


Outcomes & Assessment Committee Meeting

January 31, 2020

Sequoia 18

Action Items

- Approval of Minutes from December 6, 2019



Outcomes and Assessment Committee
 Sarah Harris, Ph.D., Co-Chair
 Thad Russell, Ph.D., Co-Chair
 Fall 2019

Committee Members

Present: **Co-Chair:** Sarah Harris, Thad Russell
Faculty Representatives: William Reilly, Joseph D'Agostino, Jeff Maryanow, Linda Flora, Raul Angeles, Josh Muller
Academic Resources Specialist: Daniel Alvarado


Absent: **Faculty Representatives:** Megan Baptista-Geist, James McDonnell, Manlia Xiong, David Jones, Kristine Hodges, Allison Ferry-Abee, Lorie Campbell
Research Office: Ryan Barry-Souza

Outcomes and Assessment Committee
 Friday, December 6, 2019
 12:10 pm – 2:00 pm, LRC 210

1. **Call to Order** – The meeting was called to order at 12:11 pm
2. **Comments/Questions**
 - a. **Regarding items on the agenda** – None.
 - b. **Regarding items not on the agenda** – Sarah Harris shared updates to the Outcomes and Assessment website. Josh Muller reminded members of the Psychology Research Symposium.
3. **Action Items**
 - a. **Review/ approval of minutes from October 4, 2019** – No quorum. Members will vote via email.
 - b. **Review/ approval of minutes from November 1, 2019** – No quorum. Members will vote via email.
4. **Information Items**
 - a. **Currency Report** – Sarah Harris presented the updated Currency Report. She provided information for each department/division and reminded the committee of important dates. Members discussed.
5. **Unfinished Business/Ongoing Business**
 - a. **2018 – 2019 ILO Assessment (Critical Thinking/Problem Solving/Analysis)**
 - i. **Project Description and Schedule** – Sarah Harris shared project progress and workshop dates.
 - ii. **Canvas Shell** – Sarah Harris shared participant materials that have been loaded into Canvas. Members discussed.

Information Items

- SLO/PLO Assessment Currency Reports
- Midterm Report to the Academic Senate



Outcomes Assessment Committee

Mid-Year Report

Committee - Outcomes and Assessment

Purpose Statement: (1) Make recommendations to the Academic Senate on student learning outcome assessment
 (2) Monitor the development and assessment of student learning outcomes
 (3) Recommend and/or provide training for faculty, staff, and administrators related to the development and assessment of student learning outcomes

Membership: Co-Chairs:
 Thad Russell
 Sarah Harris

Representatives:
 Allison Ferry-Abee-AG
 VACANT -BUS/WEXP
 Raul Angeles -CFS
 Megan Baptista-Geist-ENGL
 James McDonnell -FINA
 William Reilly-IBT
 Jeff Maryanow - LANG
 Manlia Xiong -UBR
 David Jones -MATH
 Lorie Campbell -NURS
 Joseph D'Agostino-PE
 Linda Fera -SG
 Josh Muller-SOCS
 Kristine Hodges -STSV
 Ryan Barry-Souza-Research Office

Initiatives	Evaluations	Results	Actions
Standard Business - The committee will complete routine business as described in our bylaws, including the annual review of the governance survey. Initiative Status: Active Academic Year: 2015 - 2016, 2016 -	Directly related to Outcome	Report Type: Mid-Year Result: Satisfactory The committee met four times in Fall 2019 and completed standard business. All committee business is posted in approved minutes on the committee website. (12/12/2019)	

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Ongoing Business

- 2018 – 2019 ILO Assessment (Critical Thinking/Problem Solving/Analysis)
- “Students will apply quantitative and qualitative reasoning skills to obtain solutions to problems or equations through the use of creative and analytical methods.”



