

## STUDENT LEARNING ASSESSMENT COUNCIL

### Minutes

May 9, 2017

4:00 – 5:00 p.m.

Members Present: Alfredo Montalvo, Allan Comstock, Brian Hollenbeck, Cynthia Kane, Ellen Hansen, Eric Conrad, Gary Wyatt, Jim Persinger, Katrina Miller, Kevin Rabas, Kim Simons, Linda Adams-Wendling, Michael Smith, Rich Sleezer, Roy Briggeman, Shawn Keough, Steve Catt, Wooseob Jeong, Zeni Colorado-Resa, and JoLanna Kord

Members Absent: Dan Stiffler, Joan Brewer, Lynn Hobson, Matt Seimears, Shawna Shane, and Eric Yang

1. The minutes for the February 14<sup>th</sup> – April 25<sup>th</sup>, 2017 – Small Group Meetings were reviewed. Michael Smith moved to accept the minutes and Brian Hollenbeck seconded. The minutes were approved unanimously by voice vote.
2. The Office of Institutional Research and Assessment (OIRA) has made website improvements including using the National Institute of Learning Outcomes Assessment (NILOA) transparency framework.
  - a. The website now includes publication of Student Learning Outcomes for all academic programs with a link to each program homepage. These SLO's were gleaned from the curriculum maps submitted to the Faculty Qualifications folder in Skybox. All SLAC members are encouraged to share updates to curriculum maps with the OIRA, so we can keep the program specific SLO's updated on the webpage.
  - b. The OIRA website also contains Department Level Annual Assessment Plans which are submitted to the OIRA through the Compliance Assist assessment planning and reporting interface in Campus Labs. These annual reports will be updated every year to show the continuous commitment to assessment practices and efforts to improve student learning and success.
  - c. The OIRA (Jo) has developed a course in Canvas titled "Quality Assessment Practices: A Professional Development Series". The purpose of this course is to provide professional development in the assessment of student learning. It covers a variety of topics that assist in building assessment knowledge and capacity to implement assessment practices at the course, program, and unit levels. Faculty and staff can enroll in the course by contacting the OIRA (Jo) and the 10 modules are set up as individual self-paced learning units. A person can complete as many as he or she chooses. This course will be completed and ready for enrollment by the beginning of the fall 2017 term.
3. Department chairs are currently working with faculty to identify assessment teams for the programs in their units. For those programs without an external accreditation credential, 5-Year Assessment Cycle Plans will be implemented to support assessment practices designed to maintain curriculum currency and continuously improve student learning experiences.
  - a. The SLAC will hold a three-hour workshop in July to complete the build of the 5-Year Assessment Cycle templates for their respective areas. Chairs are continuing to work on building Program Level Outcome Rubrics for each of the 5-Year Assessment Cycle Plan programs.

- b. It is recognized that August 2017 is the term that the 5-Year Assessment Cycle Plans will become operational. Likewise, it is recognized that this type of planning and implementation may take longer for some departments that have many programs to implement.
4. Data collection and reporting for AY 2017 is to proceed as planned. The completion of the assessment reporting template in Compliance Assist for AY 2017 is May 25<sup>th</sup>. This deadline is important to meet as the cycle for reviewing the reports and providing substantive feedback by the OIRA should be completed by the end of the academic year (June 30, 2017). This would be the ideal reporting timeline.
5. The “Course Level Learning Outcomes Assessment” reporting tool developed by the OIRA for all faculty to enter course embedded assessments was sent out to the SLAC and deans or the colleges and schools for review and feedback. Some feedback has been received and the recommend edits have been made. An additional round of review is deemed important to verify that all courses are included in the drop-down lists and that the survey navigates accurately.
  - a. The link to the reporting survey will be sent out again for another round of confirming that it meets our needs and to make suggestions for edits.
  - b. This reporting survey will be operational beginning the fall 2017 academic term.
  - c. This reporting survey is comprehensive in that it collects course level assessment information for all programs including the general education program.
  - d. This reporting survey will allow for assessment metrics to be filtered by the college/department/program/unit/course levels and will provide the data analytics needed to make assessment data-driven decisions.
  - e. The reporting survey will be located in the Buzz-In tab named Faculty/Advising (same location where faculty enter grades). The link will be in a folder named “Assessment Reporting”. Faculty will click on the folder and then click on the link to the tool. It is intended to be in a common-logical place where all faculty have access and knowing of where the tool exists.
6. Open Discussion – There was dialogue shared based on program level assessment findings that identified barriers to student success based upon lack of prior academic preparation (written communication skills and mathematical and analytical reasoning skills) and students’ inability to navigate the upper division curriculum. This presents opportunities to gather faculty within disciplines to identify strategies to enhance students learning in those areas deemed deficient. The key is that by the time the student completes the program curriculum, he/she is appropriately prepared and educated. In addition, there was some concern for negative influences on student success based on circumstances related to family, social, and the non-curricular environment. It was noted that there appears to be an ever increasing incidence of these distractions affecting student success. It was noted that this type of dialogue is healthy and that collectively we must address the issues of the day and get ideas and strategies out into the open communication and dialogue about how to best improve student learning and success. It was also noted that assessment occurs and many different operational levels and in many different ways. Recently, we have been focusing on student learning outcomes at the course levels. This is the arena where faculty can make the most impact on improving the student learning experiences and supporting student success. It is important to assess at all different levels and that the work to be done by the SLAC includes looking through these many different lenses. We have opportunities to positively impact the sustainability of our programs and the institution using assessment as the tool to navigate the changes we see as important.
7. The SLAC didn’t discuss the Assessment Share topic. It will be placed as an agenda item on the next scheduled all member meeting in September 2017.
8. Meeting Adjourn time at 4:54 p.m.