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
   o 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?
   o 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
   o Thurs is 1st focus group (Learning Communities & Year 1 Promise)
   o Will record audio, get transcribed
   o Trend statement, give to various committees
   o For analyzing data, should we invite academic senate, others?
   o Follow up with Hillary Goodkind re: best practice for analyzing qualitative data
   o Could be helpful data/info for Guided Pathways
   o Can make audio transcript available in addition to trend statement
   o Redact identifying information (students & professors)
   o Next Step: Madeline will follow up with Hillary
5. Assessment Report
   o 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
   o 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