

# **The Teaching and Learning Committee's 2012-2017 Midway Report**

Proposed Spring 2016  
by members of the  
Teaching and Learning Committee:

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## Forward

In May 2012, Los Medanos College approved the “TLP Position Paper”, which included changing its name from the Teaching and Learning Project to the Teaching and Learning Committee, or the TLC. This declaration of institutionalization, from a project to a committee, positioned the TLC to be the college’s assessment committee and to continually coordinate the college’s cycle of assessment. The Academic Senate and the TLP agreed to assess the newly named TLC on a five year cycle with a 2.5 year midway report. The TLC hopes this 2012-2017 midway report will provide a strong stepping stone for the final report. The report summarizes recent work performed by the TLC and provides suggestions for next steps. It then analyzes responses to a college-wide survey on how LMC employees perceive our assessment cycle. It concludes with a CSLO assessment report and an updated membership list.

## TLC Membership

Since TLC’s inception, LMC hired an entirely new management team and then management reorganized itself. One outcome is that all representative committees had to adjust their membership. Including the chair, there are 19 required members for the TLC. Only the Academic Senate (22 possible members) is larger. Most other major committees on campus (i.e. SGC, GE, BSC) have 12 or less required members. Assuming full TLC membership, quorum requires 9 attendees. Over the years, the TLC has often struggled to maintain quorum and discussed the possible redundancy of requiring both a faculty member and a manager for the following four divisions: liberal arts; math and sciences; CTE and social sciences; student services. It was decided to keep both managers and faculty representatives. The Membership Addendum reflects the change in management.

## Assessment Update

Please see [Summary of Assessment, Fall 2014](#) and the [LMC Course Assessment By The Numbers](#) Addendum for an analysis of CSLO, PSLO and GE SLO assessment. LMC now employs the Program/Unit Review Submission Tool (PRST, <http://www.losmedanos.edu/planning/programreview.asp>) for all assessment-related activities.

## GE SLO Update

In 2012, the TLC voted to remove four of the five ISLOs, keeping only the GE SLOs. The GE Committee has since assessed four of the five GE SLOs and is currently working to assess the final one by the end of the five year cycle, in summer 2017. The committee is discussing improving the GE SLOs to (1) include Information Literacy and (2) reposition the interdisciplinary SLO as a core characteristic of GE courses versus an SLO.

The TLC and the GE committee are interested in data-driven solutions and thus inquired from the District Research Office, “What percent of LMC students have ever taken a GE course?” The report may be found on the GE Resources website, <http://www.losmedanos.edu/intra-out/ge/resources.asp>.

As of 9-29-14, 6,389 LMC students had enrolled on or before the 2012-13 academic year. Of this population of students that have been at LMC for at least two years, 82% had taken a GE course. This gives evidence that a strong majority of LMC students, who have persisted for more than two years, experience GE SLOs. Further investigation is warranted, especially concerning the numbers of GE courses taken and the types of courses taken by persisting LMC students who take little to no GE courses. However, it does appear that GE SLOs reach a clear majority of students. Next steps include discussing the re-institutionalization of ISLOs for the remaining students who do not take GE courses.

## Budget

During the 2015-2016 Resource Allocation Proposal (RAP) funding cycle, the TLC was awarded an ongoing budget of \$7,500 of the requested \$12,250. Based on previous academic years, it was predicted that \$7,300 would suffice to pay adjunct faculty members \$150 stipends to complete CSLO assessment for classes not taught by full-time faculty. Data from the assessment survey suggests this amount be doubled (see Assessment of Assessment and Assessment of Assessment Addendum). The TLC also requires funds for a professional survey software instrument (\$300), basic supplies (\$100) and snacks (\$250) for their 2-hour monthly meeting, lunch for an annual assessment retreat (\$200) and a copy budget (\$100). The TLC is charged with ensuring that the college meets assessment-related accreditation standards. This involves attending conferences (\$3,000) and bringing best practices to the campus through workshops (\$500) and inviting guest speakers (\$500). The TLC suggests applying for an increase to its ongoing budget to adequately support these needs.

