

**Agenda / Minutes**  
**Friday, October 16, 11-12:30**  
Zoom

Present:

Absence:

TOPIC and Time	Notes
- <u>Agenda approval and minutes</u> from 10/2/20	
- Committee Check in – <ul style="list-style-type: none"> <li>o Updates from relevant committees</li> <li>o PSLO and ISLO mapping: division updates <a href="#">What's left to map</a></li> </ul>	
- eLUMEN updates: <ul style="list-style-type: none"> <li>o Course level assessments: Updates (320)</li> <li>o Tableau: Updates (Oxnard College)</li> </ul>	
- NILOA Conference: What aspects of this conference should we try to cover? <a href="https://assessmentinstitute.iupui.edu/overview/institute-files/2020-institute/2020_AI_Program_Book.pdf">https://assessmentinstitute.iupui.edu/overview/institute-files/2020-institute/2020_AI_Program_Book.pdf</a>	
<b>SLOAC and Program Review and Equity:</b> <ul style="list-style-type: none"> <li>o PR Updates</li> <li>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?</li> </ul>	

<ul style="list-style-type: none"> <li>• Resources for Review: <ul style="list-style-type: none"> <li>○ SLO Symposium Links: <ul style="list-style-type: none"> <li>▪ Nexus Edge (Embedded Content)</li> <li>▪ <a href="https://tinyurl.com/SLOsForEquity">https://tinyurl.com/SLOsForEquity</a></li> </ul> </li> </ul> </li> </ul>	
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## 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.