting it, reporting it, and making decisions based on it.
- There was no formal tracking system in place during cycle one. However, the instructional deans had an informal method for tracking CSLO assessment.

PD to Offer:
- Design of rubrics and assessment instruments, especially with regards to tying into the language of the P/CSLOs.
- Design (wording, amount, what to be demonstrated, not just content) of P/CSLOs is desired.
- How to share the results and use it to create dialog, reflection, and actions to close the loop.
- How to design and collect surveys.
- Backwards design from SLOs to unit and instructional design

Aspects of Assessment Needing Change:
- Significantly more funding for adjuncts
- More formalized process for reflection, dialog, and closing the loop. Perhaps a Monday meeting?
- More help to department chairs regarding assessment process, best practices, and tips. Perhaps a regular update or time on the department chair meeting agenda?
- Move away from the PRST and towards an enterprise tool.

- Have a dedicated administrative staff member to assist with developing and implementing a formal tracking system for CSLO assessment beginning with cycle 2. This will be made easier once we have the new cloud-based enterprise software.

Additionally, the Planning Committee, led by the Senior Dean of Planning and Institutional Effectiveness, included the following takeaways from the Comprehensive Program Review Evaluation Report 2018.

PSLO Assessment

Program-Level Student Learning Outcomes assessment generates conversations within programs by nature of the process; faculty within programs come together to generate questions, collect data systematically, and analyse those data to make recommendations on optimizing student learning across the program. Additionally, these data and findings are utilized in the comprehensive program review process.

Challenges in executing process the process of PSLO assessment, however, served as barriers to deeper inquiry into student learning. The information contained in the Program Review Submission Tool (PRST) that was required to adequately respond to specific sections was difficult to access and affected the quality of those responses (i.e. prior years' program review findings, PSLO assessment reports, CSLO assessment reports, etc.). There remains confusion for programs with multiple certificates and degrees, as became evident when reviewing the PSLO sections and assessment reports. Some programs/units copied and pasted their PSLOs for one certificate/degree to all of their certificates and degrees in their program/unit, instead of assessing each program separately. In most cases, the same PSLO for one certificate/degree does not apply to another.

Improved technology and tracking of Course Outlines of Records (COORs), CSLOs and PSLOs may help ease some of the frustration around these barriers. Clearer and more widespread communication needs to be developed to delineate the role of the Assessment Coordinator from that of program review, as many faculty thought the coordinator would assist them with completing their program reviews. The new enterprise software technology tool may also assist in delineating the role of Assessment Coordinator from that of Program Review Coach.

TLC's Takeaways from PSLO Assessment Process and Report Review

On our May 15, 2018 meeting, TLC as a group reviewed a sample of 8 PSLO reports and gave feedback and summative conclusions about the quality of the assessments.

Program-Level Student Learning Outcomes assessment generates conversations within programs by nature of the process; faculty within programs come together to generate questions, collect data systematically, and analyze those data to make recommendations on optimizing student learning across the program. Additionally, these data and findings are utilized in the comprehensive program review process.

TLC found a few process-related barriers to deeper inquiry into student learning.

1. The information contained in the Program Review Submission Tool (PRST), namely CSLO assessment reports, that may have served useful for data aggregation was difficult to access.
2. There remains confusion for programs with multiple certificates and degrees, as became evident when reviewing the PSLO sections and assessment reports. Some programs/units copied and pasted their PSLOs for one certificate/degree to all of their certificates and degrees in their program/unit,

    instead of assessing each program separately. In most cases, the same PSLO for one certificate/degree does not apply to another.

3. Clearer and more widespread communication needs to be developed to delineate the role of the Assessment Coordinator from that of program review, as many faculty thought the coordinator would assist them with completing their program reviews. In short, program review, while slightly related, is not the same as Program Student Learning Outcomes assessment.

The new enterprise software technology tool may not only assist in increasing accessibility to data, but it will likely also assist in delineating the role of Assessment Coordinator from that of Program Review Coach.