Critical Thinking/Problem Solving/ Analysis

- Project Progress:
 - First workshop held Friday, Jan 24, with 6 faculty participants
 - Second workshop scheduled Friday, March 27, 1 – 3pm
 - Canvas Shell created for participants with committee materials added:
<https://cos.instructure.com/courses/20321>

Life/Interpersonal Skills

- “Students will take responsibility for their own well-being through effective self-management practices, as well as developing respect for diverse practices of others.”

- Possible Direct Measures
 - Additional Motherlode Data:
 - For next meeting, identify items in the Motherlode survey that are related to this outcome.
 - Faculty learning communities:
 - Prior to next meeting, please submit an example of one assignment you feel addresses this outcome. Could be yours or a researched example.
 - Examples will be placed in a draft Canvas shell for committee review.



Ongoing Business

- Nuventive Improve Analytics Demo
 - Re-scheduled for Wednesday, February 12, 2-3pm, SEQ 18
 - Remote connection available:
<https://global.gotomeeting.com/join/838693269>

New Business

- SLO Budget and Project Awards
 - Small grants provided by committee to groups of faculty to promote program assessment
 - Will require budget augmentation request and development of guidelines & ranking process for submission
 - Check with your divisions to see if there would be faculty interest.
- TracDat Assignments Tool
 - This tool is available in TracDat to “assign” assessment work to individuals via email and track progress.
 - May assist divisions to keep track of assessment deadlines and data entry.

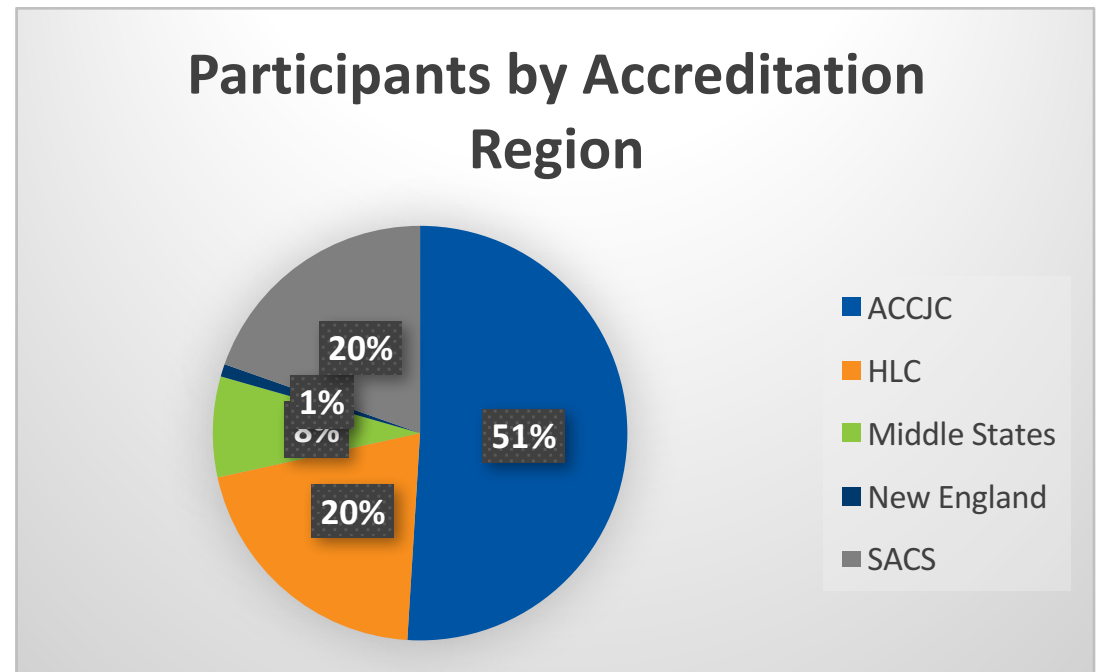


Assessment Resources Study/ ALA Project Report

- Using the identified categories, I developed a two-part qualitative survey listing example items from research-derived categories of assessment resources. Survey asked respondents to indicate which listed resources were available on their campus.
- For those resources that were available, respondents were given a 5-part Likert scale to indicate how frequently the resources were used. For those that were not available, respondents were asked to indicate how highly faculty would support their adoption.
- Respondents were then asked about successes and challenges for assessment at their institutions in open-ended questions, and were provided the option to volunteer for follow-up interviews.

