

ASSESSMENT COMMITTEE

Solano Community College

Minutes – Monday, April 8, 2019

3:30-5:00pm, Room 702

In Attendance: Amy Obegi, Kimberley Coulter, Derek Lan, Will Martinelli, Rachel Smith, Darla Williams

Call to order 3:39pm

- I. Approval of Agenda, 1st D. Williams, 2nd D. Lan, approved unanimously
- II. Approval of Minutes from March 25, 2019, 1st D. Williams, 2nd W. Martinelli, approved unanimously
- III. Public Comment, none
- IV. Discussion/Information Items
 1. *Assessment Coordinator Hiring Update*. Two adjunct faculty have applied thus far (no identities provided). The committee and D. Williams suggested keeping the position open for longer to try and get a more robust applicant pool.
 2. *eLumen Feedback for Academic Senate Meeting on April 22, 2019*. The committee reviewed a narrative that describes our position on a switch to eLumen (see below). Committee members suggested adding a timeline at the end which would give an indication of how our progress would be affected by a switch to eLumen. A sandbox presentation will take place before the Academic Senate meeting which A. Obegi plans to attend and then a final training will take place for the Academic Senate from 3:30-5:00pm.
 3. *PLO Training Materials* – A. Obegi completed training materials for PLO Assessments with instructions and screen shots as a guide. Will Martinelli agreed to pilot doing a PLO Assessment according to the training materials to see if there are any changes/corrections that should be made to the document. He will report back to the Assessment Committee on April 29th.
 4. *2018-2019 Assessment Committee Year-End report to Academic Senate*. The committee review the end of the year assessment committee final report. This item was move to action and D. Williams made a motion to approve the final report. R. Smith seconded and the motion carried unanimously. A copy will be forwarded to the Academic Senate for dissemination. See below.

5. *Newsletter.* It was agreed that trainings would be held finals week for SLO assessments in META. The goal is to provide real-time assistance to faculty in how to input their assessments. A document on how to find assessments in META will also be provided as well as a deadline for inputting assessments. The newsletter will be distributed once the training materials are made and the training dates have been scheduled.

6. A. Obegi let faculty know she got a current report from CurricUNET on the SLOs that still need updating in META. This will be reviewed and distributed to coordinators, faculty and deans in the hope that these course SLOs can be inputted through SLO only changes ASAP. SLOs must be inputted before assessments can take place.

Meeting dates for Spring 2019:

Mondays 3:30-5:00pm

Final Meeting of the Semester:
April 29, 2019

Assessment Committee Reservations About Switching to eLumen in the 2019-2020 Academic Year

Presented by Assessment Committee Coordinator Amy Obegi

It is the Assessment committee's understanding that we are in contract with CurricUNET through March 2020. It was our expectation that CurricUNET would be used at minimum until the next accreditation self-study to implement the plan that was laid out in the Quality Focus Essay (QFE) of our last self-study. SLO assessment was deemed one of the areas Solano College needed to improve, so the Assessment Committee set forth on a plan to shore up our assessment processes. In 2017-2018 the Assessment committee designed the SLO assessment module in CurricUNET META, revised our GELOs and ILOs, and created an assessment handbook and training materials. We went live with CurricUNET during the 2018-2019 academic year. In the two years that we have been live, faculty have inputted approximately 90% of course SLOs into META and mapped these to GELOs and ILOs (approximately 800 classes). We have

mapped 84 programs SLOs to their PLOs. The college is also at the end of an SLO assessment year, where all faculty have been asked to assess their SLOs. SLO assessments are required to map PLOs, GELOs, and ILOs and they are to be done at least twice in a program review cycle. In the 2019-2020 academic, our goal is to get to 100% completion with all SLO inputs, mapping, and SLO assessments. We also need to start PLO assessments. The last time PLOs were systematically assessed across the college was in 2013. It is our goal to get this work done in 2019 and 2020. Then comes the work of using the SLO and PLO data to assess ILOs and GELOs. As it takes time to learn new systems and to find time for faculty to gather and collaborate, we believe our accreditation timeline will best be met by staying the course in CurricUNET META, and using the work that has already been completed to achieve our goals.