As part of our quality review process, TLC studied a random sample of PSLO reports and generated a summary of findings. Based on the below findings, the SLO Coordinator and TLC Chair will update the PSLO reporting form, how-to guide, and other communication documents used to disseminate critical information to programs.

Summary of TLC's Findings from May 15th PSLO Review

Qualities of Complete PSLO Report	Qualities of Incomplete PSLO Report
- Should have a clear research question - Follow data specifically related to program majors - Focus on the outcomes of students taking six courses related to the major that are mapped to the PSLOs to determine proficiency. - Provide good data - Provide qualitative and quantitative information - Include the students' voice - Provide assessment description - Easy to read table tools, data, and written report - Multiple stakeholders in and related to program participate in process	- Overall PSLO report incomplete - did not address all the requirements - List findings with no analysis; no research question - Lacks connection - evidence and claim - Unclear of wording/redundancy - PSLO report mimics CSLO report - Does not include data measurements to show their claim. - Rubrics not provided - The form is not user-friendly - Report is generated by only one person who does not engage in conversation with other stakeholders

Takeaway - Recommendations
- Educate faculty about the difference between PSLO vs. CSLO assessments and program review, and how the three processes can support one another in accomplishing program goals and improving student learning   - Provide an avenue for reflection on past PSLO assessment reports such that each cycle builds on the last and does not function as a disparate process or product   - Develop an action plan - closing the loop of the PSLO report findings and what was implemented in the next steps from previous reports   - Develop standards for measuring PSLOs   - Provide training (department meetings, Focused Flex) on developing questions, planning for meaningful data analysis, and applying findings to overall program-level learning goals   - Update the form that can be used for the new software, coming soon

Average of all CPR responses on the 3 Ms – Was assessment meaningful, measurable, and manageable?
(On a Scale of 1 – 3: 1 = Not at all, 2 = Somewhat, 3 = Very Much)

	Score (Avg from 41 Units)
Meaningful	2.55
Measurable	2.65
Manageable	2.34

General Education

The General Education Program (GE) completed its assessment report, in spring 2018 as the culmination of the work on general education for the previous cycle. GE is a major part of Los Medanos College's commitment to an exceptional quality of education for all students and contributes directly to the goals of the Teaching and Learning Committee. For this reason, below is the methodology of their research and their findings.

"In the fall 2016 semester the GE committee randomly selected 40 sections of GE classes that were scheduled to be taught in Spring 2017 to participate in this assessment project. The professors of these sections were contacted in December 2016 to provide time for the assessment to be incorporated into the course syllabus. Of the 40 sections that were randomly selected, 18 professors actively participated in the assessment of the general education program by incorporating this assignment into their spring 2017 courses.

At the end of the spring 2017 semester, 385 video assignments were collected from the 18 classes that participated in the assessment. The committee randomly selected 40 of these to be evaluated for the purposes of the program assessment.

In addition to the video assignment, the GE committee conducted a student focus group on October 25, 2017. Twelve students and six faculty participated the focus group. Students were asked to respond to questions regarding how diversity and creative thinking have been incorporated into their coursework. The insights from the focus group are incorporated into this report.

The committee also sent a survey to all faculty asking for responses to questions about our general education program. A total of 54 faculty (29 full time/25 part time) responded to this survey."

In their research the GE Committee was seeking to find answer to the following questions:

> a. Do our students develop "novel ways of defining problems, and generating and evaluating innovative solutions?" as defined in the GE Assessment Criteria (adopted 2005).

> b. Can our students make oral presentations that clearly communicate ideas to a wider audience?

> c. Do our students possess a worldview informed by diverse social, multicultural, and global perspectives?

From the GE Assessment, the most important findings and recommendations of the GE committee are as follows:

"1. We recommend a decentralized approach to the teaching of the GE SLOs. Each disciplinary area should decide which GE SLOs they feel best align with the nature of their disciplines (example: faculty in Natural Sciences disciplinary area would be able to decide which of the GE SLOs they are best equipped to teach.)

