Agenda / Minutes
Friday, October 16, 11-12:30
Zoom

Present:

Absence:

TOPIC and Time	Notes
- Agenda approval and minutes from 10/2/20	

- Committee Check in –
  o Updates from relevant committees
 	
  o PSLO and ISLO mapping: division updates
  What's left to map
	- Auto degrees were pushed through w/out significant revisions. Cara will contact Cari/Grace to find out next steps for mapping.
	- Updated maps
	- Consensus in committee is that all courses should have at least one SLO map to at least one ISLO or else there is an issue either w/ the ISLOs or the SLOs. (this came up in Court Reporting)
	- Accreditation midterm report due 12/31 as draft.

- eLUMEN updates:
  o Course level assessments: Updates (320)
  o Tableau: Updates (Oxnard College)
	-320 have been sent out (generally we are around 400+, but return rate may be different this time).
	-Logan is meeting w/ Oxnard College rep to find more information. Showed examples of SLO data displays.

- NILOA Conference: What aspects of this conference should we try to cover? https://assessmentinstitute.iupui.edu/overview/institute-files/2020-institute/2020_AI_Program_Book.pdf	-Cara will send out email to Logan/Nancy to coordinate sessions.
SLOAC and Program Review and Equity:	- Tabled until next meeting.

○ PR Updates
     ○ Draft focus for SLOAC: support SLO development,
            assessment practices, and data-driven discussions
            that can help to reduce equity gaps. Next steps –
            what would that look like?
 	
● Resources for Review:
     ○ SLO Symposium Links:
           ▪ Nexus Edge (Embedded Content)
           ▪ https://tinyurl.com/SLOsForEquity
	- Next meeting: Close focus on departments currently going through program review.
	- Update from Senate Pres: There will be voluntary programs for COR review through equity lens and this will allow for structured SLOAC involvement in equity discussions. For now: What can SLOAC do to prepare ourselves to be able to participate and are there any opportunities to be able to contribute to discussions to close equity gaps this semester?

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.
- o   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.
- o   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.