

Common Ground Meeting Agenda

Friday, March 27th 9am-1pm

Room 1681B

1. Accreditation Standards regarding assessing student learning

Writing to 2002 standards but in the future we will be evaluated on new 2014 standards.

2002 II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, II.A.6.

LPC History of our SLOs/Assessment: Evidence of separate SLO/Curriculum process

Evaluation of SLOs does that mean Evaluation of the assessment used, evaluation of assessment results, or Evaluation of faculty member's teaching. Someone should be looking at the SLOs for quality, content of course. Curriculum looks at Measurable Objectives for active verb, and maps to course content. SLOs should be dynamic and easily able to be changed.

Curriculum process and software (Curricunet) is robust. Software for assessment (ELumen) is not as strong. Find a plan to create a more robust process for SLOs.

2. Discuss whether Measurable Objectives map to SLOs

Math has mapped SLOs and Measurable Objectives. Difficult to add SLO work to Curriculum committee. M.O. don't always map to a specific content area. SLOs may be more specific than MOs. Curr Committee has discussed that for some disciplines MO may map to SLO but for other disciplines SLOs may be more specific.

Write MOs goes to secondary screen then asks "Are you MOs your SLOs?". Then someone would still need to enter SLOs in SLO software. Problem: A want to change SLO, then what process is required to change SLOs? SLO committee could take charge of altering SLOs.

Link MOs to SLOs in ELumen or in another software program.

Need to allow both SLOs as MOs or SLOs could be different from MOs. If you have MOs as SLOs...some disciplines have 15-25 objectives.

Some of the problem is that we have huge workload to enter SLOs after grading is done. K-12 schools the assessments are tied to assignments in course management system. Set up

happens ahead of time. Minimize number of software programs that faculty have to use to enter grades, assessments, etc.

SLO chair gets information on MOs when curriculum comes through committee. Possible to integrate SLO committee member or chair into Curr process. Informational notification or reviewer? SLO committee evaluates if SLOs map to content/objectives. SLO committee makes sure all SLOs gets assessment.

SLO committee may need to meet more frequently to accomplish these tasks

All sections need to have posted SLOs. DO all sections need to be assessed? Interpretations vary in different places. Institution engages in ongoing, systematic evaluation.

IIIA1c: Suggests that evaluation should be based on effectiveness of producing Learning outcomes. New standards focus more on faculty using assessment of learning to improve teaching and learning.

Map SLOs to MOs or select subset of MOs. If MOs are broad faculty would need to identify what part of MOs are you assessing (SLOs). SLO committee would be responsible for following up with faculty on using MOs or writing separate SLOs. SLO committee would be responsible for helping faculty write SLOs, get on assessment cycle, make use of data. SLO person on Curr process might be important role and maybe be reviewer in Curr process.

Need support person to help take minutes in SLO, Program Review, Academic Senate, and Curriculum. Lack of evidence (Minutes) was serious problem.

If SLO committee is evaluating quality of SLOs in curr or just informational item? If evaluating quality then might slow down Curr process. SLO committee take more active role in assessment cycle.

Process must be made more meaningful. SLO committee should help faculty see ability to improve quality of teaching and learning.

3. SLOs on the Course Outline of Record and syllabus
Encourage faculty to put SLOs or MOs on syllabus.

4. Who should be evaluating the quality of the SLOs?

SLOs are siloed. Student learning should be driving college processes. Long term goals should be to integrate. Use ILOs as markers to evaluate priorities for college planning.

In near future, college will need to deaggregate student learning based on demographic data. Other colleges have integrated ILO data into banner when final grades

Identify process that we want to use then select software that meets that need. Blackboard might not be meeting our needs. K-12 ECHO program as possibility. Canvas has done a lot of work with integration to outcome based software. Canvas allows you to tie individual exam questions to learning outcomes. Bb and Canvas usually develop new features to match one another.

Program Review committee request: focus on core competencies to have campus wide dialogue. Those outcomes of those discussions then go to IPC.

5. The advantages/disadvantages of the current 0-4 point rubric.

Using common rubric has been difficult to generalize across departments. A standardized rubric does not mean data is comparable across the college. Looking at SLOs at micro level makes sense to help students improve. But trying to roll up data to ILOs is not valid.

6. Options to improve the software we use to capture assessment work

Canvas, ECHO, Blackboard: Faculty map assignments to outcomes ahead of time. Then when grades are entered students automatically get scored on learning outcomes.

7. Integration of SLO/assessment into all aspects of planning and decision making:
Difficulty in applying SLO assessments to every aspect of planning/decision making

Task Force/Committee dedicated to Accreditation: faculty trained in accreditation on continual basis. Tying resource allocation to SLO data only might lead to an inauthentic SLO process.

Small departments need support in completion of SLO work

8. Comprehensive assessment plan to move forward

(Investigate how SLO committee might enforce writing SLOs and assessment (resource allocation))

Take a year to plan based on Accreditation schedule (be thoughtful)

Mapping of SLOs with MOs (SLO committee helps)

Software options (where data entered at beginning vs at the end)

SLO chair/committee included in Curr process (SLO chair). Then SLO committee houses those Outcomes and posts online. Division rep on SLO committee gets notified.

SLO committee should give professional development about SLOs, SLO committee helps map SLOs to Core Competencies.

Get feedback from survey

Some type of outcome (paraphrase?) should be on syllabus and consistent with the MOs, Deans strongly recommend that you put them on the syllabus.

Campus wide dialogue about joining OEI

Mapping MOs to SLOs (college day?)

DediSpend a year investigating what process is most useful for assessment and what software facilitates that process

Flex days to have campus wide dialogue about SLOs (about core competencies?). Present assessment results to other departments.

Permanent SLO liaison or more support for SLO committee to help faculty complete assessments

Possible resolution

Make SLOs more easily accessible

Recommendations:

- SLOs can be Measurable Objectives, should be consistent with Measurable Objectives, or map to Core Competencies. As curriculum is created/updated the SLO committee will be automatically notified. The SLO committee will work with faculty to provide professional development regarding SLO development, mapping, and assessment.
- Time for discussions about assessment results will be provided through flex days and other staff development opportunities.

- In order to be compliant it is highly recommended that SLOs or Measurable Objectives appear on all course syllabi. A student friendly paraphrase is acceptable.
- We recommend that each discipline be free to create their own assessment scale. The SLO committee will help to map that scale to the Core Competency scale in a meaningful way.
- A dedicated support person is critically needed for curriculum committee (50%), SLO committee (25%), and program review committee (25%)
- The Accreditation Task Force and the SLO committee will continue to investigate best practices in assessment and make periodic recommendations over the next year.