2. The GE committee noted a startling amount of dissonance regarding how faculty understand and teach concepts such as "diversity" and "global interdependence" (GE SLO #5). We recommend the college invest time and resources establishing some common definitions regarding these important concepts

3. The GE faculty need to discuss and analyze the importance of creative thinking in the student learning outcomes. If this is indeed an important outcome for the GE program, we need more professional development and training regarding how to teach and assess creative thinking."

V.   Recommendations, Focused Efforts, and Big Ideas Going Forward

Recommendations:

As mentioned in the executive summary above, there are three major recommendations that TLC suggest to better accomplish our goals of supporting the college in assessment and improving teaching and learning at LMC.

1. We will lead the implementation of the enterprise software tool for assessment. We should be able to access a beta version in spring 2019, with full implementation to the college as a whole in fall 2019. TLC and the leadership team will be the ones to beta test the software, and learn best practices. We will then provide trainings and PD around best practices to the campus. The goal of using the new software is to make assessment more meaningful, manageable, and measurable, but it's not an end in itself. We will strive to use the software and the assessment process to improve teaching and learning throughout the college.
2. We will engage the faculty in a one-year professional development experience that's called the Pedagogy Innovation Project. This will run from fall 2019-spring 2020. We've included its proposal at the end of this report. It should be noted that the program will go through some adjustments as we secure funding and begin implementation.
3. The GE Committee will begin its work on bringing a new vision of GE courses and GE SLOs to fruition. We've included more detail about that in "The Future of General Education" on the next page.

Focused Efforts:

In improving the culture of reflection and conversations around student learning assessment and clarifying the process such that it's more accessible and intentional, the TLC plans to initiate and support the following efforts:

- Increased focus on research-supported pedagogical and instructional design moves that engage students as agents of their own learning (Innovate your Pedagogy Drop-ins Fall 2018 and beyond) with rotating TLC faculty
- More intentional integration of instructional planning with assessment (Focused FLEX Spring 2019), such that we train instructors to write clear learning outcomes, design backwards from such outcomes, and practice creativity and flexibility in collecting evidence of outcome attainment
- Align efforts of TLC with that of Guided Pathways on campus to present a united front, particularly with regards to Pillar 4: ensure that learning is happening with intentional outcomes (ongoing)
- Opportunities for deeper work in teaching and learning, namely utilizing video and audio data, as well as peer observations and coaching, to practice asking and answering questions about student learning (Innovative Pedagogy Project pilot Fall 2019-Spring 2020)
- A more user-friendly assessment reporting tool that enhances accessibility to data, visualization of CSLO to PSLO mapping, and overall closing the loop with regards to effectiveness of teaching and learning on LMC campus (Roll-out of enterprise tool Fall 2019)
- Differentiated terminology to distinguish between the processes of program review (focus on effectiveness of overall program) and program-level student learning outcome assessment (focus on effectiveness of supporting learning)

The Future of General Education

"The trend among faculty members has been to suggest a wholesale revision of the current 5 GE SLOs, with many faculty recommending fewer SLOs. Now is an ideal time to open this discussion, as we are more than a decade into the creation of the current model GE program and the assessment cycle. The GE committee will build consensus around revisions to the GE SLO package and forward our recommendations to the Curriculum Committee and Academic Senate by the end of the Spring 2018 semester.

GE also recommend that now is the time to revise/update the GE committee's position paper that articulates the principles of our general education program. Much has changed since the beginning of the GE program, and the college as a whole is experiencing a moment of transition. This revision of the position paper would create institutional memory for future GE committees and more clearly define the purpose/scope of the GE program.

The GE faculty needs to engage in a significant dialogue regarding what we mean by the terms "diversity" and "global interdependence." GE recommends a series of flex workshops and professional development trainings as a necessary first step in building consensus around what it means to teach these two different, yet interrelated, concepts. Once the college has reached consensus around these issues, the GE chair/assessment coordinator, working in conjunction with the TLC chair and the PSLO/CSLO coordinator, should invest time and energy offering training to the faculty on what it means to teach diversity and global interdependence at Los Medanos College. We also believe the GE committee should offer special feedback and guidance to authors of course outlines on how to teach and assess diversity and global interdependence.