Our assessment endeavors are driven by:

- 1) The desire to partake in ongoing assessment of student learning to reflect on our teaching and learning to improve student success
- 2) Requirements set forth by our accrediting body, ACCJC. In 2017 our college was asked by ACCJC to reflect on areas of needed improvement across campus and to write a plan to improve these in a quality focus essay (QFE). Our two areas of needed improvement were integrated planning and student learning outcomes.

In that essay we told ACCJC, we would have:

- 1) 100% implementation of assessment module in CurricUNET META
- 2) 100% of ILOs and GELOs are assessed and revised, where needed
- 3) SCC Assessment Handbook developed and disseminated to faculty
- 4) Completed schedule of professional development training
- 5) Documented faculty training on use of CurricUNET assessment module
- 6) 100% of SLOs are mapped to PLOs, GELOs, and ILOs in CurricUNET
- 7) 100% of SLOs are reviewed and revised, as needed, based on findings of mapping.

The visiting accreditation team affirmed our efforts, “The QFE details a strong plan to increase the assessment process with the use of CurricUNET META software. They also wrote, “The implementation of CurricUNET META’s assessment module will further the College’s aim to tie SLO assessment data to integrated planning to improve student learning and achievement.”

The Assessment Committee worries that if we switch to a new platform 3 years into our plan, we will lose significant ground toward outcomes assessment. Not all of our work will be easily transferred into eLumen. For example, the SLO assessments completed in META will not be “usable” since the databases are different (they would be archived and couldn’t be used for PLO assessment). Also, someone would have to go in and manually redo all the PLO mapping. We have learned with the implementation of CurricUNET it takes time for faculty to learn a new program. Thus, we are concerned that with the challenges of bringing our completed work into eLumen and the time it takes to learn a new system, we will lose significant progress toward our assessment goals. Even if eLumen offers some advantages over CurricUNET META, time and work will be lost.

From an assessment perspective, waiting to switch to a new platform until all SLOs have been assessed twice, and all PLOs, GELOs, and ILOs have been assessed once makes more sense for us. With this timeline we can more seamlessly meet our assessment goals and then evaluate the efficacy of CurricUNET META. We worry that a switch now would devalue the work that faculty has already completed and set us back in our goals. While we understand that eLumen has advantages for other committees, from an assessment perspective we think waiting for one more 3 year CurricUNET cycle will have significant advantages. We think we can meet the objectives laid out to the accreditation visiting team. With eLumen, we think we will be 3 years behind in PLO/GELO/ILO assessments.

Anticipated timeline with CurricUNET META – 2019-2020 SLO Assessments and PLO Assessments, 2020-2021 PLO Assessments and GELO/ILO Assessments, 2021-2022 SLO Assessments

Anticipated timeline with eLumen 2019-2020 Configure eLumen, coordinator assists in designing modules, 2020-2021 faculty set-up assessments for their courses, 2021-2022 faculty assess their SLOs, 2022-2023 faculty finish SLO assessments and start assessing PLOs, 2023-2024 finish assessing PLOs and GELO/ILO Assessment.

Academic Senate & Subcommittee Committee Goals for Academic Year 2018-2019

Committee Name: Assessment Committee

Committee Roles and Responsibilities: To provide institutional support and guidance on academic outcomes assessment including student learning outcomes (SLOs), program learning outcomes (PLOs), general education learning outcomes (GELOs), and institutional learning outcomes (ILOs). The committee helps shape institutional policy regarding assessment; supports faculty in the completion of timely, quality assessments; helps faculty create quality outcomes and tools for measuring them; disseminates information about outcomes assessment to support student success and the College's integrated planning process.

ACCJC Standard(s) Addressed:

X Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

X_ Standard II: Student Learning Programs and Support Services

___ Standard III: Resources (Human, Physical, Technology, Financial)

___ Standard IV: Leadership and Governance

Committee Members: Amy Obegi (Assessment Coordinator and Social and Behavioral Sciences), Rachel Smith (Liberal Arts), Will Martinelli (Math/Science), Darla Williams (Health Sciences), Karen Cook (Applied Technology and Business), Kimberly Ramos (Counseling), Derek Lam (adjunct rep), Ferdinanda Florence (Academic Program Review Coordinator or designee), Jim DeKloe (Curriculum Committee Chair or designee).

Ex Officio: Shirley Lewis (Vice President of Academic Affairs or designee), Damany Fisher, Dean of Research and Planning

Identify the initiatives/goals this committee will undertake.