## Equity

In the past, the TLC has not focused on equity in assessment. With new SEP funding, the TLC is excited to bring an equity lens toward assessment. Leading the effort, PSLO/CSLO Coordinator Briana McCarthy invited Dr. Ben-Zeev to speak on Stereotype Threat at an LMC FLEX professional development opportunity in Spring 2016. A large group attended the “Integrating Cultural Competence into PSLO and CSLO Assessment” put on by the Institute for Evidence-Based Change and will share best practices with the LMC community in Fall 2016. TLC and PDAC GE Coordinator Cindy McGrath is facilitating a GE committee discussion on how to be inclusive and to raise awareness of equity issues in assessing all SLOs. Professional Learning Coordinator and TLC committee member Paula Gunder suggested several workshops related to equity and assessment.

## Assessment of Assessment

The Faculty Survey on Assessment, administered during the spring of 2015, satisfies both the assessment rubric of the Accrediting Commission for Community and Junior Colleges — under the category of Sustainable Continuous Quality Improvement, which calls for the “evaluation of student learning outcomes processes” — and the LMC Shared Governance Council charge to “evaluate the effectiveness of the TLC.” The 12-question survey was completed by 81 individuals: 36 full-time faculty (on average, 17 years teaching at the college level), 30 adjunct faculty (12 years), 10 classified (16 years) staff and 5 managers (24 years). The Assessment of Assessment Addendum details the findings. Below are suggested next steps for the TLC:

1. Begin discussing creating complementary ISLOs to create more inclusion of non-academic department/programs and awareness around GE SLO/ISLO assessment.
2. Create a series of PSLO professional development activities focused on departments/programs. Share opportunities concerning the three assessment-related faculty leadership positions.
3. Connect with NEXUS to urge participation with the goal of eventual leadership within assessment-related faculty leadership positions.
4. There is strong interest in leadership, with very strong interest right now for the CSLO/PSLO coordinator position. There needs to be a process for creating a list of “who’s next” for these positions.
5. For typical departments, assessment takes an average of 6 hours. This suggests a need to increase from the 3-hour stipend at the non-instructional rate to 6 hours for adjunct faculty members. The TLC wishes to note that if full-time faculty members are teaching a section of a class, then they must assess the class.
6. Offer focused professional development on discovering what works and what doesn’t, emphasizing the ability to measure learning. Provide time and space for departments/programs to collaborate.
7. Offer on-going orientations on the 5-year integrated model of assessment (emphasizing PSLO and GE SLO assessment). Share and explore best practices on effective assessment (emphasizing CSLO assessment).
8. Request from the college more institutional time related to assessment (i.e. Mondays, FLEX) and reduce the data entry component of assessment.

## Concluding Remarks

The TLC Midway Report serves to track the TLC's progress toward its original goals and to offer suggestions. In 2012, LMC needed to successfully institutionalize its new, streamlined assessment process. This Midway Report concludes that we are on track. The college will complete its first 5-year cycle using the new assessment model by the end of the 2016-2017 Academic year. The new assessment cycle greatly improves the rate of classes assessed (from 55.7% of all classes in 10 years to an estimated 60-80% in 5 years, see LMC Course Assessment Data By the Numbers Addendum). The college is strongly preparing for its PSLO assessment in 2016-2017. The GE Committee is preparing a second round of assessment on GE SLOs. To help ensure future assessment-related success and to meet the surveyed needs of LMC faculty, administrators and staff with respect to assessment, the TLC offers eight "next steps" (See Assessment of Assessment). Finally, to ensure the TLC remains functional and equitable, the Midway Report provides suggestions regarding membership, budget and equity.

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Teaching and Learning Chair Tue Rust *date*

