

ASSESSMENT COMMITTEE

Solano Community College

Minutes – Wednesday January 25, 2017

2:30-4:00pm, Room 902

In Attendance: Amy Obegi, Rebecca Estes, Ferdinanda Florence, Cynthia Jourgenson, Terri Pearson-Bloom, and Randy Robertson.

- I. Approval of Agenda, 1st R. Estes, 2nd T. Pearson Bloom.
- II. Approval of Minutes from 11/30/17, 1st R. Robertson, 2nd R. Estes.
- III. Public Comments, None.

- IV. Discussion/Information Items:
 1. Updates
 - a. *Getting assessments inputted* A. Obegi shared that an email was sent to C. Esposito Noy about the need for administrative support to input assessments. She just heard back to schedule a time to talk. C. Jourgensen shared she doesn't yet have a campus computer to input assessments.
 - b. *Needs of faculty/coordinators*. Coordinators shared they will need education and support with GELO, PLO, and ILO assessments.
 - c. *New Assessment Calendar*. The new assessment calendar was passed by Academic Senate in early December, 2016. It puts assessment on a 6 year program review cycle, with yearly updates. Curriculum review is in year 3 and SLO assessments are in years 2 and 5. PLO assessments are in year 4.
 - d. *Upcoming training on Feb. 3*. A. Obegi will attend the 4th annual ASCCC SLO symposium in Anaheim.
 - e. *Flex presentation at Academic Senate Joint Administrators Meeting* A. Obegi shared the flex presentation that was presented at spring flex. The presentation went well. Administration was encourage to help faculty adhere to the deadlines and give time and support to help them complete their assessments.
 - f. *Adjunct pay form* A. Obegi reported she had received numerous adjunct pay forms, particularly in math. She asked to share with faculty that the payroll deadline is the 10th of every month.

 2. Assessment module in CurriCUNET:
 - a. *Review proposed outline*. The committee discussed additions and changes to the CurriCUNET assessment module. The recommendations were compiled and copied here:

A user will start by creating a new proposal and then selecting "Individual Instructor SLO". They will choose their school and then title the proposal (those boxes can't be changed or narratives cannot be added).

Tabs:

The bold face words are the navigation tabs on the left. It was suggested that when the page opens, the words from the quality rubric from that section are included (note to committee: let's talk about the exact wording we want to use for instructions/narrative).

Student Learning Outcome

- Instructor Name and then box to check full-time or adjunct.
- Department (drop down)
- Course (drop down).
- Term (drop down for fall, spring, or summer). A box to write in the year.
- Modality (drop down for Face-to-Face, Hybrid, Online).
- Time (boxes for Morning, Afternoon, Night).
- Duration (boxes for 6 week, 8 week, full-term (16 week), other) If they check other, there should be a box that pops up where they can write in their location.
- Location (boxes for Fairfield, Vacaville, Vallejo, Travis, CSP Solano, and other). If they check other, there should be a box that pops up where they can write in the location.
- Course outcome (drop down).
- WE DO NOT WANT A BOX FOR THE VERSION. We only want the current version to show up.
- WE DO NOT WANT THE RESULTS BOXES ON THE FIRST TAB.

Success Criteria

- The success criteria should populate for the course (Like the SLOs, they should be generated in the curriculum portion of the module). It should populate with separate qualitative and quantitative boxes.
- Should be a place to attach the success criteria rubric (Is it possible to attach the success criteria rubric in the curriculum portion of the module and then have that attachment generate in this portion of the assessment module?)

Methods

- Drop down methods choices (can choose more than one):
 - Exam.
 - Paper.
 - Portfolio.
 - Performance.
 - Skill Demonstration.
 - Laboratory Activity.
 - Research Project.
 - Oral Presentation.
 - Simulation.

- Group Project.
- Field Trip.
- Other (with box to write in).

Please either attach the assignment, exam, etc. or copy into the text box below. (please include a text box and a way to attach).

Results of Assessment

- Number of students in class.
- Number of students assessed.
- Of the students assessed, number successful.
- Quantitative Analysis (with text box). Instructions should say: Detail the assessment results, numbers of A's, B's, C's, etc.
- Qualitative Analysis (with text box) Instructions should say: Describe the strengths and weakness of student's performance on the outcome assessment. If information is known about why students didn't take the assessment, please include (if applicable).

Planned Actions

We would like to use check boxes for these like SJCC did. However, if they check a box, we would like a comment box to pop up under it. It would just read "Comments."

In the Classroom

We like the choices SJCC used for this section and would like to keep them the same. The exception is instead of "Nothing; assessment indicates no improvement necessary", we would like "Assessment indicates no improvement necessary," then a text box generates that says, "Describe classroom practices that were successful and you will continue to use."

In the Department/College

We do NOT want to use the same boxes that SJCC did.

Check any resources or support that would improve student performance on this student learning outcome. If they check a box, we want a box to generate that says "Describe."

- Nothing; assessments indicate no improvements or resources necessary.
- Instructional Materials/Equipment.
- Technology Needs.
- Facility Changes.
- Professional/Faculty Development.
- Distance Education Support.
- Tutoring for Students.
- Reading or Writing Support for Students.
- Library Resources.
- Faculty Collaboration on Best Practices.
- Workshops To Support Students with Study Skills.
- Additional Human Resources.
- Other.

Closing the Loop

Include a text box with the instructions: Discuss the efficacy of planned actions from past assessments of the same SLO. If you have never assessed this SLO before, please put N/A.

3. *Assessment handbook:*

- a. Outline of what to include. A. Obegi reviewed a very rough outline of an assessment handbook. The goal will be to complete the handbook by the end of the semester. It was suggested that there are descriptions of how to write quality student learning outcomes and assessments. It was suggested that the samples be put as appendixes at the back and to add the chart of action words from Bloom's taxonomy. A discussion was had whether SAOs should be included in the handbook. A. Obegi said she would get clarity, but that she believed that was the wish of the Superintendent President.

4. *Ideas for next assessment newsletter* It was recommended that we provide additional samples of quality SLO assessments and a discussion of moving away from the language that looks at success as 70% of the class. The SLO should measure student learning, so the focus should be obtaining a score of 70% or higher (or whatever bar is set by the faculty)

5. *Goals/priorities for the semester* – Tabled due to lack of time

Meeting dates for Spring 2017:

February 8, 2017

February 22, 2017

March 8, 2017

March 22, 2017

April 5, 2017

April 26, 2017

May 10, 2017