Committee chairs are responsible for completing reports after dialog with committee members.

Assessment of committee progress is integral to SCC's continuous improvement process.

	Initiative / Goal	Description for this Initiative / Goal
1	Achieve 100% completion of SLO inputs in META, with success criteria and GELO/ILO mapping	Identify courses whose SLOs have not been inputted in META. Coordinators work with faculty to create SLO only change forms to update no later than Fall 2018
2	SLO assessments completed and inputted in META for all courses	All SLOs in all courses need to be assessed and inputted into META this academic year (2018-2019). Coordinators will work with faculty to identify which courses will be assessed in the fall and the spring by whom. Trainings will be held at fall and spring flex workshops, at division meetings, and in coordination with the ASTC. Training materials are posted online. We will try to obtain finances for an SLO assessment contest to award completers by discipline.
3	Faculty complete PLO mapping for all programs with training for faculty	All courses must have their mastery level SLOs mapped to the PLOs in META in order to assess them in the 2019-2020 academic year. Mapping requires a program modification, so faculty are encouraged to do this before the Nov. 1, 2018 curriculum committee deadline. Coordinators will work with faculty to complete mapping. Trainings will be held at fall and spring flex workshops, at division meetings and in coordination with the ASTC. Training materials are posted online.
4	Complete design interface for CurricUNET META PLO assessment module	The committee will review the draft of the PLO assessment model in META and make any recommended changes. The PLO Assessment module will go live Fall 2018.
5	Keep faculty informed about assessment related information	Create monthly newsletters to update faculty on Assessment news and provide assessment guidance/support. This year, information will be disseminated online and by hard copy.
6	Provide feedback and approval on CurricUNET for faculty making SLO changes.	The Assessment Coordinator will provide assessment feedback/approval for all SLOs and PLOs curriculum proposals in CurricUNET META. This includes SLO only changes, course modifications, new courses, and program modifications. The Assessment Coordinator will attend curriculum committee technical review meetings.
7	Start a new cycle of GELO and ILO assessments, including discussions and round table discussions about GELOs and ILOs.	One GELO and one ILO will be designated as a quality focus discussion by faculty as part of GELOs and ILO assessment. Round table discussions will be held fall and spring flex on optional days.
8	Collaborate with the program review committee on the program review module in META	Provide feedback on the design of the PR module in META to the Program Review Committee.
9	Help facilitate the development and implementation of a campus-wide integrated planning process based on assessment data	Reports will be generated at the end of the year, pulling SLO assessment data related to planned actions. This data will be shared with administration to document perceived need. Meet with the VPAA and others to facilitate planning.

10	Provide assessment training to coordinators and plan for a smooth transition to hire and train a new assessment coordinator for the 2019-2020 academic year.	In-house trainings will held to support new and existing coordinators. Committee members will be encouraged to attend the statewide Academic Senate SLO symposium in February.
11	Work with DE committee as appropriate to support use of outcome tools in CANVAS	Consider rubric and outcome trainings in CANVAS to give faculty additional tools for evaluating SLO assessments

Mid-Year Committee Evaluation Report for Academic Year 2018-2019

Accomplished and In Progress Initiatives: Identify the initiatives this Committee has accomplished and whether the initiative has been completed (C) or is in progress (IP) in the status column. Identify additional initiatives if applicable.

	Initiative Undertaken, Achieved or In Progress	Status C or IP	Accomplishments/challenges for this initiative
1	Achieve 100% completion of SLO inputs in META, with success criteria and GELO/ILO mapping	IP	Coordinators are still working with faculty to get all SLOs inputted into META. There are a number of courses that still have not been updated in META
2	SLO assessments completed and inputted in META for all courses	IP	Some faculty have inputted their assessments, most will complete after the fall semester and spring semester ends. Training sessions were held on how to input assessments on the August and October flex dates
3	Faculty complete PLO mapping for all programs with training for faculty	IP	We have had several programs complete their PLO mapping (for example – not complete list): Psychology, Welding, Child Development, History, Aeronautics, Engineering, Physics, Math, Chemistry, Foreign Language, ASL, Anthropology, etc. There are many more programs that still need to complete. Training sessions were held on PLO mapping on the August and October flex dates, and the Assessment Coordinator met individually with many faculty to complete the mapping. Coordinators will continue to work with programs in their divisions to get this work completed.
4	Complete design interface for CurricUNET META PLO assessment module	IP	We will review a final design (hopefully) at the first spring committee meeting. A. Obegi continues to work with Governet on this goal.
5	Keep faculty informed about assessment related information	IP	Newsletters were disseminated in August, September and October. School coordinators update faculty on