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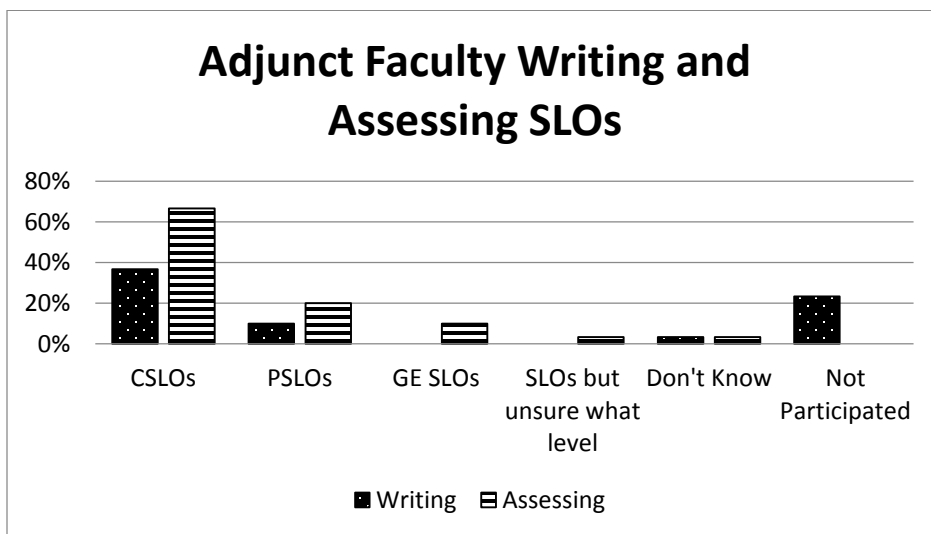
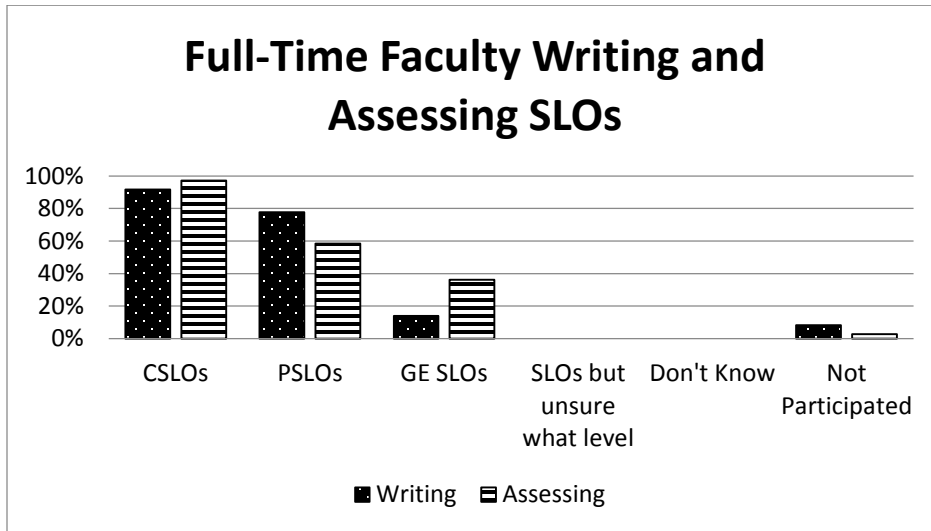
PSLO/CSLO Assessment Coordinator Briana McCarthy *date*

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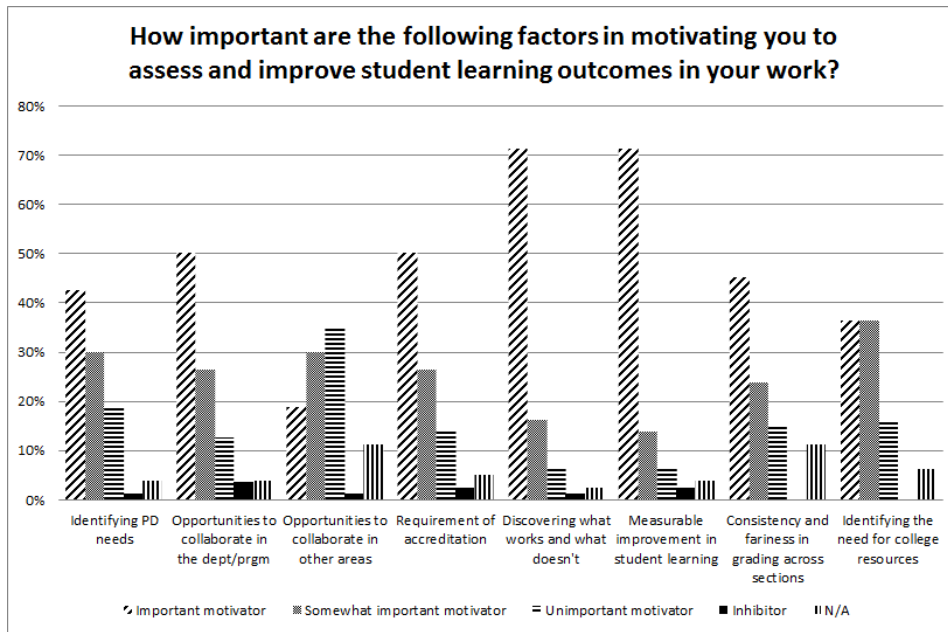
GE Assessment Coordinator Cindy McGrath *date*



