Agenda / Minutes
Friday, January 14, 10-Noon
Zoom

Present:
Absence:

TOPIC and Time	Notes
5 min **Welcome!** **Meeting Outcomes:** • Analyze your own knowledge of SLOs and identify the culture of assessment in your division (scheduling, use of data, projects, amount) • Identify your own thorny questions about instruction that SLO data (and other data) can help inform • Describe what's needed in the next two weeks in your division.	

15 min
 	
 Overview
 • Quick background on SLO work at the College
 • Quick overview of SLOAC work:
   o SLOAC, division reps
   o https://slo.marin.edu/
   o Meetings
 • Divisions:	

	o **Alex:** Communication, ESLN, World Languages & Cultures, CTE o **Paul:** BIS, Social and Behavioral Sciences, Kinesiology, Health Education, ECE	
45 min	**Culture of Assessment** • What is your experience w/ SLOs? (good and bad) • Where are your gaps in SLO knowledge? • What is the culture of assessment like in your area? (from compliance to meaningful practice: scheduling, methods, projects, amount, use of data, etc) • Thinking about your own teaching / department, what's a thorny question you might want to answer that SLO data might solve? Where might you be curious in your own area? • SLOAC's year-long visioning goals	
45 min	**SLOAC Work Across the Year** • Flow of work throughout the semester • Look back – Fall 2020 numbers, including identifying top 5 departments.	.

Next Steps	• To Dos before department meetings next week:
	    o [Access assessment plans](#) for each department in your division.
	    o Identify courses that are up for assessment in spring for departments in your division.
	    o Send out letters to department chairs/coordinators in your division.	

SLOAC's Year-Long Goals for SLO Assessment:

• Closing the loop – having useable data that faculty can use -- how it is all sitting together; develop process for pushing out data or looking at data on a regular basis
• Badging – so that students can have student-facing info (outcomes). Explore ISLO connection, CTE
• eLUMEN as a tool, not a repository to assess our own performance; statistically valid; aggregated data (some courses). Move away from changing curriculum because I "feel" it is right and more using SLO data. Move from demo of dashboard tool to useful tool that faculty take ownership of and use (model projects.
• Interdisciplinary projects – how can ISLO and PSLO and aggregated course-level data be used across disciplines (data we have – how is it useful?)