COLLEGE OF MARIN

Student Learning Outcomes Assessment Council

Agenda / Minutes
Friday, September 18, 11-12:30
Zoom

Present:

Absence:

TOPIC and Time	Notes
- Agenda approval and minutes from 9/4/20	
- Committee Check in – Course level assessment plans are due for fall and updates from divisions	
- Closing the loop: Updates from meeting w/ OIM/CC	

- **eLUMEN / Canvas Interface:**
  o Status updates – Burton
  o Plans for fall	

SLOAC and Program Review:
 	
• Check in on current departments going through PR
  o Business, Fine Arts
• Tableau for presenting data
• Debrief on discussion w/ equity facilitators: Key questions from facilitators:
  o What assessment data or assessment work (SLO wording etc) would lead to equity-minded discussions?	

o What assessment data would lead to higher-level programmatic discussions?
 	
- SLOAC 9/4:
  o Determined: We should create a model of what we can we provide to departments
  o Destination --- where are we going? Work both directions – where does data point to and what are dept goals and identify what data would be useful to inform those goals.
  o What departments can look and talk about in terms of data is only as good as what comes in
  o PSLOs – particularly for degrees that are given out frequently
  o Looking at the entry level classes --- with large populations
  o Anywhere students are struggling (student success data)
  o Faculty participation reports
 	
Skyline survey results for reference: P1Q4 and P1Q5	

PSLO / ISLO Mapping
- Review Accreditation recommendations and priorities for midterm reporting
- Spreadsheet of mapping progress
- Fall next steps to complete maps – strategizing
- Recommendations:
  o How frequently are instructional PSLOs/ PLOs required to be assessed?
  o Where are instructional PSLO/ PLO results reported?
  o Skyline survey results for reference P1Q6 and P1Q8	

Program Review Section IIC: Student Learning Outcomes

1) How do you assess Student Learning Outcomes (SLOs) at the course level?
2) Does meaningful dialogue take place on shaping, evaluating, and assessing course and program SLOs? Please summarize discussions/findings.
3) How has the assessment of and reflection on course-level SLOs data led to course-level changes?
4) How has assessment of and reflection on SLOs contributed to achieving overall goals at the department/program level? What connections can be drawn between course-level SLO assessment and program and/or institutional SLOs?
5) What SLO assessment-related work within the program has been most useful? What work should be highlighted for other areas to learn from?
6) What objectives/activities will the program engage in related to improving SLO assessment?
7) If courses have been offered without being assessed, why has this occurred? *Note – this question appears first on the Program Review template.*

SLOAC for Fall 2020:

Farhad Zabihi
Math and Sciences (Physical, Life & Earth), Health Sciences (MEDA, Nursing)

Cara Kreit (Chair)
English Skills, English, Humanities, Philosophy, Communication, ESL, World Languages & Cultures, Counseling, Social and Behavioral Sciences (maybe move to Nancy's division)

Logan Wood (Data Steward)
Fine and Performing Arts, Kinesiology, Health Education, ECE

Nancy Willet
Career Technical Education, BIS

Nancy/Cara: CTE Soc/Beh

Accreditation Recommendations:

By March 2021, we must show resolution of the following:
  o The assessment of course level student learning outcomes should be more clearly identified, and evidence or results of those assessments should be gathered in a way that enables the College to disaggregate the data by subpopulations.

- In order to improve institutional effectiveness, the College should consider reducing the number of general education student learning outcomes to a sustainable level and ensure that all programs are completing assessments.
- In order to improve institutional effectiveness, when using outcome assessment data, the institution should consider strengthening the link between assessment and improving learning for all of its student populations.