			assessment at school meetings and the Assessment Coordinator provides updates at Academic Senate
6	Provide feedback and approval on CurricUNET for faculty making SLO changes.	IP	The Assessment Coordinator reviews all SLOs and PLOs that are submitted in CurricUNET META as new courses, modifications, new programs or program modification. She also attends all Curriculum Committee Tech Review meetings. She has worked individually with faculty who need assistance.
7	Start a new cycle of GELO and ILO assessments, including discussions and round table discussions about GELOs and ILOs.	IP	During the October flex day, a roundtable discussion was held on the ILO of Ethics. It was a robust and engaging discussion on the role of ethics in our disciplines and how to assess ethics. However, the discussion only included about 10 faculty members. The Assessment committee decided to revisit the topic at a spring flex event as we believe it is important. A new ILO will be introduced for discussion next academic year.
8	Collaborate with the program review committee on the program review module in META	IP	These discussions will take place as needed during spring semester 2019
9	Help facilitate the development and implementation of a campus-wide integrated planning process based on assessment data	IP	These discussions will take place as relevant during spring semester 2019
10	Provide assessment training to coordinators and plan for a smooth transition to hire and train a new assessment coordinator for the 2019-2020 academic year.	IP	The job description was requested and obtained from VPAA Williams (via Human Resources). The Assessment Coordinator will review for changes, get committee input, and then return to VPAA Williams. The goal will be to hire mid-semester, Spring 2019.
11	Work with DE committee as appropriate to support use of outcome tools in CANVAS	IP	We have not yet coordinated with DE on this goal
12	Analyze alternative assessment management platforms	IP	Per VPAA William's initiative, the Assessment Committee will review ELumen as an alternative assessment database to CurricUNET

Year End Committee Evaluation Report for Academic Year 2018-2019

Part 1 Accomplished and In Progress Initiatives: Update the initiatives this Committee has accomplished in the corresponding academic year. For Status, please indicate **C** (completed) or **IP** (in progress). Make recommendations for the upcoming academic year where appropriate, or referrals to other committees, as applicable.

Committee chairs are responsible for completing reports after dialog with committee members.

Assessment of committee progress is integral to SCC's continuous improvement process.

	Initiative Undertaken, Achieved or In Progress	Status C or IP	Accomplishments/challenges/recommendations for this initiative
1	Achieve 100% completion of SLO inputs in META, with success criteria and GELO/ILO mapping	IP	In January a report of all courses that did not have updated SLOs was sent to school coordinators and deans. Coordinators reached out to faculty to get SLO inputted in META for these courses. While some of these courses have been updated, many still haven't. The largest numbers of courses that haven't been updated are in ACCT, some areas of ART, CIS, IT, JOUR, LS, RE, TV, and WELD. Obegi requested on 4/5/19 an updated list of courses from Governet and a final push will be made to get course SLOs inputted into META for those that are still outstanding. It is essential all course SLOs are inputted in order for assessment to take place. Approximately 85-90% of courses have been inputted by the college as whole.
2	SLO assessments completed and inputted in META for all courses	IP	The majority of assessments will take place when the spring 2019 semester comes to a close. At the start of the new school year we will have a better idea of the percent completed. The final assessment newsletter of the year will request all SLOs are inputted in META by May 31, 2019.
3	Faculty complete PLO mapping for all programs with training for faculty	IP	Most college programs have been mapped in CurricUNET META. Those that remain unmapped are as follows School of Applied Technology and Business: Account Clerk, Accounting Cert, Accounting AS, Business Administration, Business General AS and Cert, Business Insurance Cert and AS, Insurance Specialist Job Direct, Business Information Worker Cert, Computer Programming Cert and AS, Computer Science AS-T, Database Specialist Job Direct, Microcomputer Applications AS and Cert, Microsoft Office Master and Specialist Job Direct, Web Developer Job Direct, Web Development and Administration Cert and AS, Web Programmer Job Direct, Cosmetology AS and Cert, Economics AA, Management Cert and AS, Retail Management, Cert and AS, Small Business Management Cert and AS, Marketing Cert and AS, Real Estate AS and Cert School of Health Sciences: Fitness Professional Job Direct School of Liberal Arts:

