

ASSESSMENT COMMITTEE

Solano Community College

Minutes – Wednesday September 28, 2016

2:30-4:00pm, Room 902

In Attendance: Amy Obegi, Rebecca Estes, LaNae Jaimez, Cynthia Jourgenson, Terri Pearson, Randy Robertson

- I. Approval of Agenda, 1st Randy, 2nd LaNae, approved unanimously
- II. Approval of Minutes from 9/14/16, 1st Randy, 2nd Cynthia, approved unanimously
- III. Public Comments -None

- IV. Discussion/Information Items:
 1. *Updates*
 - a. Membership – We have a full committee except the newly hired Counseling representative Jeffrey Young who is teaching a class during the meeting time. He will join us Spring 2017.
 - b. WASC Assessment Training
 - i. **Assessment 201: Advanced Topics in Assessment** (\$290, deadline 11/4) November 18, 2016, University of San Francisco, San Francisco, CA. Amy, Michael, LaNae, Terri, and Cynthia are interested in attending. A. Obegi will contact S/P Esposito-Noy and V. Guleff to see if they will sponsor this training.
 - ii. **Assessment 101: The Assessment Cycle, Clear and Simple** (\$290 deadline 1/20) February 2, 2017, Pitzer College, Claremont, CA. A smaller group may be interested in attending this meeting. After attending Assessment 201, we will see if 101 will be beneficial.
 - c. Access to the Assessment Database – A. Obegi spoke with IT and V. Guleff about getting access to the database for adjunct faculty. A. Obegi advocated for a campus laptop for the adjunct coordinator and VPN access. We will wait for updates on what is permissible. Another less agreeable option was putting the database on a computer in the adjunct faculty office space in the 100 building. There was concern people might inadvertently access and change the content. This will all become a non-issue when the CurriCUNET module has been developed and faculty can input their own assessments.

- d. Updating Material on the Website – Scott Ota said he is happy to update the SLO webpage for us with the updated SLOs, however it does take considerable time. The committee agreed we would wait until the end of the semester to update so the database will be more current. We will investigate with CurriCUNET, whether faculty will have open access to viewing other department’s SLOs as is now currently possible.
 - e. October 11th Flex Day – There will be an optional flex day that will focus on accreditation. Evidence will be collected and there will be representatives from the Assessment Committee and Program Review committee available to offer assistance if needed.
2. *Revised SLO Quality Rubric.* A. Obegi shared two drafts of revised quality SLO assessment rubrics. She reported that the previous rubric passed by the Assessment Committee and the Academic Senate last year didn’t completely align with the individual assessment form. For example, results and planned actions were in the same box and didn’t clearly describe what quality in each area is. Also, the rubric has a box that says “Better than Expected” which implies these things do not have to be done, which may not always be the case. The goal was to simplify and clarify – what is quality and what is not? The committee agreed the two column rubric was ideal for this goal. The committee members revised some of the wording for greater clarity. C. Jourgenson suggested swapping the columns so quality comes before inadequate. It was also suggested to highlight the first two boxes and clarify that both the SLO and Success Criteria should be the same across all sections of the same course. It was agreed that there should be common rubrics for the SLOs in courses with multiple sections. Academic freedom comes in the method of assessment that will be used to measure the SLO. R. Estes gave the example that in language, the SLO may be related to learning from a cultural experience, but that experience could be a field trip, movie, etc. The success criteria should be the same for both but the method could be different. R. Robertson made the motion to approve the new quality rubric with the described changes and C. Jourgenson seconded. It passed unanimously.

The committee suggested that the individual assessment form should be updated to match the new rubric. Specifically, a methods and closing the loop section should be added. T. Pearson made a motion to change the individual assessment form, R. Estes seconded, and it was approved unanimously.

It was agreed to put the new rubric and the Assessment Form on the AS Agenda for next Monday so that the resources would be available at the Oct. 11th flex event, and coordinators can begin using the rubric in their meetings with faculty about quality. T. Pearson suggested we spend time at our next meeting reviewing what quality assessments look like, so as coordinators we can be on the same page. This will also help us develop examples to provide faculty.

3. *Plan for Discipline/Coordinator Meetings* A. Obegi shared a plan for school coordinators to meet with division faculty to review outcomes, assessments, and help faculty make a plan for courses that have not been taught in recent years. The plan was based on an email M. Wyly's sent out faculty in the school of Liberal Arts. He and Dean Glines have already begun to meet with some disciplines to make a plan for their courses. All coordinators were encouraged to schedule these meetings. The Assessment Committee members agreed to wait until Spring, when CurriCUNET is active, to work with faculty to match courses with GELO and ILOs in the database.
4. Planning for new CurriCUNET Assessment Module – This topic will be discussed more at the next meeting. We want CurriCUNET to automatically populate the SLO and the Success Criteria. The other boxes can be individualized for instructor's assessment.

Meeting dates this semester:

October 12, 2016
October 26, 2016
November 9, 2016
November 30, 2016

Rubric includes changes suggested by the Assessment Committee

SLO QUALITY ASSESSMENT RUBRIC

SOLANO COMMUNITY COLLEGE

Utilize this tool to review your student learning assessments to ensure they fall in the quality range. The SLOs and success criteria will be the same across all sections of the same course. The methods, results, planned actions, and closing the loop are individualized for each instructor's assessment.

Student Learning Outcome	O ca
Success Criteria	Su su fo
Methods	M q ut
Results	Re ot
Planned Actions	Pl as co th
Closing the Loop (if applicable)	Fe re

Coordinator Meetings with Discipline Faculty on Assessment

Proposed two semester plan....**DRAFT**

Fall 2016

Coordinator meets with discipline faculty to:

1. Review all outcomes associated with its courses to confirm or edit all outcomes, success criteria, methods of assessment
2. Review the quality rubric to understand the goals for assessment reporting
3. Identify courses with missing outcomes and/or assessments (including courses not assessed as they have not been offered in an extended period of time) AND to take action on these courses:
 - a. If courses are not to be offered in the next AY, and there is no intent to offer this course in the near-term, departments should strongly consider removing this course from the course catalogue until such a time as a plan can be developed;
 - b. If courses are to be offered in the next AY, departments should be able to share its rationale and assessment plan for that course;
 - c. If a course is new, or has not been assessed for reasons specific to that course and/or its instructor, assessments should be posted immediately, if available; otherwise, departments should be able to share its assessment plan for that course.
 - d. If a course has been assessed, but that assessment is not in the database, departments will work with the Coordinator and Dean to provide and upload that assessment.

Prior to the meeting, coordinators should send a .pdf with the discipline's assessments from the database for faculty to review. Our goal is 100% compliance for outcome assessment, including being sure that our catalogue is an honest depiction of what students may expect from our departments. (The catalogue is an informational document, and should not be viewed as an aspirational curricular goal.)

Spring 2017

1. Review general education (GE) courses within the discipline to determine which GELOs the SLOs for the course are measuring
2. Review all courses to see which ILOs the SLOs for the course are measuring
3. Ensure all courses have been assessed within the last two years