The GE committee, in conjunction with TLC and other appropriate groups on campus, should offer more professional development on the teaching of creative thinking. The GE assessment process made clear that the faculty and students have experienced dissonance regarding what the teaching of creative thinking means and how it can be assessed. We need to build consensus around this SLO and provide more professional development."

VI.   Activities of TLC since the Midway Report

The TLC and its leadership team have accomplished a lot since the Midway report. This includes offering numerous professional development opportunities (FLEX, Drop-Ins, Monday Meetings), supplying supporting documents around assessment and SLOs, collaborating with many departments, units, and other committees, and developing the "brand" of TLC as the central resource on campus for pedagogy and instructional innovation and support. This revitalization of the committee as a resource for teaching and learning is one of the most exciting developments for the leadership and committee members. Another energizing development is the more connected role that leadership and the committee have played across the college. This includes the leadership sitting on the Planning Committee and Accreditation, and TLC reports and leadership supporting "closing the loop" across campus with Program Review. This newfound energy and excitement has also led to the committee opening discussion about us being the leaders on campus to support Pillar #4 in Guided Pathways (ensuring students are learning with intentional outcomes). Leadership is on the Guided Pathways Advisory Committee (GPAC) on campus. Also, the GE Committee and leadership have finished the GE SLO assessment and report, and are finishing the work to revitalize the vision for GE at LMC.

For full details, please see Appendix I, as well as the minutes and agendas of our meetings on the TLC website.

VII.   How We Will Share Out this Report and What We've Learned

TLC shares reporting responsibilities to both the Academic Senate and the Shared Governance Council (SGC). To share what we've learned, this report will be brought before the college community in fall 2018 in the following way:

- Presented at TLC for feedback and final approval from the committee
- Shared to Academic Senate for approval
- Shared to SGC for approval
- After final approvals, the report will be posted on the college website in multiple places, including:
  - TLC: https://www.losmedanos.edu/tlc/index.aspx
  - SGC: https://www.losmedanos.edu/sg/resources.aspx
  - The Planning Committee: https://www.losmedanos.edu/planning/plansforcollege.aspx
  - Academic Senate: https://www.losmedanos.edu/intra-out/as/resources.aspx
  - Accreditation: https://www.losmedanos.edu/programassessment/

VIII.   Assessment Evidentiary Documents

What follows is evidence and reporting of assessment activities.

Latest SLO Narrative from fall 2018 Educational Planning Annual Report

Note: the Vice President of Instruction submits this report yearly. This is the narrative and table regarding SLO assessment that was submitted in fall 2018.

Student Learning Outcomes (SLOs) Narrative of Progress

The Student Learning Outcome (SLO) and Program Learning Outcome (PLO) assessment cycle takes place over a five-year timeline. Each of the course level SLOs are assigned to one of four possible cohorts. The final year of the cycle is reserved for the PLO assessment. During the 16-17 year, LMC determined we had approximately 90 courses that had not either 1) been assessed due to not being offered in alignment with the assigned cohort, or 2) that were deemed to be inactive, however, were still listed in the catalog. Courses that were not assessed have been placed into a new cohort in Cycle 2, in which 17-18 is the first year of cycle 2. The college is currently bringing all inactive courses through the curriculum committee to be formally deactivated and removed from the catalog.

In the PLSO assessment cycle, it is important to note that LMC changed its definition of "program" in the middle of the current five-year assessment cycle. Prior to this change, "programs" were being defined at the department level only. If a single department had four certificate programs, these were being counted as one single program as it related to assessment. LMC updated its definition to more accurately reflect the need for each program to have its own set of PLOs. All of LMC's programs were assessed in the fifth year of the assessment cycle in 2016-17.