			<p>Graphic Design and Illustration AA, Visual Communication Cert, Sports Broadcasting Cert, English AA and AA-T, Journalism AA, AA-T, Music AA, Theater Arts AA, AA-T, and Cert, Film and TV AA</p> <p>School of Math and Sciences: General Science AS, Biotech Lab Assistant Cert, Water and Wastewater Cert and AS</p> <p>School of Social and Behavioral Sciences: Ethnic Studies AA, Sociology AA</p> <p>Other Programs: Interdisciplinary Studies Wellness, GE Cert of Achievement for GE and IGETC</p> <p>PLO mapping trainings were held in August, October, and January at flex events. Most trainings happened individually as the SLO coordinator and school coordinators met with discipline faculty to help them map their PLOs. The assessment coordinator also attended Liberal Arts and Social and Behavioral Sciences school meetings to help faculty map their programs.</p>
4	Complete design interface for CurricUNET META PLO assessment module	C	The PLO assessment module was completed Spring 2019. Training materials have been developed and will be reviewed at the Assessment Committee Meeting on 4/8/19.
5	Keep faculty informed about assessment related information	C	Newsletters were disseminated periodically throughout the school year and reports were made about assessment monthly at Academic Senate meetings. School coordinators updated faculty on assessment at school meetings.
6	Provide feedback and approval on CurricUNET for faculty making SLO changes.	C	The Assessment Coordinator reviewed all SLOs and PLOs that were submitted in CurricUNET META as new courses, course modifications, new programs, program modifications, or SLO only changes during the 2018-2019 academic year. She also attended most Curriculum Committee Tech Review meetings to give feedback on those assessments. She has worked individually with faculty who need assistance.
7	Start a new cycle of GELO and ILO assessments, including discussions and round table discussions about GELOs and ILOs.	C	In October and February roundtable discussions were held on the ILO of Ethics. Faculty shared how they assessed ethics in their courses and discussed places where ethics assessments could be added to coursework. A newsletter was created focused on the topic of ethics and SLO assessment. A new ILO will need to be chosen next year as a focus of discussion.
8	Collaborate with the program review committee on the	NC	See below

	program review module in META		
9	Help facilitate the development and implementation of a campus-wide integrated planning process based on assessment data	NC	See below
10	Provide assessment training to coordinators and plan for a smooth transition to hire and train a new assessment coordinator for the 2019-2020 academic year.	IP	The job description for outcomes assessment coordinator closed on April 8 th at 9:00am. Depending on whether there are applicants there will be a hiring committee and then training will take place before the end of the academic year.
11	Work with DE committee as appropriate to support use of outcome tools in CANVAS	NC	See below
12	Analyze alternative assessment management platforms	IP	The Assessment Committee attended a presentation on outcomes assessment in eLumen. A. Obegi also attended a sandbox discussion on eLumen and attended the presentations given to the program review committee and Academic Senate. They discussed their perspective on the switch and will report their reservations about the timing of the switch at the May 6 th Academic Senate Meeting. They will also solicit feedback from faculty via an Assessment Newsletter.
14			
15			
16			

Part 2 Unaccomplished Initiatives: Identify the initiatives this Committee has undertaken in the Fall 2016 semester that were not accomplished, please state why, what the barrier(s) were along with any recommendations to overcome the barriers.

	Unaccomplished Initiative /Goal	Why/what were the barriers?	Recommendations
1	Collaborate with the program review committee on the program review module in META	The program review committee is exploring the option of developing their module in eLumen vs. CurricUNET.	Once a decision is made, the assessment committee will work with program review to support assessment integration.
2	Help facilitate the development and implementation of a campus-wide integrated planning process based on assessment data	The assessment coordinator participated in the committee that is helping to develop a new strategic plan for the college. She suggested verbiage about integrated planning through outcomes assessment and program review be added to the document.	Administration will need to take the lead to develop a campus wide integrated planning process which is informed by outcomes assessment and program review and is codified in policies and procedures. The assessment committee would like to support this by helping faculty complete their assessments and by providing documentation of the relevant work completed.
3	Work with DE committee as appropriate to support use of outcome tools in CANVAS	The committee focused their time and efforts this year on getting SLOs and their assessments inputted into CurricUNET META, and PLO mapping.	In the coming years, energy should be put into this endeavor.

