

ASSESSMENT AT LMC

A midterm update of the new five-year model

Accreditation expectations: By now we are expected to be at “sustainable continuous quality improvement” based on the Accrediting Commission’s Student Learning Outcomes rubric. That means we should have made and documented changes as needed based on assessment results.

Assessment progress and goals by the numbers

■ **Course-level student learning outcomes (CSLOs)**

Progress: We are at the start of Year 3 in the five-year cycle of the new assessment model. As of August, 435 courses have been assessed out of 617 courses offered, or just over 70 percent. Among those outstanding are new and existing courses assigned to Cohorts 3 and 4 that will be assessed this year and next, and those courses from Cohort 2 that were assessed last spring but have not yet had completed assessment reports uploaded into the Program Review Submission Tool where assessment reports now live. Departments and programs can now track their course cohorts and post assessment reports in the PRST, which also tracks course outline updates and new program objectives created as a result of assessment findings.

Goal: Since the assessment model calls for all courses to be assessed within the first four years of each five-year cycle, we should have at least 75 percent of courses assessed by the end of this academic year and 100 percent by the end of Year 4 in the spring of 2016. At that point, a majority of courses will have been through the assessment process at least twice.

■ **Program-level student learning outcomes (PSLOs)**

Progress: As of Fall of 2012 we had completed assessment of 100 percent of the 33 active programs. At that time we defined “programs” to include all degrees, state-approved certificates, and organized services or sequence of courses leading to a defined objective. Since then, we have added numerous AAT and AST degrees, and are also now required to include as programs all local certificates of fewer than 18 units. As of Spring 2014, we have assessed 71 of 130 programs, or 54.6 percent.

Goal: Year 5 of the current assessment cycle focuses on program assessment. By the end of that year, 2016-17 we plan to have all new and newly classified programs assessed, and all previously assessed programs re-assessed. That assessment data will be used to complete the next comprehensive program review scheduled for the 2017-18 academic year, which also will represent Year 1 in the second iteration of the new assessment model. The complete reports will be housed in the Program Review Assessment Tool. Report summaries from previous program assessments are on the college website and P-drive.

■ **Institutional-level student learning outcomes (ISLOs)**

Progress: Three of five General Education SLOs were assessed prior to 2012 based on the former 11-year ISLO assessment model. In the 2013-14 academic year, the GE committee, supported by Teaching and Learning Committee, assessed an additional SLO and re-assessed another, bringing to 80 percent the number of GE SLOs assessed at least once. The latest assessment focused on reading, writing and ethics, and results were widely disseminated to the college community, including a presentation at a spring 2014 College Assembly. The report can be found on the college website.

Goal: The GE committee is currently planning to review all five GE SLOs to determine whether we should add, delete or alter any of them. The committee will also plan another GE assessment to coincide with Year 5 of the cycle that focuses on program assessment.

Assessment of the new assessment model

Progress: The new assessment model, based on an ongoing five-year cycle, was designed during the 2011-12 academic year and implemented in Fall 2012 after an extensive review and Faculty Survey on assessment processes and practices at LMC. The new model calls for an interim evaluation, which will be conducted by the Teaching and Learning Committee during the current 2014-15 academic year.

Goal: To complete the first cycle of the new assessment model, and then implement any necessary substantive changes uncovered through evaluation at the start of the second cycle. Minor changes that can be seamlessly integrated will be implemented in Year 4 or Year 5 of the inaugural cycle.

Assessment cycles

<i>Cycle 1</i>	<i>Cycle 2</i>	<i>Major activities</i>
Year 1: 2012-13	Year 1: 2017-18	CSLO assessment 1 & program review
Year 2: 2013-14	Year 2: 2018-19	CSLO assessment 2 & COOR update 1
Year 3: 2014-15	Year 3: 2019-20	CSLO assessment 3 & COOR update 2
Year 4: 2015-16	Year 4: 2020-21	CSLO assessment 4 & COOR update 3
Year 5: 2016-17	Year 5: 2021-22	PSLO assessment & COOR update 4

Assessment Leadership Team

Teaching and Learning Committee Chair:
Tue Rust, 2014-2016

PSLO/CSLO Coordinator:
Christina Goff, 2011-14, cycling off at end of Fall 2014
position open starting Spring 2015

GE SLO Coordinator:
Anthony Hailey, 2014-2016