

Agenda / Minutes
Friday, September 4, 1:30-3:00
Zoom

Present:

Absence:

TOPIC and Time	Notes
- Agenda approval and minutes from 8/14/20	
- Committee Check in – Course level assessment plans for fall and updates from divisions	
<p>SLOAC and Program Review:</p> <ul style="list-style-type: none"> • What SLO reports/info would best support SLO reflection during the PR process? Logan will provide some examples <ul style="list-style-type: none"> ○ Course level ○ Program level • How do we do this most effectively for departments that are outside of our area? <ul style="list-style-type: none"> ○ Key courses to look at ○ Trends they want to be tracking ○ Connection to student success data <p>Skyline survey results for reference: P1Q4 and P1Q5</p>	
<p>eLUMEN / Canvas Interface:</p> <ul style="list-style-type: none"> • Status updates 	

<ul style="list-style-type: none"> • Plans for fall 	
<p>PSLO / ISLO Mapping (time permitting)</p> <ul style="list-style-type: none"> • Review Accreditation recommendations and priorities for midterm reporting • Spreadsheet of mapping progress • Fall next steps to complete maps – strategizing • Recommendations: <ul style="list-style-type: none"> ○ How frequently are instructional PSLOs/ PLOs required to be assessed? ○ Where are instructional PSLO/ PLO results reported? ○ Skyline survey results for reference P1Q6 and P1Q8 	
<p>- eLUMEN / Canvas Interface –</p> <ul style="list-style-type: none"> • Status updates • Plans for fall 	

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:

- 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.