



ISSUE

04

OCTOBER  
2019



A MONTHLY  
NEWSLETTER  
FROM THE OFFICE  
OF ASSESSMENT &  
INSTITUTIONAL  
RESEARCH

# LLTC ASSESSMENT NEWSLETTER

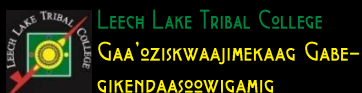
**Thank you to everyone who participated in LLTC Assessment Days Oct. 17-18**

We had an excellent turnout for our annual Assessment Days 2019. Approximately 30 - 40 people participated in most sessions with more people participating on Day 1 than Day 2. Next year, the event may be shortened to just one day, depending on institutional needs.

Some of the feedback from the group work and discussion we had during Assessment Days is included in this newsletter. Again, thank you to everyone who participated in the event.

**PLEASE SHARE YOUR FEEDBACK ABOUT THE ASSESSMENT NEWSLETTER**

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## this issue

Assessment Days 2019 Recap **P.1**

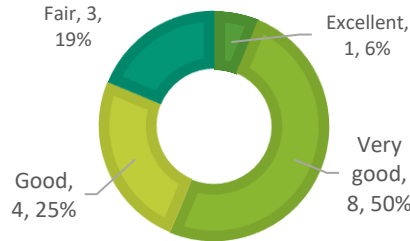
LLTC Yearly Assessment Process Map **P.2**

Current Assessment Activities **P.2**

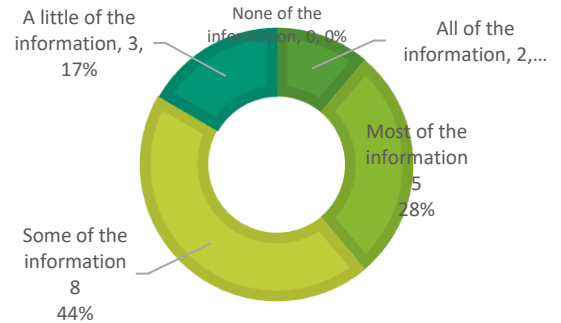
HLC Assessment Check-Up **P.2**

## Assessment Days 2019: Recap

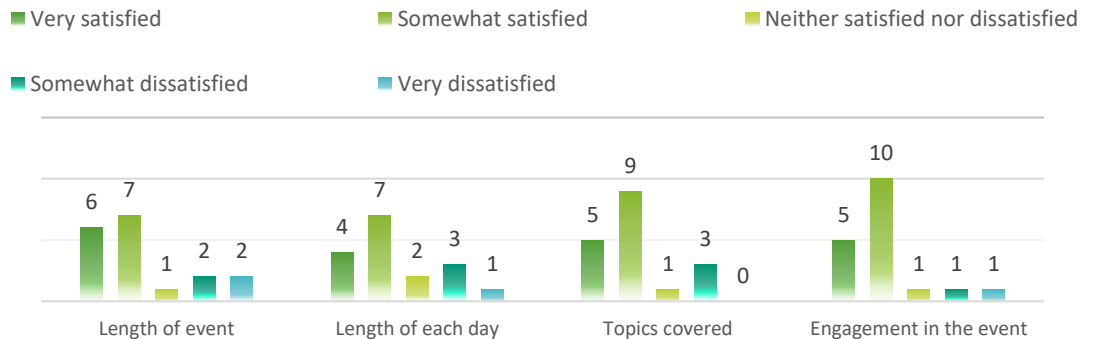
### OVERALL EVENT RATING



### HOW MUCH INFORMATION DID YOU GET THAT YOU WERE HOPING TO GET?



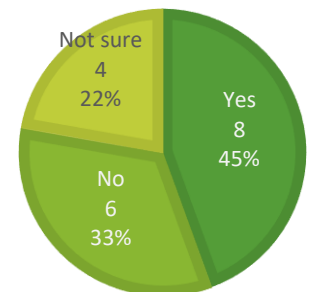
### SATISFACTION WITH EVENT COMPONENTS (# OF PEOPLE)



Some of the topics that were mentioned for future Assessment Days or Data Summit were:

- Curriculum Mapping
- Assessment process schedule (assessment calendar)
- Progress report on HLC-relevant assessment requirements and activities
- Indigenous Assessment Model
- Recruiting plan
- Assessment tasks per department / program

### INTEREST IN DATA SUMMIT IN SPRING 2020



## HLC CHECK-UP: HOW ARE WE DOING WITH ASSESSMENT?

Below is a limited list of assessment-related activities from LLTC's response to HLC's Institutional Actions Council Hearing Committee Report:

### Criterion 3.C: Faculty for high quality programs

-Faculty Evaluation Schedule has been implemented by the Dean of Academics beginning in Fall Semester 2019.