## Assessment of Assessment Addendum



The TLC chose to look only at adjunct and full-time faculty responses. Almost all full-time respondents wrote and assessed CSLOs and a clear majority wrote and assessed PSLOs. This is encouraging! Almost 40% of adjunct faculty participated in writing CSLOs and 60% participated in assessing CSLOs. This is also encouraging! Very few people assessed and/or wrote GE SLOs. However this is to be expected as GE SLOs are not often edited and only roughly one GE SLO per year is assessed. However, the GE committee is developing new ideas for broader inclusion in GE SLO assessment.

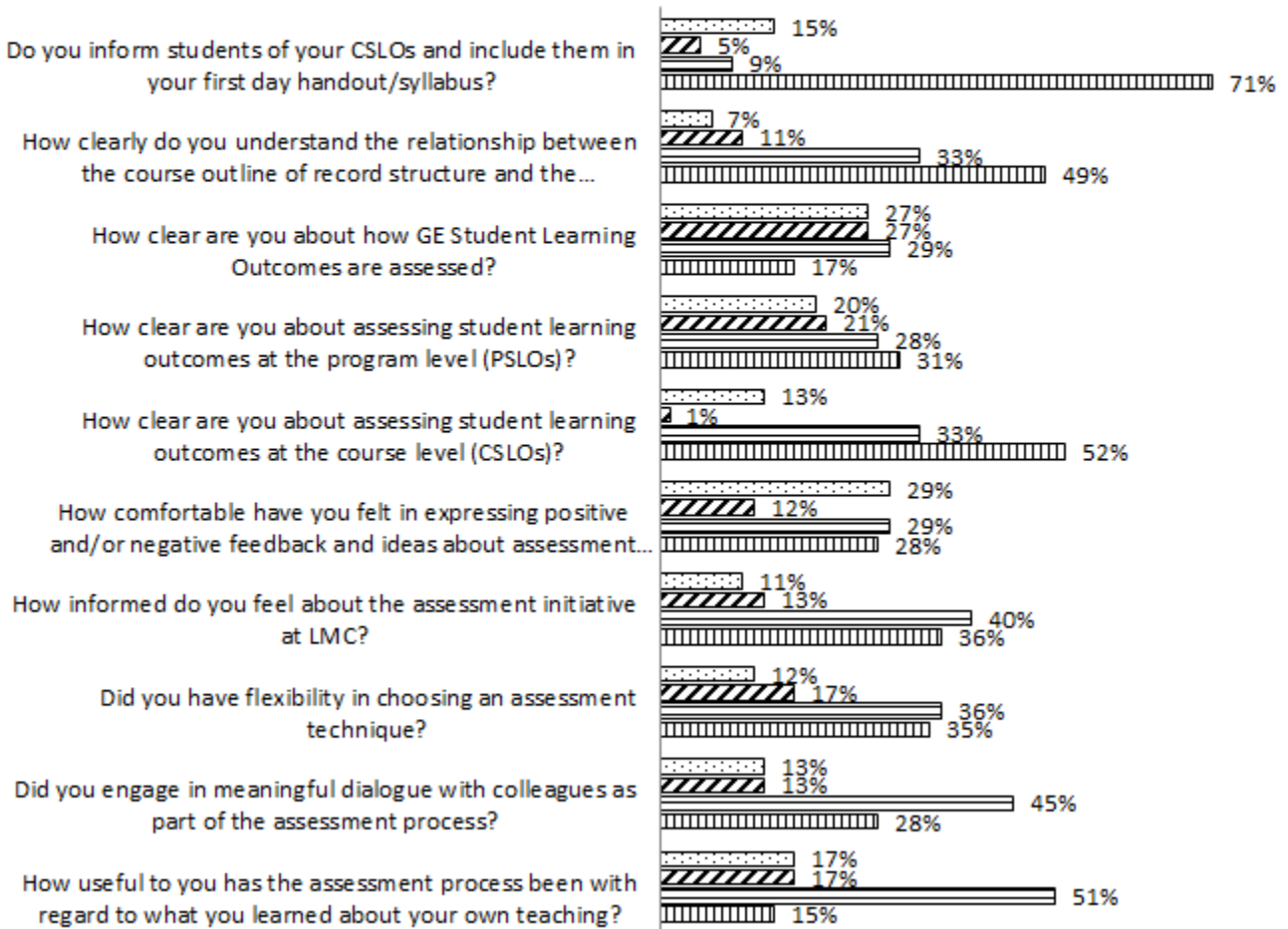


The TLC wished to determine important motivating factors regarding assessing and improving SLOs. The clear motivators (~70%) were “Discovering what works and what doesn’t work“ and “Measurable improvement in student learning”. This is great news because this is precisely what SLOs are supposed to motivate. It is also exciting because these specific motivators help to close the loop through changing curriculum, pedagogy and course outlines.

