

College Assessment Committee Meeting

April 22, 2019

Present: Robbie Baden, Rachel Cunningham, Teresa Morris, Madeline Murphy, Stephanie Roach, LK Sengupta, Kevin Sinarle, Andrew Young

1. Agenda approved (consensus)
2. Minutes okay (consensus)
3. Announcements
 - Update for Academic Senate: reorg of subcommittees, merge into one big committee with working groups
 - Not necessarily change # of people on Academic Senate
 - Combine CAC w/ professional development?
 - Retreat? (w/ or w/o reorg)
 - Especially good with scheduling of large group
 - How will guide as foundation of community of practice
4. ILO focus group discussions
 - Thurs is 1st focus group (Learning Communities & Year 1 Promise)
 - Will record audio, get transcribed
 - Trend statement, give to various committees
 - For analyzing data, should we invite academic senate, others?
 - Follow up with Hillary Goodkind re: best practice for analyzing qualitative data
 - Could be helpful data/info for Guided Pathways
 - Can make audio transcript available in addition to trend statement
 - Redact identifying information (students & professors)
 - Next Step: Madeline will follow up with Hillary
5. Assessment Report
 - For May Meeting:
 - Discuss draft for next flex activity
 - What do we want to share out:
 - Intent of ILO focus group (if not full report/results)
 - Prior flex activity: using rubric to score student work, but no one brought anything
 - Would be nice to get conversation going
 - Could we have money available to faculty?
 - Report out website (pending, within next few weeks)
 - Easier to have an annual summary, rather than going through all of the minutes, can use to take to division meetings to recruit
6. Program Review
 - Biology: weakest area – qualitative skills
 - Biology Jams, Nursing Jams, Research Jams, Reading Jams
 - Enrollment issue
 - Counselors haven't heard of new jams

- Create list of pros/cons for faculty
 - Flex day activity showing assessment/strategies of jams
 - Funding will run out with grant – have data to prove need for institutionalization
- Supplemental Instruction Leaders are being phased out, replaced with Embedded Tutors
- Academic Year: get head start on 1st week of class (from jams)
- Some folks think Learning Communities are “answer” to assessment
 - Need more data on what Learning Communities & jams DO and DON’T do
- Notes for Program Review: realistic budgets & timelines for projects
 - Professional Development around project needs
- Common theme: what are SLOs? Why do I have them?
- Learning Communities as place for focus groups
 - however leaves out a lot of students who may not be in one
 - Especially for students of color, Learning communities are self-selective, students are committed
 - Relying on LCs is lazy, there are other places to find students
- Departments and instructors need to look at how to make courses helpful and interesting for students
 - Not just about success numbers! Disingenuous!
 - What do STUDENTS need/want?
- First attempt at Program Review with Equity lens, no we didn’t get it right, but it’s at least starting the conversation
- Community outreach = CTE programs do it, but how few folks on campus work with them?
 - Ex: ESL using ACCEL
- Next meeting: follow up for plans with Fall Flex
- HW for RLC: talk to Heeju Jang regarding Math Jam assessment