

# ASSESSMENT COMMITTEE

Solano Community College

Minutes – September 19, 2018

3:45-5:00pm, Room **902**

In Attendance: Amy Obegi, Jim DeKloe, Ferdinanda Florence, Shirley Lewis, Will Martinelli, Kimberly Ramos, Rachel Smith

- I. Approval of Agenda, 1<sup>st</sup> F. Florence, 2<sup>nd</sup> R. Smith, approved unanimously
- II. Approval of Minutes from September 5, 2018, 1<sup>st</sup> R. Smith, 2<sup>nd</sup> F. Florence, approved unanimously
- III. Public Comments: F. Florence shared that VPAA Williams has expressed criticism of CurricUNET and concern that he might abandon it for another system. She suggested the assessment committee contact him as we believe it is a valuable tool that faculty are just now being trained in. They (and we) have invested substantial time in META and it would be demoralizing to pull out now. A. Obegi said she would contact him.
- IV. Discussion/Information Items
  1. Meeting Dates and Locations
    - a. *New Dates 10/8, 10/22, 11/14.* Our last meeting of the semester will be on December 5<sup>th</sup> at 3:45. The 11/14 date was changed due to conflict in A. Obegi's schedule. We will move to all Mondays in the spring.
  2. *Ethics ILO Flex Round Table.* The committee discussed questions to pose at our first ILO roundtable discussion. The goal is to prompt a dialogue about discipline specific ethical issues that are important to student learning and how they can be assessed. We are not focused on such topics as not plagiarizing and not cheating, but rather ethical issues that pertain to the discipline such as consent, permission, rights, responsibilities, biases, diverse perspectives, social justice, etc. Many of these issues are important in CTE fields but are also important in the arts, sciences, etc. Our final list of questions to discuss at the roundtable on October 9<sup>th</sup> are listed below.
  3. *Disseminating Information about Assessment.* At the Liberal Arts School Meeting, it was clear that many faculty were unaware of the assessment schedule and timeline for assessing courses. Our committee talked about ways to train and keep people informed. It was brought up that there is a feeling of work creep that affects all faculty.

- a. Upcoming Flex Workshops. Encourage faculty to come to the upcoming flex workshops. Get the word out at school meetings and through the newsletter.
  - b. Coordinator's and Dean's Role
    - i. Get deans and coordinators more involved in sharing what is coming up for the upcoming year. At the first school meeting of the semester, deans and coordinators should share the work that is scheduled for the year.
  - c. Faculty's Assessment Obligations (union?). A. Obegi talked with Senate President Jaimez. It was her understanding that while the contract says we must assess SLOs, it was under Senate purview to make policies around procedure. If this needs to be negotiated it would be a change from the past policies.
  - d. Other ideas. Post an online training that walks faculty through how to assess on CurricUNET and how to do PLO assessments. R. Smith said she would share with A. Obegi tools for talking over screen captures.
4. *Newsletter on PLO Assessment.* The committee approved the newsletter for dissemination and wanted to emphasize the goal of upcoming flex trainings is to help assessment easier. Much of the PLO mapping can be accomplished at the workshop.
5. *Student Input on PLO Assessments – Academic Senate Feedback.* A. Obegi shared the draft PLO feedback document (below). A. Obegi went to Academic Senate to get feedback on the idea of having a PLO student survey at the time of graduation (either administered in capstone courses, or by admissions and records at the time students apply for graduation). The Senate thought it was a good idea and potentially could be combined with other data collection efforts for recent graduates. An incentive for participation was advised too. F. Florence suggested that some of the data is already in the program review student survey. This is an item that will need more collaboration and time before it is ready for use. It was also suggested that we may want to bring it to student government for feedback.
6. *Feedback from Natalie Rasmussen at Governet on PLO Assessment Module.* A. Obegi talked with N. Rasmussen by phone and she thought it wouldn't be a problem to do many of the fixes we considered for the PLO assessment module. For example, they should be able to add a pop-up that says "Are you sure you want to choose the historical version of the program?" They can also add a tab for student feedback. The committee agreed we should hold off on this portion until the PLO student feedback survey has been piloted. They can also add more choices to the planned action tab. We will finalize our requests and review at the next assessment meeting.

7. *Update on SLOs that need inputting into META.* A. Obegi will continue to work on creating a list of courses that still need inputting into META and will send out as they are ready. Coordinators are encouraged to work with discipline faculty to get all SLOs inputted.

Meeting dates for Fall 2018:

Wednesdays 3:30-5:00pp  
Monday October 8, 2018  
Monday October 22, 2018  
Wednesday November 14, 2018  
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

## **Questions for Assessing Ethics Roundtable Discussion Flex October 9<sup>th</sup> 1-2:20pm Room 736**

**Solano College Ethics ILO: Students will identify ethical issues and apply ethical principles to discipline specific problems**

Questions to Consider:

- In what way does ethics or ethical issues come up in your discipline? For example: related to consent, permission, rights, responsibilities, biases, diverse perspectives, social justice, etc.
- What do you think is important for students to think about, learn, reflect on, etc. in regards to ethics in your field?
- Do you currently have ethics linked to an SLO in your course? If not, might you consider doing this?
- How do you assess student's ability to use ethical principles?
- Does the wording of our current ILO best capture what we are trying to accomplish as a College?
- Are there disciplines where assessing ethics is more fundamental than others? Why or Why not?
- If ethics is important to student learning, how might we encourage more disciplines to embed ethics SLOs in their courses?



## Program Learning Outcomes: AA-T in Psychology

Congratulations on earning your degree! We are grateful you chose to study at Solano College and as faculty, we enjoyed working with you to meet your goals. We have created this survey to see how our program can better support student's learning. We would greatly appreciate you filling it out.

**Please describe the most important knowledge and/or skills you acquired in your psychology program:**

**Please let us know in what courses and assignments/activities you developed the following knowledge/skills:**

An understanding of the major theories in psychology

I feel I achieved this knowledge (circle one): Well	Not at all	Moderately	Very

The ability to evaluate research in psychology and produce APA formatted research proposals

I feel I achieved this ability (circle one): Well	Not at all	Moderately	Very

The ability to apply critical thinking and psychological concepts in everyday life

I feel I achieved this skill (circle one): Well	Not at all	Moderately	Very

**Is there anything you would have liked to learn more about in your psychology program?  
Describe:**