Those surveyed showed a need (~50%) for collaboration within their department but not for collaborating across areas. Coupling this with some need (~40%) for assessment-related professional development, there is an opportunity for TLC leadership to provide department/program specific professional development opportunities. Serendipitously, LMC is about to enter year 5, where departments/programs assess the Program-Level SLOs, or PSLOs. Since those surveyed are motivated (50%) by accreditation requirements and PSLO assessment is required by accreditation, there is an opportunity for the TLC to assist the CSLO Coordinator in developing PSLO-related professional development. These data suggest that such an experience be closely related to the classroom or learning environment, for “student learning” and “what works” are more motivational than consistency across sections or “collaboration across areas.

## Answers Based on LMC's 5-year Integrated Model of SLO Assessment

I have not participated   
  Not or None   
  Somewhat   
  Very much so



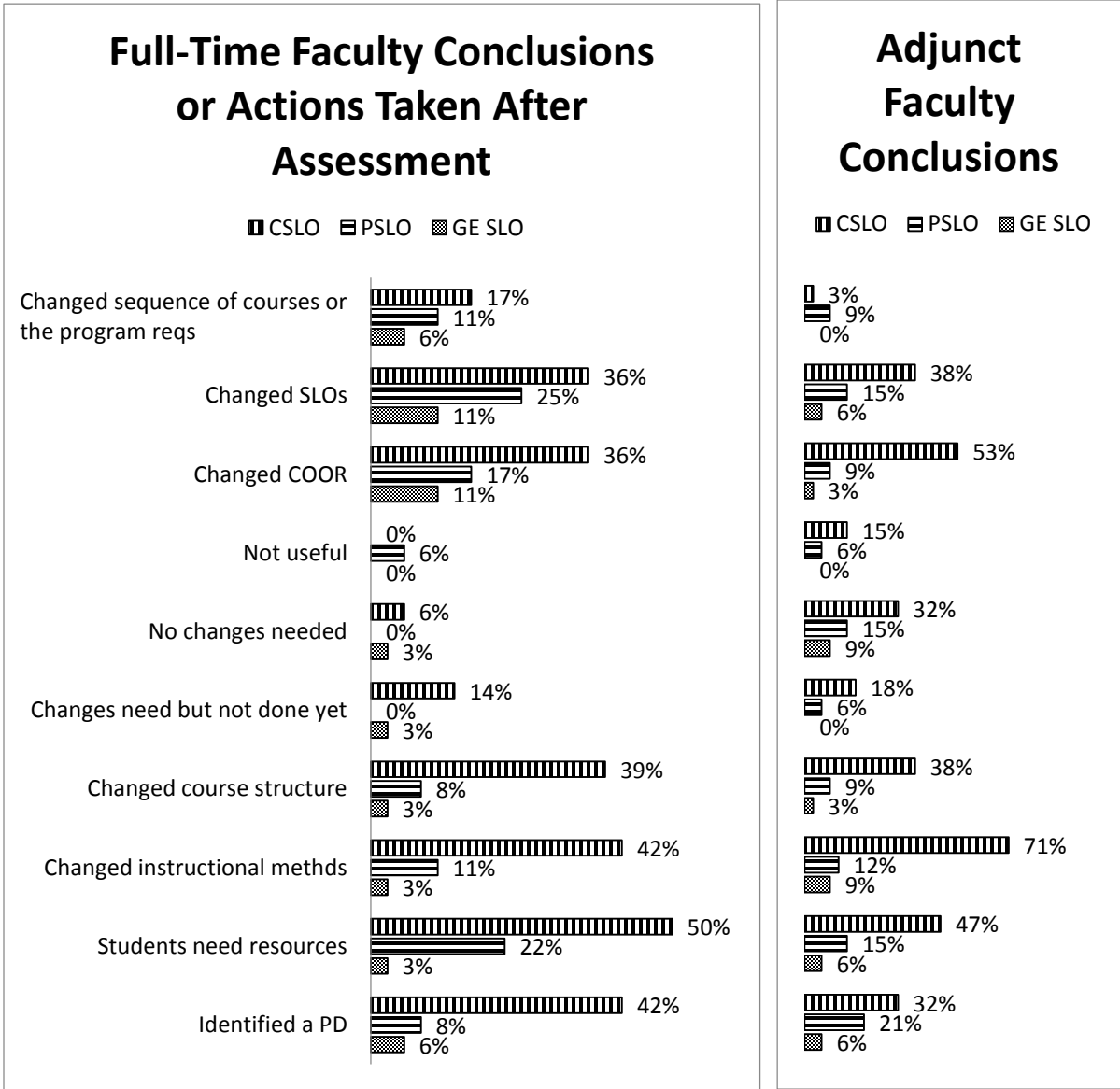
This question offered the most challenges to the TLC. It appears that those surveyed have a strong, basic grasp of assessment, with respect to CSLOs. However, there are many areas for improvement.