-Course evaluations will take place online and in-class at the end of the Fall 2019 semester.

### Criterion 4.A: Quality of educational programs

-Institution has a format for a follow-up to recommendations made during the Program Review process

-Program Learning outcomes began to be condensed in August 2019 and faculty are currently working on refining and finalizing Program Learning Outcomes to reflect the unique contribution of the program to student learning.

### Criterion 4.B: Commitment to educational achievement & improvement

-Coordinated the review of the Institutional Learning Outcomes (18) during the end of year faculty in-service on May 14 – 16, 2019. This work was completed on June 13<sup>th</sup> with both faculty and staff identifying the final four (4) Institutional Learning Outcomes.



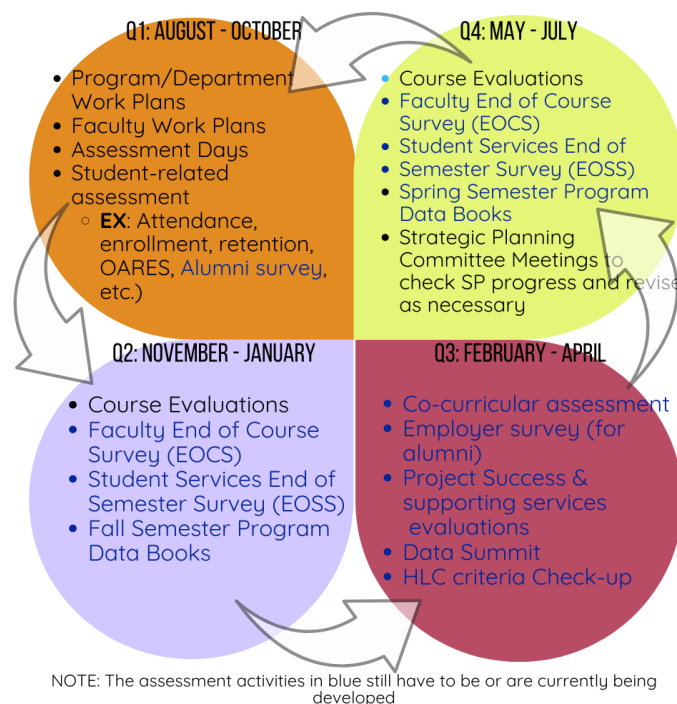
## Current Assessment @ LLTC

- Orientation, Advising, & Registration Student Survey (OARES)

[data collection is finished, results are being processed]

- Curriculum Mapping [first faculty meeting on Nov. 8]

### [PROPOSED] YEARLY ASSESSMENT ACTIVITIES



## PROPOSED LLTC ASSESSMENT ACTIVITY SCHEDULE

One of the necessities in an assessment-healthy institution is an assessment cycle or an assessment calendar. Having such a tool greatly aids the institution in staying on track with their self-study and ensuring that the strategic plan is being followed. Presented here is a proposed yearly cycle of assessment activities that should be repeated at LLTC each year. These activities are subject to change and undoubtedly assessment and institutional research activities will be added as needed during certain years.

### YEARLY ASSESSMENT CYCLE LOGIC

The assessment year is divided into quarters, with **Q1** beginning in August with faculty in-service. At that time, faculty and staff will have an opportunity to develop individual work plans as well as those for their respective programs and departments. During the first quarter of the year, institutional assessment will focus around the student experience with discussions of retention, attrition, and student-relevant surveys, such as OARES or a Student Support Needs survey (the surveys may be on a two-or-three-year cycles).

In **Q2**, assessment will be focused on the closing of the Fall semester, with end-of-course or end-of-semester surveys, course evaluations, and Fall semester Data Books distributed to staff and faculty. In the future, we may identify additional assessments that should be done in this quarter.

In **Q3**, we will focus on co-curricular and supporting services assessment (e.g., Project Success). While these assessments will be happening throughout each semester at relevant campus events, the reporting will likely occur in this quarter. We will also possibly hold an institutional data summit during the month of March or April.

Finally, in **Q4**, we will repeat some of the activities from Q2, but for the Spring semester (i.e., course evaluations, end-of-course faculty surveys, etc.). Additionally, the Strategic Planning committee will meet during this quarter to evaluate how well each program and department in the college is meeting the Strategic Plan goals based on the components of their work plans that were initiated in Q1.

