

ASSESSMENT COMMITTEE

Solano Community College

Minutes – September 20, 2017

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

In Attendance: Amy Obegi, Peter Cammish, Cynthia Jourgensen, Kimberly Ramos, David Schruppf, and Rachel Smith.

- I. Approval of Agenda, 1st D. Schruppf, 2nd K. Ramos approved unanimously
- II. Approval of Minutes from 9-6-2017, 1st K. Ramos, 2nd D. Schruppf (typo in first paragraph corrected) approved unanimously.
- III. Public Comments - None
- IV. Discussion/Information Items
 1. Updates on: *Individual Instructor SLO approvals*- At our last meeting we voted that the deans should be the “approver” for SLO assessments. Since that meeting A. Obegi consulted with Academic Senate president Michael Wyly to discuss the dean’s role. M. Wyly suggested deans pay particular attention to the section of the assessment about what the department/college could do. This could provide an opportunity to give support to faculty and close the loop between assessments and resource planning. He gave the example that there might be an easy fix, such as scheduling a course in a new classroom, or getting a new classroom video that could improve student learning. We agreed that deans should only be reviewing and not correcting the quality per the contract. We thought they should refer faculty to the assessment or school coordinator for training if need be and only hold for changes in cases of academic dishonesty or if there are major errors (such as the wrong SLO was used). A summary of the dean’s role was drafted, which went to Academic Senate on Monday Sept. 11th. The guidelines were approved by Academic Senate; they are included at the end of these minutes. Peter Cammish suggested we get Union consultation to make sure we are not creating contractual conflicts. A. Obegi agreed to send it to Erin Farmer, the Union President, and not update the assessment handbook until we get feedback.

SLO contest/thermometer – C. Esposito-Noy agreed to fund the SLO update contest. A. Obegi met with D. Williams to discuss the prizes. Volume 11 of the Assessment Newsletter was distributed to faculty on September 13th to announce the contest. Coordinators were also encouraged to announce the contest and provide support to faculty who are working to update their SLOs in

META. Open office hours are being held throughout the month, and many school meetings have been focused on SLO input. A. Obegi has attended many of these meetings to help faculty with specific assessment questions (Liberal Arts on 9/8, Social and Behavior Sciences on 9/15 and Applied Tech and Bus. On 2/22). School coordinators have also been supporting their schools at meetings and individually.

Website Updates – The SLO website “Newsletters” tab was updated so that under each volume there is a short descriptor of what the newsletter includes. This is to aid faculty in retrieving information they are looking for.

2. *Changes to adjunct pay form* – The SLO/SAO pay form needs to be updated to reflect that faculty need to input their assessments into META rather than turn them in to their coordinators. The committee suggested we remove the line about consulting the quality rubric and add a statement about referring to the Assessment handbook with questions.
3. *PLO Assessments* – The majority of the meeting was spent reviewing the sample PLO assessment on CurricUNET sandbox and comparing it to our format for SLO assessment. The committee drafted ideas for how we want our assessment procedure conducted in META. A. Obegi will draft our thoughts and continue to get feedback on the procedure before it is taken to Academic Senate. The goal is for the system to be operable by the start of spring semester 2018. The draft summary of ideas is included at the end of the minutes.
4. *Assessment newsletter topics* – The committee agreed they would like to have the next newsletter focus on student’s role in SLO assessments. We would like to encourage faculty to get more student input on their outcomes and their learning. We would also like to give an update on SLO inputs in META, and provide an update to the adjunct pay form when it is ready. A. Obegi has requested from Governet the ability to generate reports so she can see how many SLOs have been inputted into META.

