COLLEGE OF MARIN

Student Learning Outcomes Assessment Council

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

Present: Cara Kreit, Nancy Willet, Farhad Zabihi, Logan Wood.

Absence:

TOPIC and Time	Notes
- Agenda approval and minutes from 10/16/20	

- Committee Check in –
    o Updates from relevant committees
    o PSLO and ISLO mapping: division updates What's left to map
    o NILOA conference: Takeaways and applications
	• Catalogue has been updated to reflect GE "descriptors" and not "outcomes"
	• MMART – a few degrees are mapped. They mapped as a group and included introductory/to mastery (team effort)
	• Art – ISLOs have been mapped
	• NILOA:
	    o Tie mission into what you do
	    o Faculty driven
	    o 3-5 years to build assessment culture
	    o Agree on terminology
	    o Coffee cards, grants, Outside evaluator -- $300 reward. Logan will reach out to the College and we'll run this by Cari next meeting.
	    o SLO frameworks and maps were designed more for 4-year college (clear programs, larger pops, clearer flow of curriculum). Need to tweak this framework to fit what we do at community college.
	    o Creativity –
	    o NILOA has resources – we should connect w/ these.
	    o FLEX sessions

	o Pike's Peak in Colorado has best practices for assessment and is a CC. o Monterey Bay CSU has best practices to follow. o Data – important to know how to interpret.

- eLUMEN updates:
  o Tableau: Updates
  o Canvas: Updates
	• Holley met w/ Logan/Cari about Tableau (PSLO attainment) – Holley is building Dashboard that include PSLO assessment. Hopefully for January.
	• Canvas integration: Will only work for courses that are not combined into one shell.

- **Brainstorming/strategizing:** Examples that show that SLO assessment data has led to improvement of student learning. I.B.2 examples for midterm report. (see below for the language) 15 min.	See below.

- **SLOAC and Program Review and Equity:**
  o Focus: Current experiences of areas going through PR (BIS, Fine Arts, ECE)
  o 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?
	• Mission statement (department) --- maybe can link to PSLOs but those would fall under the dept level mission.
	• Tableau is key to having SLOs be part of PR discussions.
	
	Next meeting: 10:30-11 before Jonathan's all-faculty meeting to review Canvas. Cara will draft email to faculty about assessments coming up for SLOAC to review at next meeting and send out (1 month prior to assessment time to give faculty time to build modules)

Student Learning Outcomes (Standard I.B.2) ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Reflect on the college's assessment processes since the last comprehensive review:
- What are the strengths of the process that helps lead the college to improve teaching and learning?
  - eLUMEN and data steward, assessment cycle, divisions reps (SLOAC rocks!),

• What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

- Connecting SLO assessment, PR, Student Success Data, and Equity
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• ==Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.== PSLO data

In 3-5 year cycle, we are currently creating conditions for these discussions to happen:

- Math – change SLOs
- Dental Health – Farhad
- Art – Change SLOs so we could talk across studio lab classes, reduce from 14 to much fewer, systematic,
  - Some SLOs are suffering more than others (equity-based) – studio time is key 25%-50%; advocating for more time
- Business – hybrid vs online (SLOs) –reflection data – did you notice?   Notice – SS data,
- English – nothing changed
- Badging (Business)
- Are there examples of informal assessment of PSLOs that might be helpful? Health sciences may have some

• In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule. Evidence: Provide evidence to support the information and narrative described above.

- Closing the loop: DART, OIM/CC, division reps