



Assessment of Learning Committee (ALC)

Monday, September 9, 2019

COMM 109 - 2:30pm to 4:00pm

ALC Co-Chairs/SLO Co-Coordinators: Kevin Degnan & Catherine Schult-Roman

Recorder: Linda Clowers

Attendees:

ALC Co-Chair – Kevin Degnan &

ALC Co-Chair – Catherine Schult-Roman

Academic Affairs – Linda Clowers

Deans’ Representative – Marlow Lemons

Deans’ Representative – Katie Sundara

Business – Brizset Giles (*SLO Facilitator*)

Industry & Technology – Merriel Winfree & Bruce Tran
(*SLO Facilitators*)

Industry & Technology – Sue Ellen Warren

Institutional Research and Planning – Joshua Rosales

Natural Sciences – T. Jim Noyes (*SLO Facilitator*)

Student Services – Robin Dreizler

Agenda Item	Summary of discussion/action items
I. Introductions	Linda Clowers introduced Kevin Degnan and Catherine Schult-Roman as the SLO Co-coordinators and Co-chairs of the ALC for the 2019-2020 academic year.
II. Approval of May 13, 2019 minutes	<p>Committee members reviewed the minutes from the May 13, 2019 meeting of the ALC.</p> <p>Robin Dreizler moved to accept the minutes, and Joshua Rosales seconded the motion.</p> <p>Merriel Winfree asked for clarification regarding item #IIA5 regarding Follow-ups to SLO assessments in Nuventive. Kevin D. explained that the Assignment feature enables a faculty member to “assign” an action item to him/herself and receive a reminder to follow up on by a specified due date. Discussion ensued regarding the development of resources to assist faculty with using the Assignment feature.</p> <p>ACTION: Kevin D. and Catherine S-R. will coordinate the development of various resources to assist faculty with using the Assignment feature (e.g., guide-sheet with step-by-step screenshots; screencast via YouTube).</p>
III. Reports A. Update on assessment deadlines	<p>Kevin D. reported that SLO Facilitators will receive updated SLO/PLO completion reports for their divisions prior to the submission deadlines for Spring/Summer assessments (SLO reports due 9/13/19; PLO reports due 9/27/19). He shared that Isabelle Peña shared has accepted a full-time position in another department but that arrangements have been made with the VPAA for her to temporarily continue to generate the completion reports for Spring/Summer 2019 assessments.</p> <p>ACTION: Kevin D. will coordinate the distribution of SLO/PLO completion reports for Spring/Summer 2019 assessment reports.</p>

<p>B. Communication ILO Progress Report</p>	<p>Kevin D. provided a recap of last semester’s activity related to the Communication ILO assessment (i.e., identification of faculty to participate in the assessment).</p> <p>Joshua R. reported that 55 sections were enlisted for participation and that more than 50% had responded with assessment data. He reported that despite a delay in completing the assessment report due to recent shifts in work priorities, he expects to complete the report within the next two weeks.</p> <p>ACTION: Joshua R. will collaborate with the Committee, as needed, to complete the Communications ILO report within the next two weeks.</p>
<p>C. Critical Thinking ILO</p>	<p>Catherine S-R. reported that she will be working with Joshua R. to review course alignment for the Critical Thinking SLO, as well as action items from the previous assessment of the ILO. She indicated that there will be “more to come” regarding the proposed methodology to be further discussed with the Committee.</p> <p>Kevin D. emphasized the importance of the strength of course alignment and indicated the intent for the ILO assessment to reflect a clear and meaningful process.</p> <p>Linda C. reminded the Committee of its discussion following the previous assessment of the Critical Thinking ILO, encouraging members to consider the need for equity-minded assessment methods which permit students to demonstrate critical thinking skills in various ways while meeting similar criteria and levels of rigor.</p> <p>ACTION: Catherine S-R and Joshua R. will continue to explore assessment methodology for the Critical Thinking ILO and will report progress during the next meeting (October 14, 2019).</p>
<p>D. 2019 SLO Survey</p>	<p>Linda C. reported that she will review the results of the 2019 SLO Survey and prepare a summary for the Committee to discuss in the October meeting.</p> <p>ACTION: Linda C. will prepare and distribute a summary of the 2019 SLO Survey prior to the October meeting for further discussion by the Committee during that meeting.</p>
<p>E. ALC 2019-2020 Goals</p>	<p>Kevin D. facilitated a discussion regarding proposed Committee goals for the 2019-2020 academic year.</p> <p>1. Signature assessments for multi-section course-level assessment</p> <ul style="list-style-type: none"> • Kevin D. explained that the objective is for department faculty to establish the <i>type</i> of assignment/assessment method to be used across sections of any given course and to develop a <i>common rubric</i> to be applied for course assessments • Kevin D. provided an example of a signature assignment for English 1A assessment (e.g., research paper of specified length and number of sources required), emphasizing that the particulars of the assignment may vary (e.g., topic of research paper); he also described a scoring rubric which includes criteria such as “formulation of a clear thesis,” “development of supporting ideas,” and “appropriate use and citation of sources.” • Catherine S-R. offered an example from the Math department, describing a 3-point rating scale with rubric specifying criteria such as “zero errors = 3 points” or “1-2 errors = 2 points”).

