

ASSESSMENT COMMITTEE

Solano Community College

Minutes – October 8, 2018

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

In Attendance: Amy Obegi, Karen Cook, Kimberly Coulter, Damany Fisher, Ferdinanda Florence, Derek Lan, Shirley Lewis, Will Martinelli, Rachel Smith

- I. Approval of Agenda, 1st W. Martinelli, 2nd K. Coulter, approved unanimously
- II. Approval of Minutes from September 19, 2018, K. Coulter, 2nd W. Martinelli, approved unanimously
- III. Public Comments - None
- IV. Discussion/Information Items
 1. *Follow-up communications with VPAA Williams regarding CurricUNET.* A. Obegi followed up on the public comment from the last meeting about D. Williams's interest in moving to a different platform than CurricUNET. She shared the email exchange between the two in which D. Williams said that there was an initial exploration of eLumen as an alternative to CurricUNET. A. Obegi also learned from Senate President L. Jaimez that an eLumen rep came to share the product with a small group in August. A. Obegi expressed her frustration that Assessment wasn't notified or invited to this demonstration or told at all that these discussions were taking place. The Assessment Coordinator and Committee has invested hundreds of hours in the design of the CurricUNET META assessment module, writing of an assessment handbook and training materials, and training faculty (both in flex presentations and one-on-one). The committee expressed their belief that it was not an appropriate time to make the switch as we spent all last year updating our SLOs into META and this year invested in assessing our SLOs and mapping our PLOs. We feel it will be demoralizing and frustrating to faculty to switch mid-stream. Faculty start to feel "Why bother doing this work, somebody is just going to change it in a year or two anyways" and "the work I did do isn't valuable." While there has been behind the scenes challenges in response time with Governet, so far it seems to be working pretty well on the assessment side. The committee doesn't want to have to fix something that isn't necessarily broken.

Committee members suggested ideas that can be a call to action. For example writing a formal letter, ceasing assessment work, getting Academic Senate and

faculty support to not change course. A. Obegi and D. Fischer made a plan to meet with D. Williams to discuss more before any decisions are reached.

2. *Upcoming flex trainings, Ethics ILO topic of next assessment newsletter.* A. Obegi encouraged coordinators to attend and spread the word about the three assessment flex presentations on Tuesday, October 9th: PLO mapping, SLO assessment, and the ILO in ethics. The committee agreed the Ethics ILO would be a good topic for the next assessment newsletter.
3. *Coordinators meeting.* LaNae Jaimez, Academic Senate president, led a meeting with the Academic Senate Coordinators (Curriculum, DE, Assessment, and Program Review) to discuss the Assessment Schedule. It was suggested an online calendar was made to show each school where they are at each year, and it was agreed that deans and coordinators should play a more active role in disseminating due dates. In terms of assessment, it was suggested that the PLO year be moved so that the SLOs years come first. That way there is more SLO data that can be used to assess the PLOs.
4. *Assessing PLOs for programs that are interdisciplinary.* While there are far fewer programs on our campus that are interdisciplinary since the removal of most of the University Studies and Interdisciplinary Studies degrees, there are still some: General Science, Liberal Studies, Wellness for example. There are also many degrees that have coursework from multiple disciplines. When assessing PLOs for most degrees that cross disciplines, faculty will need to work collaboratively across disciplines to 1) determine how they want to write their PLOs and 2) which courses they want to use to measure them. For example in Welding, there is a PLO related to Drafting so they will map the SLO from the required Drafting course as part of their assessment. Taking a different approach in Physics, faculty decided to just use PLOs related to Physics concepts (even though other sciences are a required part of the degree), and thus just mapped SLOs from Physics courses to do their assessment. Either way is acceptable as long as the outcomes are meaningful to the program and truly measure the chief knowledge and skills faculty want students to have at the time of program completion.

In programs where they are no required courses (all are simply pick from the list of courses provided), PLOs are much harder to assess. The committee wondered if in some of these programs there should be a handful of required courses and then a more substantial list of electives so the required courses SLOs could be used for assessment. For example, if students are using General Sciences to go into Allied Health professions, are there certain courses that they should be sure to take? This topic will need to be revisited and studied more.

5. *PLO Assessment Module*. The committee finalized its recommendations for the PLO assessment module. These are final suggestions for the module that will be sent to Natalie at Governet:

1. When choosing the program on the main tab, if they choose historical is there a pop-up button that can appear that asks "are you sure you want the historical version of the course?"

2. PLO Assessment Results tab:

After reviewing the results of the SLOs assessed:

What were the strengths of students on this program learning outcome?

What were the weaknesses of students on this program learning outcome?

When analyzing the results across modalities, locations, etc. were there any needs identified? If so, please describe. If not, please write not applicable in the box.

Keep previous planned action question

4. Planned Actions:

Remove the text box from the bottom of the page.

Before the check boxes, please write:

What steps will you take in the future to improve student learning on this PLO:

These are the choices we want included for In the Program:

- Modify teaching practices to help students learn the requisite knowledge and skills to be successful on mapped SLOs
- Collaborate with discipline faculty to discuss student success on the PLO
- Engage in across-discipline discussions with faculty on how to improve student learning in mapped or prerequisite courses
- Revise the SLOs that are being used to measure this PLO
- Alter the SLO mapping for this PLO
- Alter the prerequisites for courses that prepare students for the PLO
- Engage in professional development related to SLO and PLO assessment
- Analyze results as compared to advisory committee recommendations and/or industry/community needs to determine if changes need to be made
- Other
- No improvement necessary (please state in the "details" the effective practices you want to repeat)

Meeting dates for Fall 2018:
Monday October 22, 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