Future Meeting dates for Fall 2017:

October 18th
November 1st
November 15th
December 6th

Guidelines for Deans as “Approvers” for Individual Instructor SLO Assessments

1. When an instructor completes an SLO assessment, the dean “approves” the assessment by going into META “My Approvals,” views the proposal and clicks the “Reviewed” button.
2. While reviewing, the dean should pay particular attention to the planned action tab to note suggestions the faculty made in regards to 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, these should be noted by the dean in the “comments” section. Documenting support efforts can be an important component of the integrated planning process.
3. If the dean feels the assessment write-up could be stronger, they should still click they have “reviewed” the assessment, but should notify the school coordinator that the faculty could use some training/support. In the comments section, they can say “please see the school coordinator or the assessment coordinator for support with outcomes assessments”. It is important to note that per the contact it says deans will ensure faculty have completed their SLOs as assigned, but it does not say they will be judged based on their quality.
4. Per 10+1, faculty have primary responsibility over curriculum and course assessment, thus deans should see their role as reviewer as ensuring the faculty completed their assessments. However, in a situation where it is clear the assessment is problematic (e.g. the correct outcomes were not used or there are issues of academic dishonesty) the dean may “hold for changes” and ask the faculty to meet with the school or assessment coordinator to improve the assessment.
5. If the dean has questions, they are encouraged to contact the assessment coordinator or the VPAA for support.

SOLANO COLLEGE PLO ASSESSMENTS - Aggregate of Mapped SLOs to a PLO

Draft ideas for META based on Assessment Committee discussion on September 20, 2017

First Tab: Main Page

Report Title: Degree/Certificate, Term

Originator:

Date:

SLO data to be analyzed from the following years: Suggest a drop down with the choices of (past 3 years, past 6 years)

Select Program (drop down menu - Governet needs to break these down so it differentiates between the degrees/certificates)

Select Outcome (drop down menu)

Summary from previous PLO assessment (text box with these instructions "Please summarize your findings from the last time this PLO was assessed. What were the major findings and what planned actions were initiated?")

Co-Contributors (drop down with names)

Second Tab: SLO Methods Included in PLO Analysis

This page will automatically generate an aggregate of the methods that were used to assess the SLOs that were mapped to the PLO that is being assessed.

Third Tab: SLO Results Included in PLO Analysis

This page will automatically generate the SLO results of the assessments that are mapped to this PLO. If there are multiple SLOs being analyzed, they should be categorized. We would like to organize the page so that the results can be generated in categories so that it is easier to see trends.

Modality

Time

Duration

Location

We would like a link to the entire assessment if people want to individually review each one

Fourth Tab: SLO Planned Actions Included in PLO Analysis

This page will automatically generate an aggregate of the SLO planned actions that are mapped to this PLO. We want to specifically pull the check boxes an aggregate, but the comments should be listed as text.

Fifth Tab: PLO Assessment Findings

We would like this page to start with an aggregate at the top that is generated from the SLO results. There should be boxes that show the total number of sections assessed, the number of students

enrolled, the number of students assessed, the number of students successful and the percentage of students successful. We would also like it show a range of the percentage successful.

There should be four text boxes on this page under the aggregate numbers

Summarize the results of all SLOs assessed. Discuss what needs and issues were revealed, including if there were differences across modalities, location, etc.

What do these results tell you about how well students are mastering the knowledge or skills for this program outcome?

Discuss the efficacy of previous planned actions for this PLO. Do you believe they improved student success, why or why not?

What steps do you want to take in the future to improve student learning on this PLO? What effective practices do you want to make sure are repeated?

Sixth Tab: PLO Planned Actions

“Specifically state the next steps that can be made to improve student learning on this outcome.

Consider the program, the classroom, and the college”

The check boxes that are in the sandbox will stay. It is important that when a box is checked, a comments box generates. The title “In the Department” should change to “In the College.” A heading should be added first that reads **In the Program** with the following boxes listed below.

- Alter the SLOs that are being used to assess the PLO
- Modify the PLO
- For CTE programs, analyze results as compared to advisory committee recommendations and/or industry needs to determine if changes need to be made
- Alter the sequencing/prerequisites of courses
- Alter the timing, scheduling or location of courses
- Collaborate across modalities or locations to determine effective practices in SLO assessments
- Program collaboration/training on effective practices in SLO assessment
- Program collaboration/training on practices that promote student success on SLOs and/or PLOs
- Other