Part 3: Complete the self-assessment narrative:

Self-Assessment

- To what degree has the committee met its roles and responsibilities?

The assessment committee met monthly to help meet the college’s assessment goals. We designed a Program Learning Outcome Assessment module, created PLO Assessment training materials, and assisted faculty in mapping a majority of the college’s PLOs. We reviewed and provided feedback on assessments for hundreds of curriculum proposals, provided training for faculty at flex events on assessment, and disseminated information about outcomes assessments. We started ILO assessment as well.

- How can the committee improve its effectiveness in meeting these roles and responsibilities?

We need more members to attend the assessment committee meetings, more faculty involvement, and we need to work more closely with deans and faculty to get assessments, SLO inputs, and mapping completed. While significant work was made, we are having trouble crossing the finish line with some programs.

- How effective was the committee in completing its initiatives?

Out of 136 active programs in CurricUNET 52 have yet to be mapped, meaning we obtained a 62% completion rate this academic year. We have completed approximately 85-90% of SLO inputs into META, and still have a lot of work to complete on SLO assessments (an accurate number will be available after the spring deadline). Overall however, we worked diligently and were mostly effective in completing our initiatives. The Assessment committee worked closely with the Curriculum committee to make sure all outcomes (SLOs and PLOS) were reviewed that came through CurricUNET. This marks a huge step forward from how assessments were reviewed in the past.

- How might the committee improve its effectiveness in regard to completing initiatives?

We need to work more closely with deans, attend more school meetings and make even more direct time with to get all faculty to complete their assessment work. I think we need to provide even more reports of progress, and on knock on some people's office doors.

- How effective was the committee in impacting student success?

It is our overarching goal that outcomes assessment will get faculty thinking about what teaching and learning strategies are effective for student success. When SLO assessments have been inputted, we will run a report to share with administration observed needs and initiatives to promote success.

- How might the committee improve its effectiveness in regard to impacting student success?

Once we see what faculty have reported, we can recommend trainings that can promote teaching practices that impact student success. We could also suggest agendaizing discussions of SLO assessments to promote student success.

- What resources are needed to assist the committee in meeting its initiatives?

Paid assessment coordinator and school coordinators.

A second required flex day to have more time to discuss outcomes assessments and what they teach us about student success.

We also think that giving faculty incentives (like we did with the lunch for those who have their SLOs inputted first) will motivate faculty to get the work done expeditiously.

Recommendations

- Provide recommendations for changing the description or composition of the committee to achieve its initiatives addressed for next year.

None – having coordinators attends works well, we just need to make sure we can find a time for meetings when all can attend.

- What topics should be addressed by the committee next year?

Continue to work to 100% completion on SLO inputs, SLO assessments and PLO mapping. PLO assessment should begin next year. We need to assess another ILO and make a plan for assessing GELOs. We need to find time and opportunity for faculty to have more discussions about the results of their outcome assessments and how to improve student success. Best practices in teaching should be shared, as well as obstacles and how others have overcome them. If a switch is made to eLumen considerable planning will need to take place to learn the system and prepare faculty for the switch (trainings, creation of new materials, etc.) Integrated planning and integration with program review and distance education should also be a focus. We may want to consider creating a Canvas shell forum where people can discuss issues and/or best practices in assessment.

- Are there additional roles or responsibilities this committee should be addressing?

No, our plate is full ;-)

- What issues, initiatives, or work has the committee identified that other committees, service areas, and/or disciplines or Schools should address next year?

Next year we will be able to generate reports that shows how faculty believe the college can support student success on outcomes. This information will provide a lot of data and collaborations between committee, service areas, etc. We would like to see the faculty union negotiate a 2nd required flex day every semester that is intended JUST for assessment and program review work. This time would go a long way to facilitate increased collaboration among discipline faculty and increased outputs. We will continue to work with program review, curriculum committee and the Academic Senate to integrate assessment processes.