



Assessment of Learning Committee (ALC)

Monday, March 7, 2016

Admin 131 - 2:30pm to 4:00pm

ALC Co-Chairs/SLO Coordinators: Russell Serr and Jenny Simon (Interim)

Recorder: Isabelle Peña

Attendees:

Academic Affairs ECC – Linda Clowers

Compton Coordinator – Kendahl Radcliffe

Deans' Representative – Elise Geraghty

Behavioral & Social Sciences – Janet Young

Business – Ana Milosevic & John Mufich

Fine Arts – Vince Palacios

Fine Arts Associate Dean – Walter Cox

Health Sciences & Athletics – Russell Serr

Humanities – Kevin Degnan

Industry & Technology – Sue Ellen Warren & Bruce Tran

Mathematical Sciences – Susanne Bucher

Library/LRU – Claudia Striepe

Compton Division 1 – Hoa Pham

Compton Division 1 – Ryan Howard

MINUTES

(Approved with corrections from 04.11.2016 ALC Meeting. Corrections indicated by red/underlined text.)

Call to Order: Meeting was called to order at 2:40 p.m.

I. **Approval of Minutes**

Russell S. moved to approve the minutes for the 02/08/2016 ALC meeting; motion was seconded by Janet Young. Motion was carried.

II. **Reports**

A. Fall 2015 Assessment Status – Russell Serr

1. Our last report (02.26.2016) showed 91% of SLOs completed and since then, more assessments have been entered so we are close to 100%.
2. PLOs are a little behind at 51% based on our last report (02.26.2016) but we're making progress. We were more ahead of schedule last semester. Russell S. asked the ALC members and facilitators to encourage faculty to get it done.
3. Russell S. received the last few revised alignment grids showing new courses and SLOs and revised timelines; he's only missing one more. As soon as we get all of them in, we will run a new Spring 2016 timelines report and send them out after Spring Break. He asked those present to take one last look at the Spring timelines and get changes to Coordinators and Isabelle P. as soon as possible.
4. Vince P. asked if anybody from the State or any of the ECC administrative people looking at the assessments and data that are being entered in TracDat. Russell S. answered that these reports go to the VPs and the VP discusses completion rates with the Deans; Jenny S. stated that these data become part of the evidence when the ACCJC visit our campus twice a year for follow-ups; additionally, Isabelle P. stated that the ACCJC have "Read Only" rights to our TracDat database so they can access our database at any time.

B. Follow-ups – Russell Serr

1. The Coordinators realize that it is hard for the Facilitators to go back to all the courses with Action items and look to see if the Follow-Ups have been done. Some Facilitators have been checking and Russell S. reminded the ALC members and facilitators to make sure that the Follow-Ups have been completed.
 2. Notification feature was not working in the previous version of TracDat; Linda C. and Isabelle P. will test this feature again and see if it works properly on this new version.
- C. A question was asked if it is possible to generate a report showing what SLOs require Follow-Ups. Isabelle P. stated that she can create an ad hoc [columnar] report that filters one and/or two semesters prior to the current semester since action due dates are typically up to a year after the assessment was done. It was also suggested by Janet Y. that Facilitators can run a 4-column report of a certain semester to see what Action items need Follow-Ups. Linda C. stated that she and Isabelle P. can figure out a way for TracDat to trigger the Action items due for a corresponding course when an assessment is entered.
- D. Elise G. stated that in her opinion, TracDat is too hard for faculty to use, unless they use it frequently or all the time (which most faculty don't), and it is time-consuming as well. In addition, she doesn't think it is a good idea for a division their size [Humanities] to have faculty go into TracDat on a regular basis because she is afraid that someone may accidentally delete something that wasn't meant to be deleted without being aware of it.
- E. Writing Across the Curriculum (WAC)
Based on the Communication ILO assessment last year, a pilot study for WAC is being led by Jason Suarez with the History Department this semester, so we are putting off the campus-wide WAC until the Fall 2016 semester. Hopefully, we will learn from some of the things Jason is doing this semester so that the ALC can re-evaluate what needs to be done for WAC campus-wide.
- F. Critical Thinking ILO – Jenny Simon
1. Jenny S. is collecting class section numbers for courses being assessed for this ILO. Everyone will bring tentative data to the April 8th 2-hour luncheon meeting, where participants will discuss the data and propose some tentative actions. IR will compile all the data over the summer and have it for ALC by Fall Flex Day and the finalized data will be available after that.
 2. Jenny S. will do a break-out session on Fall Flex Day, where participants can look at the tentative actions generated from the April 8th meeting and finalize them at that time.
 3. Sue Ellen W. asked if she can use assessment data from a previous semester, but Jenny S. stated that this is more likely not possible since the rubric for this ILO assessment has to be used and this rubric was not available in the previous semesters and the data from a previous semester would not correspond at all with this rubric.
 4. A question was asked regarding the number of sections that need to be assessed for this assessment. Jenny S. clarified that it is okay to assess one section but she wanted faculty to consider assessing more than one section, just to have more data.
 5. Participants can now sign up for the April 8th meeting on Flex [Professional Development] Reporter.