In 2017-2018, courses in cohort 1 began their assessment and reporting. In 2018-2019, courses in cohort 2 are beginning their assessment and reporting. All courses must be assessed in their cohort and the results from the assessment are to feed into the updating of the Course Outline of Record (COOR), which is brought before the Curriculum Committee at least once every five-year cycle.

The committee involved with assessment on campus, the Teaching and Learning Committee (TLC), has taken the lead on implementing improvements that were identified as needed in the Comprehensive Program Review (CPR) reports from 2017-2018. These include replacing the current assessment tool and word documents into a web-based solution from an external vendor. The District is moving forward and

will have the solution in place by spring 2019, and LMC will start using it, hopefully, in fall 2019. This program will lead to new ways of doing assessment, most likely removing the need for SLO assessment reporting forms.

Category	%	Comments
% of **programs** with SLOs (ending with degree or certificate)	100%	
% of **program** SLOs with ongoing assessment	100%	
% of **courses** with SLOs	100%	
% of **course** SLOs with ongoing assessment	66%	421/635 *Note:* Many courses have not been offered in the past few years. Management and the Office of Instruction are working closely with faculty to deactivate those courses.
% of **Student and Learning Support** with SLOs	100%	
% of **Student and Learning Support Services** SLOs with ongoing assessment	100%	
% of **administrative units** with SLOs	NA	Not required for accreditation
% of **administrative units** with ongoing assessment	NA	Not required for accreditation
% of **Institutional** Outcomes	100%	LMC uses the 5 General Education Learning Outcomes as the Institutional Learning Outcomes.
% of **Institutional** Outcomes with ongoing assessment		4 out the 5 outcomes have on-going assessment. It has been determined that the 5th outcome is no longer applicable and the GE committee is taking steps to eliminate the outcome in 17-18.

(Data from ACCJC report)

The following was included in the LMC Midterm Report (submitted in fall 2017).

SLO Assessment Reporting from LMC Midterm Accreditation Report

Category	Reporting Year		
	2014	**2015**	**2016**
Number of Courses	619	619	627
Number of Courses Assessed	465	433	408
Number of Programs	125	119	110
Number of Programs Assessed	71	71	71
Number of Institutional Outcomes	5	5	4
Number of Institutional Outcomes Assessed	3	3	4

Further Resources on College Website

A. **TLC Meeting Minutes**
   1. TLC Website -- Agendas and Minutes

B. **TLC and GE History and Reports**
   1. TLC Documents and Resources
   2. TLC Position Paper, 2012
   3. TLC Midway Report, 2012-2017
   4. GE Assessment Report, 2018

C. **Accreditation and Planning Documents**
   1. Midterm Accreditation Report
   2. Comprehensive Program Review Template
   3. Comprehensive Program Review Evaluation Report, 2018

IX.   ACCJC Standards (to which this process contributes)

IB1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

IB2. The institution defines and assess student learning outcomes for all instructional programs and student and learning support services. (ER 11)

IB4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

IB5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

IB6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

IB8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

IB9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.C.1   The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

II.C.2   The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

II.C.3   The institution ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Appendix I: Activities of the TLC and Leadership since the Midway Report

We've included a list of the activities of the TLC and its leadership since the Midway Report. Full details are viewable in the agenda and minutes of the meetings, all provided on the TLC website:

