

Agenda / Minutes
Friday, September 4, 11-12:30
Zoom

Present: Cara Kreit, Nancy Willet, Logan Wood, Farhad Zabihi

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	<ul style="list-style-type: none"> - Some courses are not being offered within the 3-year assessment plans. These need to be identified by SLOAC members on the assessment plan in grey and should describe why if we know (going to be discontinued or just a longer rotation, etc). We can bring questions to monthly meetings w/ Gina/Grace/Cari when we have them. There’s sets of assessment plans that have not been assessed but may be due to not being offered – perhaps 1:1 conversations w/ chairs to help unpack those so assessment plan reflects actual offerings. Outside of SLOAC, catalogue should reflect courses that are actually being offered. - Fall assessment plans due Sept 15: We’ve received pushback from some areas around SLO assessment this fall, particularly due to the amount that some areas must assess in order to complete the 3-year cycle. Question that has come up during this time of pandemic when everyone is stretched thin: Is it okay for certain areas to focus only on courses core to their program and to not assess courses that are not core to the program? <ul style="list-style-type: none"> o The primary focus should be on encouraging momentum, and if that means during pandemic times that some areas wish to focus on certain sets of courses they feel are more

	<p>meaningful, then that's okay if it means more momentum/engagement in the long run.</p> <p>--We can't autopopulate SLOs into Canvas (Stacey says). How do we make sure that SLOs are checked and updated each semester now that they have been added by faculty?</p>
<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>Where it would be useful to look at SLO data during program review:</p> <ul style="list-style-type: none"> - PSLOs – particularly for degrees that are given out frequently - Looking at the entry level classes --- with large populations - Anywhere students are struggling (student success data) - Faculty participation reports - What about other courses that fall outside of the program but the program is dependent on - What departments can look and talk about in terms of data is only as good as what comes in – if there isn't sufficient data (assessments aren't frequent enough, populations are too small, not enough courses in a degree are assessed, etc), then there really isn't data to talk about BUT departments can see what the possibilities/potential is. - The PR template is several years old for SLO questions – it is not dynamic (just report-only) and doesn't cover what we'd really like departments to be considering (SLO data w/ <p>Determined: We should create a model of what we can we provide to departments</p> <p>Destination --- where are we going? Work both directions – where does data point to and what are dept goals and identify what data would be useful to inform those goals.</p>

<p>eLUMEN / Canvas Interface:</p> <ul style="list-style-type: none"> • Status updates • Plans for fall 	<ul style="list-style-type: none"> - eLUMEN has improved Canvas integration, but there's still an error that needs to be resolved. - SLO assessment in Canvas may move needle on getting people to use an instrument to assess SLOs, rather than on memory/holistic assessment. This speaks to equity --- that rubrics can help us be more objective and help remove unconscious bias. - Canvas assessment won't work for everyone – math assessments would not work with this format, and there may be others.
<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 	

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.