

Two-Year LMC Program SLO Assessment Cycle for Academic Programs

FALL 2007 Revise PSLOs and Develop Assessment Plan
(Every two years, i.e the two-year cycle repeats with a new assessment plan in FA 2009, FA 2011, etc.)

What: Faculty work together to revise PSLOs if necessary, and complete the TLP assessment planning grid. In the assessment plan, faculty pick a PSLO to assess, develop or choose an assessment instrument (exam, project, etc.), determine what group of students will be assessed, write criteria that will be used to assess student work, and define what constitutes success on an individual and collective basis. This work is collaboratively authored and collectively accepted.

Who: A wide cross-section of faculty in the program, including adjuncts.

Reporting: submit a completed planning grid to TLP as part of the program review annual update.

SPRING 2007 Data Collection

What: Implement the assessment plan developed the previous fall. Give students the assessment (the exam, project, etc.). Collect student work across sections of the same course or at previously identified check points in the program.

Who: Faculty in the program who are administering the assessment and the department chair or other program representative to coordinate the collection of student work.

FALL 2008 Data Analysis and Action Plans

What: Collectively analyze student work based on the criteria developed the previous fall. Look for patterns in student performance. Develop hypotheses about what is contributing to patterns of both strengths and weaknesses in aggregate student work. Design action plans to improve learning in the program.

Who: A wide cross-section of faculty in the program, including adjuncts.

Reporting: submit a completed TLP Assessment Report as part of the program review annual update.

SPRING 2009 Implement Action Plans

What: Implement actions plans to improve learning in the program. This may include activities such as course outline revision, curriculum development, creating opportunities for faculty to share strategies or other types of professional development workshops.

Who: A wide cross-section of faculty in the program, including adjuncts.