1. There is a need for increased understanding of assessment at the PSLO and GE SLO level. This makes sense because the college only assessed PSLOs once using the new model and the college only assessed 3 of the 5 GE SLOs with a small group of faculty. In the 2016-2017 academic year, the college will assess PSLOs and the TLC and the CSLO/PSLO Coordinator are currently preparing

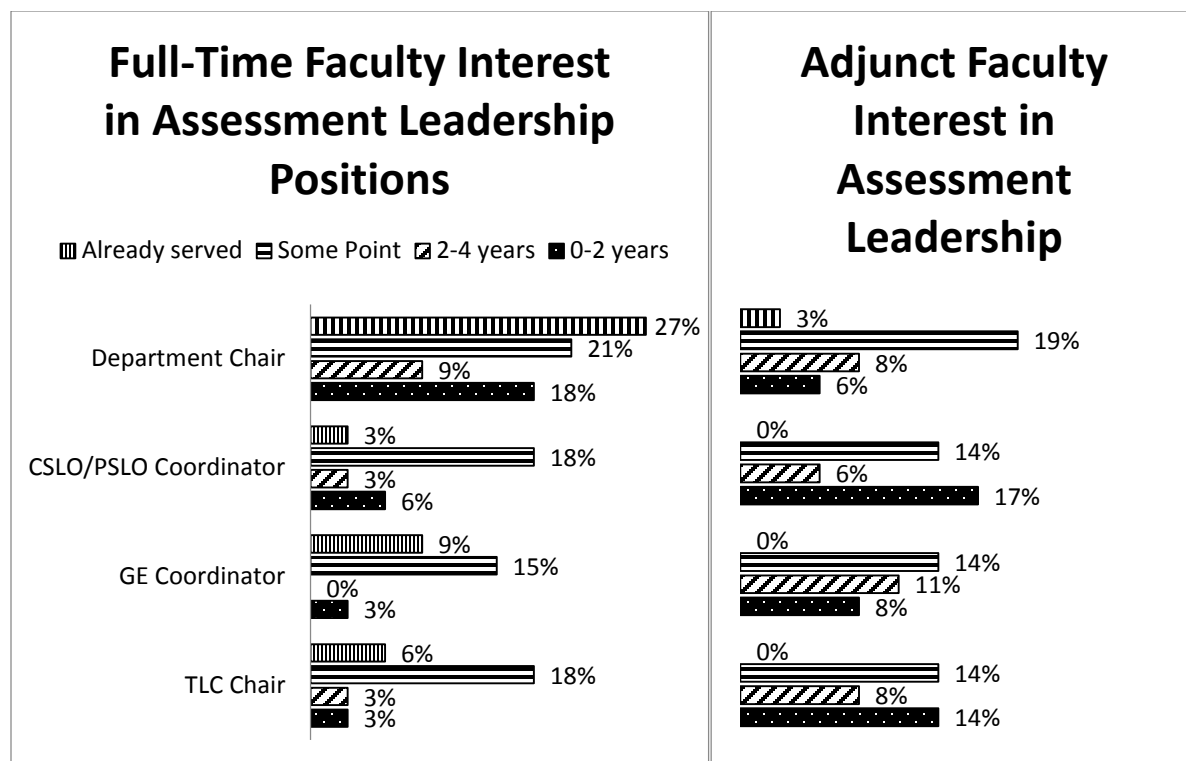
LMC faculty. The GE committee is also preparing to assess the last of the two GE SLOs and is hoping to offer an inclusive assessment strategy.

