

Teaching, Learning, and Assessment (TLA)

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August 16, 2016

Background:

Currently on campus assessment is a bad 10-letter word. Based on the Governance Survey results related to assessment/SLOs, this perception was confirmed:

- SLOs are a waste of time
- Overall, assessment is meaningless, especially at the institutional level
- Need better for assessing student learning
- Confusion regarding Tracdat and data reports, and need for additional training

Based on the findings from the Governance Survey, improving faculty support and providing additional resources pertaining to assessment motivated the TLA model approach.

Purpose

In support of the College's Student Equity Plan, the purpose of TLA is to increase the general awareness regarding assessment and to improve the assessment culture and effectiveness on campus.

TLA Team Members

- TLA Core Team:
 - Faculty Instructional Assessment Coordinator
 - Instructional Technologist
 - Dean of Planning, Research, and Institutional Effectiveness
- TLA Coaches: Preferably one faculty member from each division (criteria—assessment newbies, critics, and fans are welcome)
 - Humanities & Social Sciences
 - Science & Technology
 - Business, Design & Workforce
 - Counseling
 - ALL



Commitment

- Roughly 20 hours a semester for TLA coaches
 - 8 hours: TLA meeting twice a month
 - 12 hours: TLA coaches meeting with faculty/department/division
- Bi-weekly (every two weeks) meeting with the TLA Core Team including ACES Inquire Group.

Funding

- TLA Faculty Coaches: (Student Equity Fund)
 - 20 hours a semester: 20 hours * 5 faculty * \$60= \$6000
- Material fee and professional learning: \$2000-\$4000 (Student Equity Fund)

How will the TLA Team Use These Funds? What Activities Will Be Supported?

The following activities will be supported, but are not limited to:

- Professional development registration fees
- Material fees
- The TLA coaches will work and meet with TLA Core Team (Faculty Instructional Assessment Coordinator, Instructional Technologist, and Dean of PRIE)
- Select TLA coaches will possibly assist with curriculum review related to SLOs
- TLA coaches will assist with communication regarding assessment and professional learning with faculty, departments/programs, and divisions
- TLA coaches will assist with faculty training on assessment (equity lens will be emphasized)
- TLA Core Team will assist in addressing the challenges with Tracdat

Prospective Outcomes

- Long-term Outcome: Improvement of assessment culture college-wide
- Mid-term Outcomes:
 - Continue to increase the use of assessment to guide pedagogy through ongoing professional learning and support
 - Continue to increase the awareness of disproportionate impact on students and address students' need via assessment work
- Short-term Outcomes:
 - Increasing dialogue/discussion at departmental, program and division level on:
 - assessment work
 - disproportionate impact on students via assessment work
 - Improve (albeit slightly) faculty's perceptions/reflections on:
 - assessment
 - disproportionate impact on students via assessment work

How Will You Evaluate the Activity to See If It Supports Improved Outcomes?

Evaluation Methods include:

- SLO results (contingent upon volunteers)
- Survey and/or Focus Group
- Division/Department meeting notes
- Debriefing summary

Detailed Evaluation Plan will be submitted after we have our TLA coaches on board.