

Agenda / Minutes
Friday, October 2, 11-12:30
Zoom

Present:

Absence:

TOPIC and Time	Notes
- <u>Agenda approval and minutes</u> from 9/18/20	
- Committee Check in – <ul style="list-style-type: none"> o Updates from relevant committees o Course level assessment plans are due for fall and updates from divisions 	
- eLUMEN / Canvas Interface: <ul style="list-style-type: none"> o Status updates 	
- PSLO mapping: What's left to map and strategies to get that done. <ul style="list-style-type: none"> o Self-assessments (Nancy) o Discipline review - ISLO mapping: <ul style="list-style-type: none"> o What's left to map and strategies to get that done. o GE Committee: <ul style="list-style-type: none"> ▪ ISLO discussions (yearly? review of aggregated results, patterns of mapping, etc. ▪ GE Area SLOs / criteria / descriptors 	
- Mapping vs / and self-assessment	

SLOAC and Program Review and Equity:

- Check in on current departments going through PR
 - Business, Fine Arts
 - [Tableau](#) for presenting data
 - Update
 - Equity / anti-racism focus for SLO Work –
 - Draft focus for SLOAC: support *SLO development, assessment practices, and data-driven discussions that can help contribute to.....?*
- Resolved from last meeting: Practices related to equity work:
- Disaggregated data is useful
 - SLO data is only useful if students who have been disproportionately impacted are in the class. If not, it is an issue in classes that came before.
 - Formative assessments to gauge readiness
 - PR / SLOAC as back and forth process.
 - Look at student success data vs SLO attainment may link to grading for equity (no pass class but achieve outcomes)
- New Resources for Review:
 - [Champlain's equity ISLOs](#) (Nancy)
 - SLO Symposium Links:
 - Nexus Edge (Embedded Content)
 - <https://tinyurl.com/SLOsForEquity>

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.