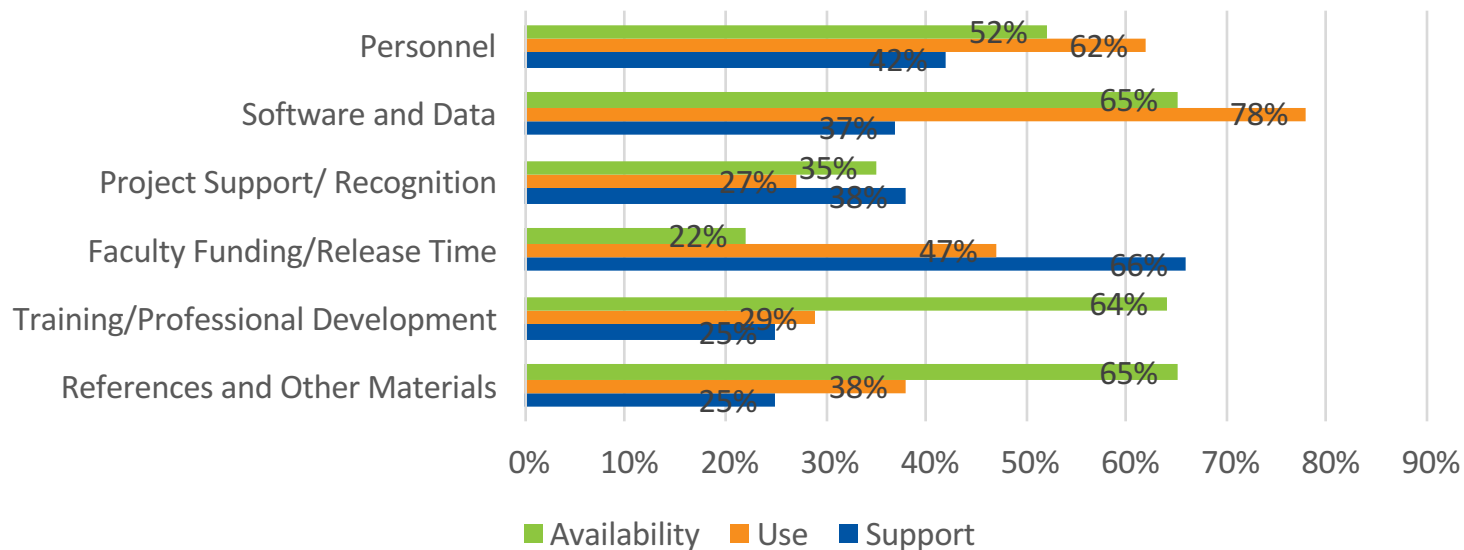
Results

- The survey was distributed via the AALHE listerv, the California Community College Curriculum Chairs List, and the CCC SLO Symposium List.
- 109 participants completed the initial survey and 17 participated in follow-up interviews.