https://www.losmedanos.edu/tlc/index.aspx

TLC Activities – 2016-2018

- Leadership attended IEPI Pathways Conference in December 2016.
- Leadership attended SLO Symposium in spring 2018
- Secured funding for adjuncts doing assessment and updating COORs (ongoing)
- Leadership is collecting data about adjuncts and assessment, in order to secure an accurate funding amount for next cycle.
- In October 12, 2016 meeting, it was approved to give adjuncts 3 hours of pay for participating in assessment. (See minutes of that meeting for full details.)
- GE Committee designed and is implementing their GE SLO assessments. This process was finished and reported by fall, 2017.
- CSLO/PSLO Coordinator and TLC Chair led numerous FLEX and professional development activities, including:
  - Assessment Drop-ins during Fall 2016 (4), Spring 2017 (4), Fall 2017 (5), Spring 2018 (5), Fall 2018 (6)
  - Based on participant feedback, Drop-Ins rebranded as "Innovate your Pedagogy" to draw in more participants - Fall 2018
  - Aided in Focused FLEX on PSLO Assessment Planning and Data Collection, Spring 2017
  - FLEX every semester on CSLO/PSLO assessment planning and reporting
  - Monday Meeting (college assembly) on assessment and student learning in Spring 2017
  - Aided individuals and groups or whole departments on CSLO writing, assessment, reporting, and COOR revision, ongoing every semester
  - FLEX in Spring 2018 on active learning
  - NEXUS workshop on diverse assessment activities Spring 2017 and Spring 2018, and recruited new members
  - Numerous individual and group coaching sessions with faculty from PE, Athletics, Speech, Math, DSPS, Social Sciences, Nursing, Counseling, and CTE.
- Finished developing several assessment documents, including CSLO Reporting Template, PSLO Reporting Template, Five Best Practices in Assessment, CSLO Assessment How-To Guide, and PSLO Assessment How-To Guide
- Recommended to Curriculum Committee a public repository of COORs
  - The Vice President of Instruction agreed and has since implemented it since fall 2017 through the Office of Instruction. The COORs are now publicly viewable on the college website at this link: https://www.losmedanos.edu/catalog/coor/index.aspx
- Monitored and gave suggestions for improvement to current CSLO assessment reports
- TLC Chair joined the Planning Committee since fall 2017. Has given input around assessment, replacing the PRST, and teaching and learning goals for the college.

- TLC Chair, since fall 2016, gives regular updates to Academic Senate
- TLC and Leadership have led the charge on replacing the PRST and finding a new enterprise software tool

Appendix II: Pedagogy Innovation Project Proposal

Pedagogy Innovation Project
1-year Reflective Teaching Professional Development Program

Rationale

From our experience coaching faculty and staff, leading professional development, reviewing COORs and assessment reports, and facilitating course- and program-level assessment over the last few years, the TLC leadership team has identified a need for a deeper understanding of the connection between assessment and instructional design, as well as a potential for enhancing our college culture of collaboration and reflection around teaching and learning.

Current Culture of Teaching and Learning at LMC

Los Medanos has long emphasized a student-first approach to course offerings, instruction, and campus structures and initiatives. This value is reflected in learning communities and programs such as Honors, Umoja, and MESA and in the diversity and quality of courses offered at LMC.

When the campus rolled out its 5-year assessment cycle, the process was met with resistance for a variety of reasons, and now, more than a decade later and currently in our 2nd full cycle of assessment, we are seeing that faculty and staff understand the cycle itself and why course-wide and program-wide assessment is needed. However, there is a perceived clash between our cultural value of student-centered learning and the practice of assessment.

Our work with faculty and staff over the last few years has revealed that assessment is viewed by most as a compliance activity, not as an essential or useful part of teaching. Faculty understand the nuts and bolts of processes and documents in place (COORs, COOR revisions, assessment reports), yet do not always see their value or meaning when it comes to improving student learning. CSLOs appear in course syllabi but are not uniformly used to drive instruction, integrated into assignments or learning activities, and/or made apparent to students beyond the first day of class.

Currently, faculty do not receive formal college-based training on writing outcomes or designing their curricula with these outcomes in mind. Assessment professional development experiences on campus are intermittent and perceived as perfunctory. LMC faculty have voiced a demand for high quality professional development in this area. A thorough review of Comprehensive Program Review reports conducted by TLC in April 2018 revealed that the majority of instructional programs desire support in conducting more integrated, manageable, and meaningful assessment and aligning these assessments with learning outcomes on the course and program level.

