Agenda / Minutes
Friday, December 2nd, 2022 9:30-11:00
Zoom

Present: Nancy Willet, Alex Jones, Cari Torres-Benavides, Holley Shafer, Logan Wood
Absent: Paul Cheney, Farhad Zabili

TOPIC and Time	Notes	Information/Discussion/Action
5 min **Meeting Overview** • UDWC call • debts check in • end of year dates for SLOAC assessment support • review new SLO questions for PR template (see below) • using committees to review disaggregated ISLO data • review website materials		
5 min **UDWC Call** • **updates**	• call is completed • UDWC paused will continue in January (update after meeting)	Information
10 min **Department Check In**	• updates from Natural Sciences, Tina will be reviewing the map for BIOL and will complete it • Logan will present to Chairs and go over the tasks to complete and review the ACCJC Standards 1B.5 and 1B.6 with the committee • no other updates from departments • letter to departments will go out as SLOAC see fit - see below	Discussion

10 min	**Schedule End of Year SLOAC Assessment Support**	• lab will be held during COMmunity hour in PV-8 Dec. 12th 12:40-1:30	Discussion
20 min	**Review New SLO questions for PR template**	• 11/18 iteration below • need to clear language on GRIT template about actions as they apply to SLOs with clear timeline • Alex on GRIT, he will add to agenda for GRIT discussion, important to tie into equity plan • reach out to departments up for PR and send data and offer facilitation for discussion of SLO data	Discussion Action

20 min	**Review New Website Info**
	  • what else do we need
	  • video of ISLO "real world use"
		• Logan will add ISLO SP2022 aggregated and disaggregated
		• more FAQs on website - add curriculum mapping, why we assess, ACCJC standards, link to disaggregated data, examples of best practices, examples of assessment tools per departments
			Discussion

20 min	**Tech Updates**	• discussion of PSLO disaggregated data reports - example of ECON and how a limited assessment schedule will not provide effective reports (business classes in the degree were the courses assessed, not ECON) reports through eLUmen can be misleading, important to boost assessment schedule for effective reporting	Information Discussion

New Iteration 11/18/22

A Look Back CSLO Participation Rates:
1. Did the CSLO reach an 70% student participation rate?
2. If not, how might your department faculty increase the participation rate?

Overall Analysis:
1. What was the average CLSO assessment score, and did it meet the 70% expected level of achievement? If not discuss why students may be struggling to meet this CSLO.
2. How does the Overall Assessment Score compare to the Overall Course Success Rate? If a difference exists, discuss why this difference may exist.

If your assessment results were particularly strong (e.g. met the 70% achievement level) and you could not identify any areas of improvement above:

1. Describe what could be done to continue to improve student learning for this specific CSLO, even through most students met the student learning outcome based on their scores (e.g. increase student participation rate in the assessment, modify course activities or teaching strategies if course success rates are lower than CSLO assessment scores).
2. Discuss the strengths of this CLSO assessment and why so many students may have scored so highly (e.g. because of the way the content is taught, the type of skill that is taught). Describe any strengths that could be applied to improve other CSLO in your discipline or department. take a look for CSLO/ trends for courses where has CSLO achievement changed over time

Courses need to be mapped to PSLOs to get data. Explanation of mapping here. Rotation of assessments? Mapped to ISLSOs? Are your courses mapped to the PSLOs? If not what percent are mapped to your program? (link to curriculum)

General Analysis of Program
How many degrees and/or certificates were awarded in your discipline?

AA_____   AA-T_____   AS_____   AS-T_____   CERT_____

Is this number increasing over time or decreasing? What do you think is contributing to this increase or decline?

PSLO and/or Multi-section Course Disaggregated Equity Analysis - (tie into Equity Facilitators)

Your analysis of the Race/Ethnicity, Gender and Modality disaggregated data should include comments on the following:

1. Which groups of students (by race/ethnicity, as well as gender) and in which modality did students score highest on the assessment?
2. Which groups of students (by race/ethnicity and gender) and in which modality did students score the lowest?
3. Reflect on curriculum and instruction that may have had an impact on these results and discuss potential strategies to close equity gaps. Describe any conclusions drawn from faculty discussions.

For the Race/Ethnicity dashboard some students groups may not appear because the count of student were too small (fewer than?). If only one student group appears, compare the scores for these students to the overall average score, and describe this comparison in your analysis above.

Actions to Improve Student Learning - (tie this into GRIT)

1. Describe 1-2 actions that you will take to improve student learning. Also note:

   - At least 1 action must address the participation rates and overall assessment score.
   - At least one action must address equity gaps

- Collecting more data is not an action unless only 1 section of the course has been offered in two years with fewer than 40 students who completed the assessment.

1. When do you plan to implement these actions?

2. Will the action(s) be taken for only specific course sections or will all faculty teaching the course implement the action(s)?

Finalized-ish
New PR Template Questions11/5 Learning (slo, faculty driven) vs achievement (PRIE, supports SLO process)
 :
Where have you been: Looking back, how has the assessment of and reflection on course level SLO data led to course level changes and contributed to measuring progress on achieving specific goals at the department/program level?
include PSLO question
-
Using the Tableau CSLO Dashboard, take a look for CSLO/ trends for courses where has PSLO achievement changed over time (+/-) and which course level SLOs do students struggle with? What factors may be influencing these trends or challenges? Discuss objectives aimed at addressing these challenges.

What are you doing now? Using the Tableau PSLO (degree/certificate) dashboard, take a look at the degree/certificate SLO trends, including the data disaggregated by gender and race/ethnicity. **What are the different levels of SLO achievement across PSLOs in a program? (** Between populations? What factors may be influencing these trends? Discuss objectives at addressing these. Note: Add ISLO question here Dashboard is built.
Action Plan: develop this

Letter to faculty for assessments that are overdue.

Dear _____,

Your course(s) listed below is due for assessment this semester.

This course(s) has not been assessed for the past three years. (or has never been assessed)

course(s)

To meet our accreditation guidelines, it is imperative that you complete this assessment(s) this semester. Every course needs to be assessed every three years to stay in compliance. We appreciate your attention to this important matter.

If you need additional help completing the assessment(s), please reach out to your SLOAC representative. We have also included a short 4-minute video on how to score an assessment in eLumen.

https://slo.marin.edu/scoring-assessment

Sincerely,
SLOAC

Sample Letter to Faculty Assessing Classes Spring 2022:

Hi All,
Hope you are well. I wanted to reach out because you are teaching one or more courses that are up for SLO assessment this fall in ….*Courses*

Thanks so much in advance for your time and participation! The assessments are now ready in eLUMEN and are due on Monday, January 2nd.

Here's info to get to eLUMEN and easy steps to follow to input SLO results at the end of the semester:

• You can access eLUMEN through MyCOM -- look for eLUMEN in the list of applications.
• Here's a 4 minute video and/or 1-page handout that both show everything you need to know to use eLUMEN to assess SLOs: How to Score an Assessment
• Interested in seeing your results? Check out Results Explorer in eLUMEN - here's a quick handout about viewing results.
• Feel free to email me or the faculty eLUMEN Data Steward Logan Wood (rwood@marin.edu) with any questions you have and we are happy to help.

SLOAC's Year-Long Goals for SLO Assessment:

Good resources: https://skylinecollege.edu/programreview/cpr/assets/documents/Instructional%20CPR%20Template.pdf
LBCC Action and Analysis Guide: https://marinedu-my.sharepoint.com/:w:/g/personal/rwood_marin_edu/ESbEnMs7cT1DrqRRaT6EJhoB0r1Ri2z2CLXXehERcQH8MA?e=y0tAOJ

• 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?)