

**Agenda / Minutes**  
**Friday, Oct 15, 11:30-1**  
Zoom

Present:

Absence:

TOPIC and Time	Notes
5 min <a href="#">Agenda and Minutes</a>	
10 min <b>Division Check in:</b> <ul style="list-style-type: none"> <li>• Assessment plans</li> <li>• First eLUMEN alert</li> </ul>	
10 min Canvas integration updates	
30 min Recommended revisions to the PR template: What outcomes do we want faculty to achieve by completing these questions?	
10 min Competency based learning	
Next Meeting: 11:30-1 Oct 29	

### Year-Long Goals for SLO Assessment:

- **Closing the loop** – having useable data that faculty can use -- how it is all sitting together; develop process for pushing out data or looking at data on a regular basis
- **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?)

### 21/22 Divisions:

- Math, Sciences, Health Sciences, Nursing
- Business, Social and Behavioral Sciences, ECE, Kinesiology
- Career Education, ESL, ESLN, World Languages and Cultures, Communication
- English, Philosophy, Counseling, Library
- Fine and Performing Arts

### PR Template Questions:

- *If courses have been offered without being assessed, why has this occurred?*
- *How do you assess Student Learning Outcomes (SLOs) at the course level?*
- *Does meaningful dialogue take place on shaping, evaluating, and assessing program SLOs? Please describe this activity.*
- *How has the assessment of and reflection on course-level SLOs data led to course-level changes?*
- *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?*
- *What SLO assessment-related work within the program has been most useful? What work should be highlighted for other areas to learn from?*
- *What objectives/activities will the program engage in related to improving SLO assessment?*