In addition to instructional design support, faculty and staff are also eager for pedagogical support. Beyond the evaluation process, which is high stakes and not geared towards taking risks and innovating, faculty do not have opportunities to receive feedback on their teaching. K-12 education has long been ahead of higher education in training teachers and staff on research-supported best practices in instructional and curricular design, and at LMC, we would like to be more thoughtful and intentional in training our talented staff to support students with high impact practices. In doing so, we will build on essential experiences already in place, such as NEXUS, and align our teaching approaches with those of institutions that have long been thinking about teaching and learning dilemmas and implementing responsive strategies and solutions.

In improving our capacity to thoughtfully design and execute courses, we will inevitably improve institutional effectiveness by meeting more students' needs, set our students up for success upon

transfer to other institutions and/or workplaces, and enhance the culture of collaboration and reflection on campus. The latter would lead to improvement of institutionalized processes, such as COOR, syllabus, and assessment report writing, which would in turn, effect more meaningful teaching and engage the college in continuous improvement of closing equity gaps in course success and completion rates.

At Los Medanos, we would like to explore some of these high impact practices through a cohort-based professional development program with a pilot cohort beginning in Fall 2019.

Description of 1-year, Cohort-based Pedagogy Innovation Project

Identified Needs in Teaching and Learning at LMC
The greater needs we have identified include:
- A conceptual understanding of the connection among student learning outcomes, pedagogy that supports the attainment of those SLOs, and assessment of those SLOs (synergy of COORs, syllabi, and assessment implementation and reporting).
- Identification and sharing of best practices in instructional design and pedagogy.
- A culture of reflection around instructional planning, assessment, and pedagogy.

Objectives of Immersive PD Program
By the end of this program, participants will:
- Explore and identify research-supported teaching practices that bolster student success.
- Adjust instructional plans and pedagogical moves utilizing evidence of student learning.
- Enhance reflective practice through the use of peer observations, coaching, and video analysis.
- Innovate and take risks in a low stakes, supportive community of practice.

Outline of Program
Semester 0 – Pre-Program (Spring 2019)
- Host a Focused FLEX on effective teaching practices (focus on instructional planning) and pitch the program.
  - Collect feedback on professional development needs (this will aid us in planning the program to the needs of the college)
  - Include student services staff needs in survey/exit ticket
  - Recruit focus group participants
- Hold a few focus group sessions with interested faculty/student services staff to gauge needs related to professional development
- Pitch program at department chair meeting in February.
- Hold a Monday Meeting in February.
- Continue holding Innovate your Pedagogy drop-ins with rotating topics.
- **Applications due mid-March, 2019.**
- Identify, recruit, and select the first cohort of the program by April 2019.
- Meet regularly as core strengthening planning team to design and plan PD program based on identified needs and select first cohort.

Semester 1 – Instructional Design Focus (Fall 2019)
- Build rapport, reflect on teaching motivation, examine psychosocial needs of learners and adult learning theory, explore qualities of an effective teacher, and identify cohort needs.
- Engage in backwards design process: collaboratively plan learning goals (that align with the COOR and the CSLOs), identify acceptable evidence of goal attainment, and design instruction.
- Audio record all class sections for classroom sound analysis.

- Utilize best practices and feedback to create instructional plans for fall 2019. Revise syllabus to reflect this plan.

Semester 2 – Pedagogy Focus (Spring 2020)
- Explore rotating topics (classroom dialogue, student engagement, writing to learn, metacognition and reflection, etc)
- Try new instructional moves, collect data on effectiveness of moves, and bring findings back to cohort (some of this data could be included in CSLO assessment reports).
- Master coach (Program Lead) visits faculty classrooms/staff workplaces and does post-observation coaching debriefs with individual faculty (Weeks 1-8).
- Faculty/staff visit one another's classrooms and/or learning contexts and engage in peer coaching (Weeks 9-15).
- Video and audio recording may be incorporated for further reflection on teaching practice.

Participant Selection/Application
We hope to identify a *10-person* representative pilot cohort using a competitive application.