2. Approximately one third of respondents felt they had great flexibility in choosing an assessment technique. Approximately one third felt they had some flexibility and one third felt they had no flexibility.
3. There is a need for being more informed around the assessment initiative and there is opportunity for increasing meaningful dialogue around assessment.
4. Although in the previous question respondents were clearly motivated by “what works and what doesn’t”, after answering (largely negatively) to the last few sub-questions in this question, respondents reported that they did NOT learn much about their own teaching.

Synthesizing this information, there is an opportunity for strong professional development around PSLOs and GE SLOs. There is evidence to focus on PSLOs. The TLC suggests offering a series of professional development activities focused on creating a collaborative environment around understanding, enacting and creating meaning from PSLO assessment.



To compare adjunct and full-time responses on one page, the row headers are only written on the full-time faculty table, but they align with adjunct faculty responses as well. Clearly, our CSLO assessment process assisted in systemic change, with high percentages on COORs, course structure, instructional methods, professional development, and student resources. The PSLO and GE SLO assessment process assisted in less systemic change but the TLC, CSLO/PSLO Coordinator and GE Chair are planning inclusive PSLO and GE SLO assessment during the 2016-2017 academic year. Very few responses found the assessment process not useful.



There is strong adjunct faculty interest in leadership positions, but currently, the college does not favor adjunct faculty holding leadership positions. There is notable full-time interest in each of these positions, however, this interest is mainly “at some point” in their career. As one TLC member put it, “How do we turn ‘At some point in my career’ into ‘in the near future’”? The TLC proposes a multi-prong approach:

1. Offer amazing professional development activities on assessing PSLOs. Throughout the series of activities, discuss the three positions. Actively recruit for future terms.
2. Meet with every full-time faculty member and discuss which position would be of interest to her/him regarding assessment leadership. Determine which year said faculty member would be most interested applying for the position.
3. Continue employing a series of stop-gap measures for the next 1-2 years until (2) creates a stable progression of leadership.

These positions offer high levels of support. They provide a springboard for faculty interested in other leadership roles. Currently, CCCCD offers NEXUS. Should this

continue, it would be advantageous for the TLC to become strongly involved with NEXUS. First year tenure-track hires could observe committees. Interested second year tenure-track hires could serve on a committee. 3<sup>rd</sup>-5<sup>th</sup> year hires could serve in a leadership role for 2 years. This process would help to ensure that new full-time faculty members have a bird's eye view of LMC with respect to assessment.

## **Professional Development Needs**

This was an open-ended question, of which 57 of the 81 responders chose to answer. Of particular note was the average amount of time required to assess a class. For small sections of classes, respondents suggested 6 hours was reasonable. This is twice the current 3 hours of non-instructional pay that adjunct professors receive.

When followed up with what type of professional development is needed, several individuals wished to learn more about the assessment process and how to build and use effective assessment tools. Others focused on needing more time and reducing the data entry aspect of assessment.

These data suggest increasing the adjunct faculty stipend to 6 hours. It also suggests continual learning opportunities on LMC's assessment process and on effective assessment strategies. These ideas can be woven into the previously mentioned professional development on PSLOs. The TLC believes that data entry into PRST is fairly minimal. With continual assessment-related activities, it is hoped that faculty, administrators and staff will eventually concur and/or develop even less intensive data entry methods of recording assessment results.

