

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

Present: B.Lee Federle, Cari Torres-Benavides, Cara Kreit, Logan Wood, Nancy Willet, Farhad Zabih

Absence:

TOPIC and Time	Notes
5 min Agenda and Minutes	
10 min Division Check in: <ul style="list-style-type: none"> • Assessment plans • First eLUMEN alert • Roster updates + drops from IT – Nov 24 	<ul style="list-style-type: none"> • Alerts – will go after midterms • Roster updates – Dong is looking into to remove drops • eLUMEN dept versus disciplines – trying to sort those better in eLUMEN
10 min Canvas integration updates	<ul style="list-style-type: none"> • Next step is to meet with IT and eLUMEN to determine where issue is with integration.
30 min Recommended revisions to the PR template: What outcomes do we want faculty to achieve by completing these questions?	Keep Concise and targeted and use dashboards, with some guiding questions in mind: <ul style="list-style-type: none"> • What did you plan to do? What did you do? • What is working, what isn't working, what could be changed? • Where are SLOs achieved and not achieved? Thoughts on why (consider sequence, other data)?

10 min Competency based learning	Competency Based Learning: <ul style="list-style-type: none"> • Identified 8 types CBL – from content-based to skills-based education • Badging • From grades to feedback • No timeline – achieve it when you achieve it.
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?*

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)

What did you plan to do,

Look at Dashboard: Where are SLOs achieved and not achieved? Thoughts on why (consider sequence, other data)?

What objectives/activities will the program engage to improve for courses not achieving 70% success? What are the asks?

PSLO ---

How has assessment of and reflection on SLOs contributed to achieving overall goals at the department/program level?

Concise and targeted:

- *What objectives/activities will the program engage to improve for courses not achieving 70% success?*
- **PSLOs – what is working, what isn't working, what could be changed?**

Look ahead

Prof learning?

Request help

Previous goals and future goals

- ~~*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.*~~
- **Using the Tableau CSLO Dashboard, where are CSLOs achieved at 70% or above and not achieved at or above 70%? Thoughts on why?**
- **What objectives/activities will the program engage in to improve for courses not achieving 70% success?**
- **Using the Tableau PSLO Dashboard, where are PSLOs achieved at 70% or above and not achieved at or above 70%? Considering disaggregated PSLO data, Are there any groups of students below that of the institution (70%)? Discuss objectives aimed at addressing this.**
- ***How has the assessment of and reflection on course-level SLO data led to course-level changes?***

- How has assessment of and reflection on SLOs contributed **to measuring progress on** achieving specific goals at the department/program level? Looking forward, how do you plan to use assessment data to measure progress on specific department/program level goals?
- ~~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?~~

Looking back, how has the assessment of and reflection on course-level SLO data led to course-level changes?

Looking back, how has assessment of and reflection on SLO data 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 to measure progress on specific department/program level goals?