ASSESSMENT COMMITTEE

Solano Community College
Minutes – October 22, 2018
3:30-5:00pm, Room **902**

In attendance: Amy Obegi, Karen Cook, Kimberly Coulter, Jim DeKloe, Ferdinanda Florence, Derek Lan, Shirley Lewis, Will Martinelli, Rachel Smith

I.   Approval of Agenda, 1st J. DeKloe, 2nd W. Martinelli, approved unanimously

II.   Approval of Minutes from October 8, 2018, 1st W. Martinelli, 2nd J. DeKloe

III.   Public Comments, None

IV.   Discussion/Information Items

1. *ELumen/CurricUNET follow-up.* A. Obegi met with D. Williams and D. Fisher to talk about the possibility of a shift to ELumen. A. Obegi shared that the assessment committee believed they should have been informed of the possibility of a change of platform from the onset, and should have been invited to participate in the first ELumen demonstration. Assessment is heavily invested in CurricUNET having spent hundreds of hours in the module development and training of faculty. She expressed strong reservations about changing platforms when faculty are just getting trained in using CurricUNET for assessment. She also expressed that she and the committee would like to be a part of any discussions moving forward. D. Williams expressed that his intent was to move slowly, collect more feedback, and would bring assessment, program review and curriculum committee to the table for future discussions. He also said it will be a shared governance decision and there is still 1.5 years of the CurricUNET contract. At the meeting, the curriculum committee chair, J. DeKloe, said this was the first he was hearing about a potential switch. We all agreed that more communication and input is needed.

2. *Report on flex trainings; planning for spring.* There were about 10 faculty members that attended the SLO assessment and PLO Mapping workshops on the optional day. There were also about 10 in attendance at the ILO ethics discussion. That discussion was interesting, learning about how ethics is examined across disciplines and how it might be incorporated into SLOs. It would be ideal if the discussion as more robust as it is one of the least mapped ILO, yet important for students. The committee decided to offer another roundtable discussion during the spring flex. J. DeKloe suggested adding an interesting title to attract a larger

audience. In spring we will also offer more SLO assessment and PLO mapping trainings.

   a. *Review of newsletter: Ethics.* The committee approved the draft newsletter focusing on ethics for dissemination.
   b. *State Academic Senate SLO Symposium.* A. Obegi shared the date of the state Academic Senate SLO Symposium: January 25, 2019 at Santa Ana College. It would be ideal if several faculty could attend, particularly any interested in serving as assessment committee chair next academic year.

3. *Status of: PLO mapping/SLO updates into CurricUNET/SLO Assessments.* The committee shared their efforts to support faculty with SLO updates and mapping. More meetings are planned for the future, with the goal of getting as many programs mapped by the Nov. 1st deadline as possible. Efforts will be on-going throughout the semester.

4. *PLO assessment module update.* N. Rasmussen from Governet let us know that we can't have a pop-up warning for historical. She asked if we wanted new dropdowns that distinguish between active and historical, or if we want to add instructional text. The committee decided to add instructional text. A. Obegi will notify N. Rasmussen.

5. *Guided Pathways Exercise.* Michael Wyly gave the assessment committee an exercise to review the KPI Analysis and provide feedback. Below is the committee's thoughts:

   1. a. What do you see as the most essential to our discussion of the Solano student's experience at college? Why?

   - We see the persistence data as key. It would be interesting to do an exit interview with the 32% who are not returning to determine reasons, barriers, etc.
   - CTE data missing which is an important part of college
   - Data about attrition for different semester lengths across schools would be interesting to see how it impacts completion. For example, would be students complete at higher rates if we had a 16 week semester compared to an 18 week semester? Would we increase enrollment if we started later in the summer?

   b. How do you explain the data you have identified? Or what institutional practices might contribute to these data?
   - We think taking major classes first semester will help engage students and keep them interested.
   - We would like to learn what barriers were the last straw that caused students to not persist. We would like to hire students for phone bank

to learn more about student experiences. Alternatively, there could be a pop-up box when students go online to drop a course that asks a few questions about the reasons (family, academic, work, etc.). It would also ask if they would consider re-enrolling in the future and what would help make this possible.

c. What additional information/data would you like to have?

- If they are first time students in the family
- Data for Veterans
- Data for Athletics
- Data for CTE

2. What questions would you like to ask the students about these numbers to better understand their stories?
- Explore more about scheduling – what time works and what location
- A survey that explores their goals/timeline for completion, what other responsibilities they have in addition to school (work, family, etc.)
- Questions about barriers as described above.

Meeting dates for Fall 2018:

Wednesday November 14, 2018
Wednesday December 5, 2018

Meeting dates for Spring 2019:

Mondays 3:30-5:00pm
January 14, 2019
February 11, 2019
March 11, 2019
March 25, 2019
April 8, 2019
April 29, 2019