## LMC Course Assessment Data By The Numbers Addendum

This report is a first draft template for use with the CSLO Coordinator's annual update. For the next few years, we envision the **Overview** to remain largely unchanged. It serves as a reminder of the challenging work involved in collecting all of the data into one location, as well as provides milestones in assessment. **Assessment Cycle 0** officially ended in Spring 2012 and thus the data point of 55.7% will also most likely remain unchanged. We do suggest leaving it in subsequent reports, to serve as a reference point. Namely, it took 10 years for LMC to assess the CSLOs in 55.7% of its courses.

We also envision the descriptions for every data point to remain largely unchanged. Every year, the CSLO Coordinator will update the data within the current cycle, and leave the remaining cycles in the report as an archive for easy reference. For example, **Assessment Cycle 0** will remain unchanged but in **Assessment Cycle 1**, we expect the "current courses assessed to date in Cycle 1 to increase, and thus to increase the percent of courses assessed at the CSLO level.

As this is a first draft template, there may be additions, changes or eliminations. The TLC's latest suggestion is to add "updated COORs" to each section. The goal, however, is for this document to be readable and to serve as a guiding signal with respect to CSLO assessment.

In **looking** at our data, 100% of LMC's courses could have been assessed from Cohort 1, but only 66% were actually assessed. Cohort 2 ended last Fall 2014 and 56.4% of its courses are overdue for assessment. Cohorts 3 and 4 are still "in process", although 65.8% of courses in Cohort 3 are not assessed and will be considered overdue by Fall 2015. Of note are the 91 LMC courses that do not currently belong to a cohort and thus cannot be counted as assessed.



In **analyzing** our data, we are behind in Cohort 1 and most likely behind in Cohort 2. We also must assign cohorts to all of the new courses. However, it is unlikely that all of these courses will be assessed in Cohort 1 due to the logistics of how new courses are placed into cohorts. It is worth mentioning, though, that, compared with LMC's previous attempt to assess CSLOs, we are improving. Using our new model, we assessed 34.1% of our courses at the CSLO level in 3 years, compared to our previous model which took 10 years to assess 55.7% of our courses at the CSLO level. Thus, although there is room for improvement, we are improving.

In **conclusion**, management and the TLC have a strong plan to decrease the numbers of overdue courses that need to be assessed at the CSLO level. An Excel file now exists which catalogues every course, the data it was last assessed, and the date the COOR was updated. The Deans will work with department chairs to plan how the overdue courses can be assessed by the end of Cycle 1. An interesting feature of our new model is year 5 does not have a cohort. Thus although departments will focus on assessing their PSLOs during year 5, they also have one more year to assess overdue courses before the cycle resets. Finally, of the 91 new courses currently not in a cohort, the plan is to place them 1-2 cohorts ahead of the current cohort. For example, a course approved in Fall 2015, during Cycle 1's cohort 4, will be placed in Cycle 2's cohort 1 or 2. This of course means that it will not be assessed in Cycle 1 and thus will be removed from the total number of courses LMC assesses in that cycle. These plans afford LMC 1.5 years to assess 100% of courses assessed at the CSLO level by the end of Cycle 1.

## Membership Addendum

<b>Chair</b>
CSLO/PSLO Assessment Coordinator
General Education Program Assessment Coordinator
Development Education/ESL, faculty lead/designee <i>(appointed by DE/ESL committee)</i>
Student Services, faculty lead/designee <i>(appointed by Student Services faculty)</i>
Library and Learning Services, faculty/lead or designee <i>(appointed by LLS faculty)</i>
Department Chair representative, CTE <i>(appointed by CTE Department Chairs)</i>
Department Chair representative, Liberal Arts <i>(appointed by LAS Department Chairs)</i>
Department Chair representative, Math and Sciences <i>(appointed by LAS Department Chairs)</i>
Part-time faculty at large <i>(appointed by AS/compensated at NI rate with TLC friends)</i>
Curriculum Committee, Chair/designee <i>(appointed by Curriculum Committee)</i>
Professional Development Advisory Committee, Chair/designee <i>(appointed by PDAC)</i>
Planning Committee, chair/designee <i>(appointed by Planning Committee)</i>
Distance Education, Chair/Designee <i>(appointed by Distance Education Committee)</i>
Student Representative <i>(appointed by Associated Students of LMC)</i>
Senior Dean, Student Services
Dean of Career Technical Education & Social Science
Dean of Liberal Arts
Dean of Math & Sciences