

ASSESSMENT COMMITTEE

Solano Community College

Minutes – February 21, 2018

3:30-5:00pm, Room **902**

In Attendance: Amy Obegi, Ferdinanda Florence, Cynthia Jourgensen, Terri Pearson-Bloom, Kimberly Ramos, Randy Robertson, David Schruppf, and Rachel Smith.

- I. Approval of Agenda, 1st D. Schruppf, 2nd F. Florence, approved unanimously
- II. Approval of Minutes from 02-07-18, 1st T. Pearson-Bloom, 2nd F. Florence, approved unanimously
- III. Public Comments – None. C. Jourgensen asked if there was resolution about fast tracking PLOs and SLO updates without having to go through the full curriculum committee. A. Obegi hadn't resolved this yet and would work with the curriculum committee and Governet to get clarification.
- IV. Discussion/Information Items
 1. *Highlights from 2018 ASCCC SLO Symposium.* See below A. Obegi's notes from the sessions she attended. The Assessment Committee discussed some of the key takeaways from the meeting. Specifically: 1) the committee thought a book-based discussion on making SLOs meaningful would be valuable. T. Pearson-Bloom suggested looking into professional development and equity funds to purchase books for faculty who wish to attend the session. A. Obegi will purchase a couple of books for the committee to review next meeting; 2) collaborate with the DE committee to see if some Canvas/Assessment links could be made. Specifically, see if SLOs could be automatically generated in Canvas shells and if DE could host some trainings on rubric development for SLO assessment in META. A. Obegi said she would reach out to the DE coordinator; 3) Look into the possibility of a survey to students who petition to graduate to assess ILOs and GELOs; 4) Look into ways to create time for faculty to engage in conversations about student learning based on SLO assessments. F. Florence suggested using the 1st half hour of the required division meeting to discuss one or two courses each term. We discussed the possibility of a form or framework to guide people's discussions. A. Obegi advocated for a second required flex day per semester to create more time for discussion/collaboration.
 2. *PLO Assessments – Pilot.* Governet re-added the PLO assessment button in the sandbox as of 1:30pm on 2/21 (2 hours before the meeting). Unfortunately, the

SLOs that were mapped to our pilot course did not automatically generate. Also there were other problems such as the degrees/certificates were not specifically listing in the pull-down menu. A. Obegi emailed Governet and we will revisit next assessment committee meeting.

3. *Assessments to Remove/Move from Draft Status.* A. Obegi removed the test assessments prior to the meeting. The committee talked about the assessments that are still there and decided which should be relaunched and which should be removed. A few that were created prior to the SLO updates may need to be moved to the old assessment database.
4. *Deans as reviewers.* The committee reviewed the most recent version of the deans as reviewers form. A couple of typos were corrected. The form was sent to Erin Farmer, union president. She didn't see any red flags, but would be checking with the Exec board. See form below
5. Other items. None

Future Meeting dates for Spring 2018:

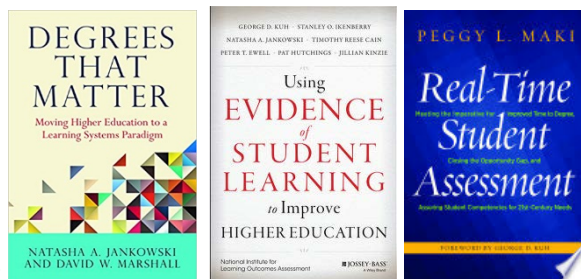
March 7th
March 21st
April 18th
May 2nd
May 16th

Notes from 2018 ASCCC SLO Symposium, February 9, 2018

Based on workshops attended by A. Obegi

Keynote: National Institute for Learning Outcomes Assessment <http://learningoutcomeassessment.org/> has many resources to support assessment.

“Focus on improvement and compliance will take care of itself”



Suggested books:

Suggested article: “Beyond Compliance: Making Assessment Matter”

Thought: What if we were to offer a book for interested faculty to read ahead of time for a flex workshop to discuss?

Encouraged dialogue among faculty about SLOs, success, and methods of assessment (assignments).

Share assignments used to assess SLOs. Read through a “student’s” eyes for improvement. Sometimes there are things we want students to get subconsciously but we don’t articulate in our assignments.

NILOA has an assignment library

Encourage assessment not just at the end, but at multiple points to gauge learning and focus on improvement. Goal is to use evidence to improve.

Workshop: SLO and integrated planning

Orange Coast College evaluated their program review and assessment processes together to see how they are working and integrated (they have 3 year cycle, program review, assessment, assessment). Review and processes are overseen by the office of institutional effectiveness. Used focus groups and surveys to survey admin, student services, instructional faculty and classified faculty. Used graphics to make results more visual. Looked at how faculty and administration are involved in the process. Some of the take homes were to lessen the culture of fear, lengthen the review cycle, need more dialogue. Once they have assessed SLOs and complete program review, faculty make action plans of what they want to do. They make their requests in TracDat. These are shared with divisions and certain fiscal items are prioritized. There is a budget justification worksheet that says how it aligns with college mission and goals. The institutional planning council has a rubric that prioritizes items based on institutional standards and goals. Final decisions are made by the president’s cabinet.