- Jim N. shared an example from the Natural Sciences division, explained that a “default” assessment method (including sample assignment and scoring rubric) is provided for instructors of courses scheduled for SLO assessment; he clarified that data from the “default” assignments (which are often select problems rather than an entire exam) must be collected for all sections of the course but that instructors may opt not to include the assessment as a graded assignment to be calculated in the student’s final grade.
- Joshua R. inquired about how to facilitate agreement with regard to ratings based on assessments with more subjective criteria, referencing previous challenges during “norming” sessions related to rubric-based ratings.
- Linda C. acknowledged the challenges associated with inconsistent ratings of short answer responses, essays, or papers; she emphasized the importance of including sample response verbiage in rubrics to illustrate the level of response which would meet the criteria for various points on rating scales.
- Jim N. emphasized that the key point of assessment is to gather data to inform and improve instruction; he noted the importance of identifying specific content that students are not mastering in order to develop action items designed to promote successful student outcomes in the future.
- The Committee discussed the benefits of sharing sample assessments and rubrics, as well as “best practices” for developing them, during the October meeting.

ACTION: Linda C. will re-send the link to the ALC Microsoft Teams site (which was created last year).

ACTION: Committee members will upload samples to the Teams site by October 7th to be reviewed during the ALC meeting on October 14, 2019.

2. Reporting core data in SLO/PLO assessment reports

- Kevin D. proposed that SLO/PLO assessment reports more prominently present “core data,” such as:
 - # of students participating in assessment
 - # of students meeting the SLO/PLO
 - % of students meeting the SLO/PLO

The Committee engaged in discussion about tracking success rates and using information about performance trends to inform the revision of SLO statements and/or assessment methods.

- Kevin reported that the current template for reporting SLO/PLO assessment results in Nuventive may be revised to make it easier to access and track the “core data” from assessment reports.

ACTION: Kevin D., Catherin S-R., and Linda C. will consult with Nuventive regarding potential revision of SLO/PLO assessment templates to support more streamlined reporting of “core data” as described above.

3. Updating alignment grids

- Kevin reported that the process of coordinating previous ILO assessments has revealed weak alignment among some of the current SLOs, PLOs, and ILOs. The Committee agreed that an update of alignment grids is in order, as the original alignment occurred several years ago.

	<ul style="list-style-type: none"> • The Committee discussed various strategies for reviewing learning outcomes for updated alignment; I&T division faculty (Merriel W., Bruce T., and Sue Ellen W.) shared ideas and challenges related to faculty review of SLO/PLO/ILO alignment during department-level SLO review meetings. • The Committee agreed that it may be good timing for faculty to review SLOs for alignment with PLOs and ILOs during the semester in which the SLO is scheduled for assessment. <p>ACTION: The Committee will further discuss a formal process for documenting the review of learning outcomes alignment as part of the SLO and PLO assessment processes.</p>
IV. Fall 2019 ALC meetings	<p>Kevin D. reviewed the dates for the remaining Fall 2019 ALC meetings.</p> <p>Robin D. had indicated earlier in the meeting that he would report on the status of Service Area Outcome (SAO) assessment during the November 18, 2019 meeting.</p>
Other	<p>ACTION: In response to an issue raised by Bruce T. regarding accessing the Four Column Report in Nuventive, Kevin D. will follow up with an office visit.</p>
Adjourned	<p>Meeting adjourned at approximately 4pm</p>