

Agenda / Minutes
Friday, Nov 5, 11:30-1
Zoom

Present:

Absence:

TOPIC and Time	Notes
5 min Agenda and Minutes	
20 min <ul style="list-style-type: none"> • Division Check in: Assessment alerts • eLUMEN updates Reminder: Updates fractured maps in your area by end of semester	
15 min COR Revisions in Workflows: <ul style="list-style-type: none"> • Updates • Instructions 	
30 min Recommended revisions to the PR template: Finalize language	
10 min Prep for assessments	

<ul style="list-style-type: none"> • Dates for prep materials to go out. • Division check in for new areas 	
<p>Next Meeting: 11:30-1 Nov 19</p>	

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

Proposed New PR Questions:

Looking back, how has the assessment of and reflection on course-level SLO data led to course-level changes and contributed to measuring progress on achieving specific goals at the department/program level?

Using the Tableau CSLO Dashboard, take a look for CSLO trends for courses. Where has CSLO achievement changed over time (+/-) or where are there differing levels of SLO achievement between SLOs in a course?

What factors may be influencing these trends or differences? Discuss objectives aimed at addressing these.

Using the Tableau PSLO (degree/certificate) Dashboard, take a look at the degree/certificate SLO trends, including the data disaggregated by gender and race/ethnicity. Where are there differing levels of SLO achievement across PSLOs in a program? Between populations? What factors may be influencing these trends? Discuss objectives aimed at addressing these.

Looking forward, how do you plan to use assessment data in the upcoming year(s) (or alternatively what SLO data will help you) to measure progress on specific department/program level goals?

Current 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?*

Other areas:

What is the enrollment trend over the past three years? How does this compare to the institutional trend?

How does this trend influence the master schedule and scheduling of courses?

If there are particular courses that routinely have wait lists and/or are not getting sufficient enrollment (15-student minimum), how is this being addressed?

What factors may be influencing the program's trends?

What discussions is the department having about instructional methods and experiential learning opportunities to support equitable access and success?

What objectives related to these trends might the program consider?

What activities have been designed to achieve the objectives?

What professional development would be most helpful to achieve the objectives?

Are course *completion* rates at or above the institutional average? Discuss to what this can be attributed and summarize any efforts underway or being considered

If the course *success* rates for any group of students is above that of the institution (70%), discuss to what this success can be attributed and summarize any particularly effective activities.

If the course *success* rates for any group of students is below that of the institution (70%), discuss objectives aimed at addressing this.

Summarize program efforts to understand and, where necessary, improve course completion and course success rates.

What objectives/activities will the program engage in related to improving student completion and success?

Strategic Plan objectives, performance indicators, and action steps (pending completion in May, 2018)