

APPENDIX III: Assessment Timeline at LMC

The Teaching and Learning Project began in 2004 as a joint undertaking of the Academic Senate and the Shared Governance Council based on a proposal by the Academic Senate Task Force on Assessment, established to respond to the 2002 ACCJC mandate to establish student learning outcomes assessment at all community colleges.

Chronology of major activities

- Summer 2002 Faculty and administrators attend the American Association for Higher Education Assessment Conference in Boston.
- Accrediting Commission for Community and Junior Colleges (ACCJC) revises standards and requires all community colleges to respond to new mandate for student learning outcomes assessment in upcoming self-studies. It establishes discrete levels of assessment implementation as awareness, development, proficiency and sustainable continuous quality improvement and expects colleges to reach proficiency in 10 years, by the fall of 2012.
- Fall 2002 Academic Senate passes resolution to form a task force on assessment.
- Spring 2004 Academic Senate approves a proposal establishing Teaching and Learning Project, a collaborative project of the Senate, administration and student services, charged with coordinating assessment efforts at the college.
- Curriculum Committee revises the course outline of record (COOR) form to require course-level SLOs be aligned with Institution-level and Program-level SLOs, and include outcomes, assessment criteria, SLO-based grading, with implementation phased in during a four-year period through spring 2008.
- Fall 2004 TLP begins meeting, working to ensure LMC meets accreditation standards by 2008, monitoring development of “institutional level” student learning outcomes (ISLOs) in the following areas: General Education, Occupational Education, Developmental Education, Student Services and Library & Learning Services.
- ISLO assessment pilots begin, starting with GE; ongoing DE assessment becomes part of ISLO assessment initiative
- Fall 2006 Control over assessment moves to the five ISLO committees which are empowered to negotiate research agendas with the Office of Institutional Research to investigate indirect measures of student learning, coordinate pilots in the direct assessment of student learning, and suggest qualitative measures such as focus groups or surveys to capture student perception of their learning. This shift in committee charge and responsibility was approved by all five committees and the Academic Senate.
- Program-level assessment becomes integral part of program review. Program-level student learning outcomes (PSLOs) and assessment plans are posted on the LMC intranet, and PSLOs are also included in the LMC catalog.

Spring 2007	TLP analysis of academic program PSLOs and assessment plans for accreditation self-study.
Fall 2007	GE Program Coordinator begins as part of assessment leadership team; GE assessment/professional development seminars begin.
Fall 2008	<p>Accreditation team visits and finds college on target with program- and institutional SLO assessment, but deficient in course-level SLO assessment with only 25% of COORs even containing CSLOs. ACCJC calls for development and implementation of CSLO assessment to reach proficiency requirements by Fall 2012.</p> <p>Faculty coaches begin offering support for assessment of PSLOs.</p>
Spring 2009	Accreditation Response Task Force responds to accreditation recommendation regarding course level assessment and plans next phase of CSLO assessment, determining that course outlines will be updated with SLOs by Jan. 29, 2010. Also develops a plan to determine how the assessment cycle will be completed by every program/unit on campus by the mid-term report. These plans were included in the report due to the Commission by Oct. 15, 2009.
Summer 2009	Course-level assessment software system (CLASS) developed in-house and alpha-testing begins with pilot assessments of spring 2009 courses.
Fall 2009	<p>Professional development around the use of CLASS and additional beta testing in its use for assessment reporting.</p> <p>In wake of vacuum of faculty leadership for assessment, college appoints a manager to chair the Teaching and Learning Project. TLP also begins work to revise job description/responsibilities of TLP chair.</p>
Spring 2010	<p>CLASS trainings and assessment coaching for pilot of course assessment; CSLO lead hired.</p> <p>A total of 599 of 608 course outlines were revised by faculty and approved by the Curriculum Committee by the Spring 2010 deadline.</p> <p>New job description for TLP chair sent to Academic Senate, which revises the proposal and passes Principles of Assessment statement. No one applies for the TLP chair position.</p> <p>TLP collaborates on RP technical assistance grant proposal, Bridging Information, Research and Culture (BRIC), which includes an assessment component. LMC receives the grant.</p>
Fall 2010	<p>TLP begins year with interim chair handling limited responsibilities, and begins evaluation of the assessment model and associated reporting processes in response to SGC charges to create an assessment timeline, write and expanded assessment position paper, report assessment progress and evaluate the effectiveness of the TLP.</p> <p>TLP participates in opening BRIC technical assistance workshop.</p>

TLP decides to discontinue use of CLASS at the end of the semester and move to the use of paper forms saved electronically to the college's P-Drive, a public website.

TLP redefines the term "program" for purposes of assessment.

CSLO lead offers coaching and professional development for faculty assessing their courses.

Spring 2011

TLP participates in BRIC technical assistance workshop focusing on assessment; some members also attend other BRIC workshops on college planning and institutional effectiveness.

TLP begins floating for feedback streamlined assessment model with a well-defined five-year cycle that integrates SLO assessment more fully with the course outline revision, professional development and resource allocation processes by connecting it to the Unit/Program Review and Planning Report and Annual Update.

TLP conducts extensive Faculty Survey on Assessment.

CSLO lead offers coaching and professional development for faculty assessing their courses.

Fall 2011

TLP conducts first Flex Assessment Day.

CSLO lead offers coaching and professional development for faculty assessing their courses.

TLP chair offers PSLO coaching and professional development for faculty assessing their programs.

TLP reports results of Faculty Survey on Assessment.

TLP participates in final BRIC technical assistance workshop on communication, and reports summary of progress at meeting open to all members of the college community.

Spring 2012

TLP conducts second Flex Assessment Day.

CSLO lead offers coaching and professional development for faculty assessing their courses.

TLP chair offers PSLO coaching and professional development for faculty assessing their programs.

TLP presents position paper "Student Learning Outcomes: A new model of assessment" to the college community.