Workshop: Transitioning SLOs in Canvas

Coastline College moved all their SLO assessment into Canvas. Findings go into yearly program review updates. Changed their processes from doing SLO assessments every semester (left no time for thoughtful dialogue) to doing each class twice within a cycle. Departments choose one course (or a couple depending on the size of the program), for everyone to assess and then dialogue about what

changes could be made. They then do a follow-up to close the loop. They wanted to be more reflective and improve teaching practices. They require common assessments. Faculty are asked to map what classes they will assess on a calendar.

Thought: we need more opportunities for collegial dialogue about assessment results with the goal of improving teaching and student learning

Thought: can we do this: Created an SLO webpage for faculty; were able to SLOs pulled from CurricUNET for each class so it was easy to look up. They also used Banner to populate the SLOs in Canvas, so your SLOs are automatically in the shell!! If this can't be done, can put them in once, but when you roll over the class, duplicate the shell. Also it can duplicate the rubrics you make in Canvas.

The webpage has Canvas training videos. Thought: provide more training materials/videos on how to assess outcomes in Canvas and use rubrics. This wouldn't be the final storage place (META would), but it is a quick way to collect quantitative data. Flex training?

The office of institutional research and planning meets with department faculty to discuss data. They also had a summer institute on SLO assessment. Some people also attended canvas convention during the summer.

PLO assessment: Coastline sends a survey to students, they don't link SLOs to PLO. Cerritos college sends online survey which is linked to a graduation petition. When they file to graduate in a PLO survey is sent out to respond to.

We need to show evidence of improvement based on assessment data. At Solano, program review is the outlet for this.

Workshop: Panel Presentation

ACCJC rep says: "Support and celebrate continuous program improvement – considering the needs and culture of the college." Commitment is to student learning.

ACCJC rep says do not have to be at 100% completion – goal, but not realistic requirement – there will always be a few that are in process. 3A6 was deleted that says have to part of faculty evaluations 2A2 was adjusted – to focus on collective ownership of the process. Says it so important to listen to colleagues to talk about outcomes. Also useful to have cross discipline discussions about how students are learning

In terms of disaggregation of data, colleges can choose where to disaggregate in ways that make sense for the college (by student, or by distance education, by location, etc). ACCJC won't dictate how and where. Intention is improvement, and agreed not to make a compliance requirement.

Goal is research based practices to make us professionals. SLOs are about us as teachers, what we are doing, not just what our students doing.

We need to have discussions about our assessments and get faculty engagement. If you can tap into why they began teaching in the first place (equity, discipline love, student learning, etc.) and tie to assessments, can increase interest and engagement.

Thought: Should we make a form for school meetings for dialogue? What did you find? Strengths of students, changing needs, etc.

Tie assessments into program review and tie to resource requests

SLO data is one of the most powerful pedagogical resources in our tool box. Can link to guided pathways for success.

Workshop: Engaging Faculty in Quality Assessments, Sac City

Tap into why faculty started teaching to motivate. Presentations gave case studies and how coordinator helped them improve.

Ideas were: rewrite SLOs to make them more meaningful and measurable. Use canvas for assessments and rubrics, and in math changed the way they were grading assessments. Their SLOs success rates were high but didn't match with the course success rates. Needed to look at what they were measuring and how.

As a note, so many colleges do SLOs differently. They have about 5-8 SLOs per course and all have to link to PLOs.

GUIDELINES FOR DEANS AS "APPROVERS" FOR INDIVIDUAL INSTRUCTOR SLO ASSESSMENTS

CurricUNET META requires an "approver" for SLO assessments, and the deans have been designated in this role. When an instructor completes a SLO assessment, it will show up in the dean's approval queue. The dean "approves" the assessment by 1) logging on to CurricUNET META; 2) clicking "My Approvals;" 3) viewing the proposal; 4) clicking the "Reviewed" button; and then 5) clicking the "Commit" button.

Per 10+1, faculty have primary responsibility over curriculum and course assessment; therefore, *deans should see their reviewer role as ensuring that the faculty complete their assessments*. It is important to note that the contract states that deans will ensure faculty have completed their SLOs as assigned, but it does not say that SLOs will be judged based on their quality. The Assessment Committee does value dean's input when they see areas of needed improvement in assessments. Deans should contact the assessment coordinator to share deficits they see, so trainings can be developed to improve quality or so that individual support can be provided to faculty by the school or assessment coordinator.

While reviewing, deans are encouraged to review the *planned action tab*, where faculty make suggestions regarding actions the *department/college* can take to support student success. If there is immediate action the dean can take, or suggestions for ascertaining faculty needs, the dean should call or email the faculty member letting them how what support is available. Utilizing data to support student success is an important component of the integrated planning process. Please note, in META, faculty can only view information written in the comments sections if it is held for changes. If it is "reviewed" they will not be able to see the comments. In order to be compliant with the current contract:

DEANS SHOULD ONLY "HOLD FOR CHANGES" IF:

1. There are input errors (e.g. a course is listed as a hybrid that is face-to-face, or the SLO is not selected from the dropdown menu)
2. There is no analysis (e.g. the results box says N/A)
3. There are issues of academic dishonesty (e.g. the results were copied identically from an assessment in a past term)

DEANS SHOULD NOT “HOLD FOR CHANGES” IF:

1. They believe the analysis of results should be improved or more made thorough
2. They believe the instructor should change or bolster their planned actions
3. They disagree with the methods of assessment, success criteria, etc.
4. They have philosophical disagreements with the faculty’s analysis