Participants who meet the following criteria will be given preference during cohort selection:
- Teams consisting of at least 1 full-time and 1 part-time faculty/student services staff who are from similar teaching context (same course, department, program, etc)
- Commitment to improving teaching practice and attending all cohort meetings
- Willingness to commit to two full semesters of the program
- Submission of letter of support from department/program (to ensure good standing)
- At least 2 years teaching experience and 2 semesters teaching same course at LMC

Candidates will be asked to submit the following materials in the competitive application process:
- Completed application (teaching experience, course load, schedule availability information)
- Statement of interest (250-500 words)
- Letter of recommendation from department/dean

Timeline of Program:
> January-February 2019: Program advertised with targeted recruitment
> March 2019: Participants apply
> April 2019: Participants chosen and notified
> August 2019: Cohort meets during FLEX week for a retreat
> September – December 2019: Semester 1 of program
> January 2019: Cohort meets during FLEX week for retreat
> February – May 2019: Semester 2 of program

Program Meeting Dates/Times
The cohort will meet in-person on campus at Los Medanos College at one of the below dates/ times (TBD, depending on applicants' schedules):
- Fridays 11-1:30pm
- Fridays 1-3:30pm
- Tuesdays 4-6:30pm
- Monday 3-5:30 pm

Benefits
Benefits to Participants
- Instructional design & pedagogy expertise
- Opportunity to observe colleagues in action and gain best practices

- In-class coaching
- Access to audio and video equipment
- Certificate of Completion
- Instructional design resources
- A $1500 professional development stipend at culmination of program
- FLEX hours (24 hours per semester): 48 hours for two semester program

<u>Benefits to Students</u>
- Clearer learning goals in classroom (improved success, completion and transfer rates; this will be measured and evaluated by the leadership team)
- Increased engagement in instruction and learning

<u>Benefits to Institution</u>
- Improved institutional products and processes (clarity, utility, and effectiveness of COORs, syllabi, assessment reports)
- Narrowing of equity gaps in course success and completion rates (this will be measured and evaluated by the leadership team)
- Improved connection and understanding between faculty and student services
- Focused FLEX, Monday Meetings, and other PD will be made available to the whole campus, not just the participants of the program.
- What we learn and develop will be shared with the campus through TLC, Monday Meetings, FLEX, SGC, and Academic Senate

Connection to College-wide Initiatives and Goals
- Meta-major coaches (for Guided Pathway work) may emerge from this program.
- Integrated planning goals: #4, 5, and 6.
- Student Equity Plan: We will look at breakdowns in success and completion rates, with aims to lowering gaps and disproportionate impacts. Culturally sensitive instructional methods will be a theme of the entire PD.
- Building on learning experiences in NEXUS.

Impact on Student Success and Completion
According to Hearn in the NPEC Report "Student Success: What Research Suggests for Policy and Practice" (2006) (https://nces.ed.gov/npec/pdf/synth_Hearn.pdf):

> *Classrooms and teaching faculty provide <u>the most direct organizational influences</u> on postsecondary student success, with governmental and institutional policies and practices playing notable indirect roles.*

Also, according to Gyurko, *et. al*, in the 2016 ACE and ACUE report "Why Colleges and Universities Need to Invest in Quality Teaching More than Ever" (http://acue.org/quality-teaching/)

> *Educational research conducted over the last 40 years has established that instructors are <u>the most crucial variable</u> affecting student outcomes.*

Additionally, according to Hattie in *Visible Learning*, video recordings and review by faculty of their teaching is one of the most effective interventions possible (ranked 13th out of 252 interventions, from over 1200 meta-analyses in education research).
Source: https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/

Therefore, to help accomplish the goals of the integrated plan, specifically goals #4 (Persistence and Completion), #5 (Equitable Success), and #6 (Learning Culture), this PD will focus on teaching best

practices. Quality and effective teaching is "the most crucial variable" in improving success and completion rates. We will assess our efforts at accomplishing these goals throughout the PD, and report out at the end of semester 2. We will present and seek feedback from the integrated planning group at the end of each semester to closely align our PD with the needs of the college and its integrated plan.