

Committee Report to the Senate, May 10, 2018:

- SLOAC updates – Meetings weekly Mondays 1-2pm
 - Syllabi SLOs matching w/ CORs – fall 2017, spring 2018. 98% complete.
 - Current focus: Supporting faculty in making SLO assessment meaningful
 - SLOAC trainings w/ Karen Wong, assessment coordinator at Skyline
 - Division reporting forms – fall 2017 (collected now), spring 2018 (to be collected in Sept 2018)
 - Department/Program Assessment Plans / Chairs Meeting May 1
 - Summer SLO Work Group and Fall SLOAC Committee updates
 - eLUMEN (Logan Wood – Data Steward)
 - eLUMEN rollout:
 - Data Steward Updates
 - Important dates:
 - May - Develop an assessment plan per department
 - August FLEX session - Basic navigation of eLUMEN, where to find and fill out SLO assessment information
 - September - December - 1:1 help provided
 - January - FLEX 2019 - Record Fall 2018 SLO assessment results eLUMEN workshop.

SLOAC Divisions (*Names* are current members, **Bold** are changes to divisions for fall):

- Math, Physical Sciences, Life & Earth Sciences (*Dan*)
 - Social & Behavioral Sciences / **ECE** / **BIS** (*Vacant*)
 - ESL and World Languages & Cultures (*Nadia*)
 - English Skills, Engl, Humanities, Philosophy, Communication (*Cara – Chair*)
 - Fine and Performing Arts, **Health Education, and Kinesiology** (*Logan*)
 - Career and Technical Education & Health Sciences (*Nancy*)

 - Accreditation Updates (SLOs) –
 - By October 2018, we must show significant progress toward addressing inconsistencies between SLOs on the official Course Outline of Record and how they read on some syllabi. The College must also make program level SLOs available to students.
 - By March 2021, we must show resolution of the following:
 - 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.
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