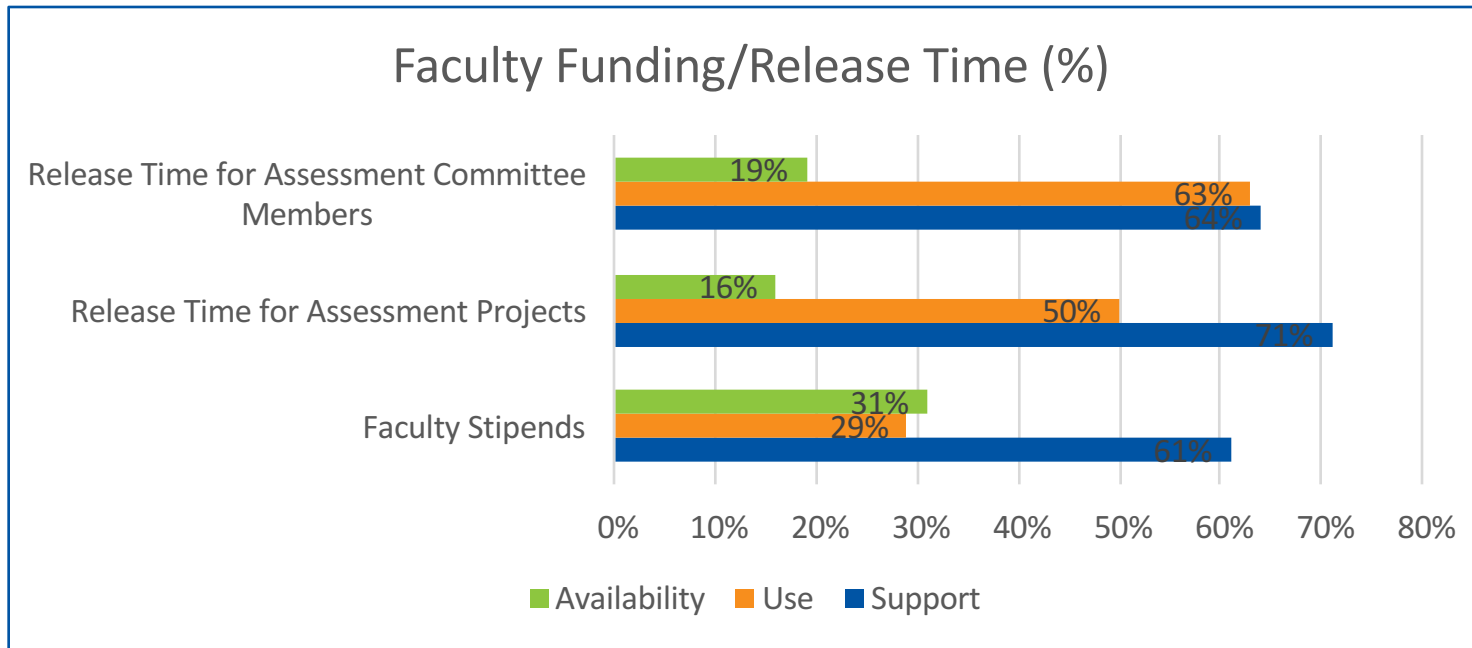
Results

Resources by Category (%)



- Availability N = 99
- Use N = Availability #
- Support N = 99 - Availability #
- Use & Support Indicate % of Respondents indicating item is “Very” or “Somewhat” Frequently used and “Strongly” or “Somewhat” Supported.

Results



- Availability N = 99
- Use N = Availability #
- Support N = 99 - Availability #
- Use & Support Indicate % of Respondents indicating item is “Very” or “Somewhat” Frequently used and “Strongly” or “Somewhat” Supported.

Results

- Interview participants indicate that “trainings” are not well-attended unless they are tied to some particular short-term goal (such as a transition to a new software system), and then only in short-term.
- Faculty are much more likely to value one-on-one time with coordinators or other dedicated personnel.
- Buy-in remains a challenge where faculty feel assessment is an “extra”
 - “They feel they’ve already done their job teaching class, already given exams, assigned a letter grade, isn’t that all you need? [...] Once faculty want to do it, then we have a lot of resources to help them do it.”
- Consistent administrative support is also a need—administrative turn-over was frequently cited as a challenge when a former “champion” moved on and resources were then removed or limited by new admin.
 - “Although [assessment] should not be driven by admin, if there’s more buy in and conversations from admin (but not in a manner of *you need to do this* but instead genuine support of the process), that would give us some momentum. I don’t see that right now from admin, I don’t hear the passion points except from assessment practitioners.”