

Agenda / Minutes
Friday, October 2, 11-12:30
Zoom

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

Absence:

TOPIC and Time	Notes
- <u>Agenda approval and minutes</u> from 9/18/20	
- 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 met w/ Ron and then will meet w/ Logan on Oct 8. <ul style="list-style-type: none"> o Will be mapping and would be opportunity to review PSLOs and cert SLOs - Logan is meeting w/ Alina – could ask about badges/families - Holley: Midterm report updates coming soon from Cari w/ template for writing the report for March. - Dental is doing assessments from summer 2020 – yay!
- eLUMEN / Canvas Interface: <ul style="list-style-type: none"> o Status updates 	- Alert for October 11 - Canvas integration – holding pattern. Reena is new contact w/ eLUMEN
- PSLO mapping: What's left to map and strategies to get that done. <ul style="list-style-type: none"> o Self-assessments (Nancy) o Discipline review - ISLO mapping: <ul style="list-style-type: none"> o What's left to map and strategies to get that done. o GE Committee: 	- Strategizing how to finish the work. - Discipline review – let's keep an eye and advocate for this when possible so that there is a regular opportunity to review maps and update SLOs and potentially look at PSLO data. - SLOAC okays change of language in catalogue from GE Area “outcomes” to “criteria” or “descriptors,” since this created confusion w/ visiting team and we don't use them to assess (and we've been told by multiple other schools that we don't need to

<ul style="list-style-type: none"> ▪ ISLO discussions (yearly? review of aggregated results, patterns of mapping, etc. ▪ GE Area SLOs / criteria / descriptors <p>- Mapping vs / and self-assessment</p>	<p>have this level of SLOs defined). SLOAC supports the GE Committee reviewing ISLO data beginning in January.</p> <ul style="list-style-type: none"> - We updated PSLO and ISLO mapping progress: -
<p>SLOAC and Program Review and Equity:</p> <ul style="list-style-type: none"> • Check in on current departments going through PR <ul style="list-style-type: none"> ○ Business, Fine Arts • Tableau for presenting data <ul style="list-style-type: none"> ○ Update • Equity / anti-racism focus for SLO Work – <ul style="list-style-type: none"> ○ Draft focus for SLOAC: support <i>SLO development, assessment practices, and data-driven discussions that can help to reduce equity gaps.</i> <p>Resolved from last meeting: Practices related to equity work:</p> <ul style="list-style-type: none"> ○ Disaggregated data is useful ○ 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. ○ Formative assessments to gauge readiness 	<ul style="list-style-type: none"> - Logan was in touch w/ Oxnard for Tableau – PSLO data. We are hopeful that they will be able to help us build this so we can share PSLO and ISLO data. - NILOA Conference in November---- divide up sessions (identify sessions to go to) <ul style="list-style-type: none"> • What should SLOAC’s role be in decreasing equity gaps? Concern that shift too much towards focus on equity in assessment practices and SLO wording may impact participation in assessment, but we need to make sure that SLOs are part of the discussions and focus on anti-racism and closing equity gaps here at the College. SLOAC will continue to discuss what this means for us as a committee and us as a support in our divisions.

<ul style="list-style-type: none"> ○ PR / SLOAC as back and forth process. ○ Look at student success data vs SLO attainment may link to grading for equity (no pass class but achieve outcomes) ● New Resources for Review: <ul style="list-style-type: none"> ○ Champlain's equity ISLOs (Nancy) ○ SLO Symposium Links: <ul style="list-style-type: none"> ▪ Nexus Edge (Embedded Content) ▪ https://tinyurl.com/SLOsForEquity 	
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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.