

Agenda / Minutes
Friday, September 18, 11-12:30
Zoom

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

Absence:

TOPIC and Time	Notes
- <u>Agenda approval and minutes</u> from 9/4/20	
- 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 	-DART/CC: talked about courses not offered and not assessed – (Nancy/Logan). Continual problem of many courses on the books but not offered. -After PR, a discipline review (degree/certificate) was talked about. -PR Taskforce (Farhad) – for stats -Areas we haven’t heard from: <ul style="list-style-type: none"> - Life/Earth – delay following up to October - Nursing – delay following up to when Chair is elected -Postpone first alert until October 15. Assessment plans are almost completely in, except Social Science needs final review. Overall sense is that there’s still a lot on people’s plates for start of semester and alert before October would be too soon. -Rosters – Cara will email Dong to do data load after Census Day so eLUMEN rosters are up to date. Next is Week 11, and after that none further.

<ul style="list-style-type: none"> - Closing the loop: Updates from meeting w/ OIM/CC 	<ul style="list-style-type: none"> -PSLO Mapping – connect that in when degrees are revised so mapping occurs each time degree is updated.
<ul style="list-style-type: none"> - eLUMEN / Canvas Interface: <ul style="list-style-type: none"> o Status updates – Burton o Plans for fall 	<ul style="list-style-type: none"> -Megan and Burton now involved --- He will do it this week so that when Live events are working, we can try it out. -We will need to earmark courses ahead of time in order to be pushed out to Canvas
<p>SLOAC and Program Review:</p> <ul style="list-style-type: none"> • Check in on current departments going through PR <ul style="list-style-type: none"> o Business, Fine Arts • Tableau for presenting data • Debrief on discussion w/ equity facilitators: Key questions from facilitators: <ul style="list-style-type: none"> o What assessment data or assessment work (SLO wording etc) would lead to equity-minded discussions? o What assessment data would lead to higher-level programmatic discussions? • SLOAC 9/4: <ul style="list-style-type: none"> o Determined: We should create a model of what we can we provide to departments o 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. o What departments can look and talk about in terms of data is only as good as what comes in o PSLOs – particularly for degrees that are given out frequently o Looking at the entry level classes --- with large populations o Anywhere students are struggling (student success data) 	<ul style="list-style-type: none"> -Departments: -Develop questions: <ul style="list-style-type: none"> - Disaggregated data --- - SLO wording – when you are writing your SLOs - Relevance in sciences (maybe not as relevant) but more who is missing in the course who was not successful in earlier courses. - Look at preparedness coming into class (formative assessments) - Curriculum Institute: Nancy will look into this and send examples. - 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. - PR / SLOAC back and forth process --- we will need to revise/update back and forth as we move forward since these were developed separately and need to connect together.

<ul style="list-style-type: none"> ○ Faculty participation reports <p>Skyline survey results for reference: P1Q4 and P1Q5</p>	
<p>PSLO / ISLO Mapping</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 	<ul style="list-style-type: none"> - What about mapping what isn't mapped? Nancy ---- does eLUMEN have capacity to see what's missing w/ ISLOs. For example, does everything map to critical thinking but none to one of our other ISLOs. Where do those discussions belong about this data? <p>Logan will check eLUMEN capacity about this ISLO question about identifying what isn't mapped.</p> <p>Resolved to review ISLO progress in our own divisions before next meeting and report back then.</p>

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.