IV. **Program Learning Outcomes (PLOs) – Linda Clowers (PowerPoint Handout)**

- A. Linda C., Russell S., and Jenny S. went to a ACCJC Program Learning Outcome (PLO) workshop last Tuesday (March 1, 2016). Overall, a lot of the recommendations and best practices they had, we are already doing here at ECC. They had some other suggestions that were pretty good and might be something that we may want to add to our process. We will evaluate our process here against the checklist that they had at the workshop.

- B. Linda C. distributed PowerPoint presentation hand-outs to those in attendance (see attached) and went over the main “Take-Aways” from this particular workshop, which are:
1. How we articulate our PLO statements.
 2. What are some of the components of Program Level assessment? We generally are looking at data such as course-level data, surveys, etc.
 3. Evaluation of the assessment process itself.
 - Page 6 of attachment shows “Evaluation of Learning Assessment Process”. Linda C. that a version of this was distributed at the workshop, and poses some questions for any institution to consider when we think about evaluating our assessment process. This might be a useful tool for the ALC to look at and something that ALC members may want to use to prompt discussion in their divisions as they think about their program learning assessment process.
- C. Janet Y. stated that something that they wrestle with in the Child Development program is who they are really assessing because although they assess students who are in the program and getting their AA degrees, they also include students who are brand new to the program and those who have only taken one course; they haven’t been able to separate the data between the students who are in the program and the students who are non-majors or are just starting the program. Jenny S. suggested taking the student ID numbers and taking them to IR and so that they can separate out the students depending on how many units they have taken, etc. Linda C. stated that this issue of data being skewed because of students who are non-majors being included in the assessment came up at the workshop and one of things that came out of it was the discussion of the mapping (alignments)—one of the reasons why the mapping is broken down in terms of Foundational, Cornerstone, and Capstone was to make sure that assessments were sprinkled over courses that represent each of those areas—although we don’t really have this at the 2-year college (vs. the 4-year). Linda C. stated that this is where the narrative has to join the data.
- D. Question was asked by SueEllen W. regarding Nutrition and Foods: Is it considered a program if they only have 2 courses and the 2 courses are not even related and have different audiences, and the courses don’t overlap. Do they need PLOs? Per Russell S. Nutrition and Foods is very unique and don’t fit the ideal model, but it is a Program. Kevin D. stated that they have a similar issue with German or English 1A, 1B, and 1C which students take to fulfill a prerequisite for another program.
- Linda C. stated that one of the discussions at the workshop is “What defines a Program?” After students take both courses, what do you want them to get out of it?
 - Per Russell S., the most important part about the whole process is having a PLO statement that really reflects the program—what are the goals for your program; a PLO statement should be understood by a student. For the most part, our PLO statements are okay—maybe some just need to be tweaked. Our assessments should be meaningful.
- V. **Discussion on the functionality of TracDat**
There was discussion on the functionality of TracDat and some ALC members thought that TracDat lacks certain features that are useful and helpful to faculty (example: providing numerical data). Linda C. and Isabelle P. will look into what TracDat can do. Linda C. is listing issues and “wish lists” from users and will contact Nuventive to look into what can be done that is useful and functional for us.
- VI. **Next meeting – April 11, 2016**
- VII. **Adjournment:** Meeting was adjourned at 3:55 p.m.

Attachment: PowerPoint presentation handout (*ACCJC Assessment Workshop: Taking Assessment to the Program Level*)

Spring ALC Meetings Mondays, 2:30 to 4:00 pm Admin 131	Facilitator Training Sessions Tuesdays 1:00 to 2:00 pm Library West Basement, Rm. 19	TracDat "Working" Workshop: Entering SLO Assessments in TracDat Library Basement West	Deadlines
February 8 March 7 April 11 April 25	February 9 March 8 April 12 April 26	<u>Wednesday, April 27, 2016, 2-3 pm</u> <u>Thursday, April 28, 2016, 9-10 am</u> <u>Wednesday, May 4, 2016, 3-4 pm</u> <u>Thursday, May 5, 2016, 1-2 pm</u>	Fall 2015 Assessments – February 8, 2016