

CLASS MEETING TRANSCRIPT: APRIL 23, 2019

CLASS membership Co-Chairs:

Judy Sylva, Academic Programs & Michael Nguyen, Student Affairs Administration:

Clare Weber, Deputy Provost & Vice Provost of Academic Programs

Faika Lore, ASC for WSCUC Reaffirmation of Accreditation

Muriel Wagner-Lopez, Chief Data Officer & Assistant Vice President for Institutional Research and Analytics

Beth Jaworski, Assistant Vice President, Student Services

Division of Student Affairs Assessment Coordinators:

Chelsea Herman, Senior Associate Athletics Director/Senior Woman Administrator Jasmine Bustillos, Services Coordinator Amanda Ferguson, Research & Assessment Coordinator for Dept. of Housing & Residential Education

Division of Academic Affairs Assessment Coordinators:

Lesley Davidson-Boyd, Undergraduate Studies

Thomas (TC) Corrigan, College of Arts & Letters

Janelle Gilbert, GE Coordinator

Jo Anna Grant, Teaching Resource Center

Ryan Keating, College of Social and Behavioral Sciences

Marita Mahoney, College of Education

David Marshall, University Honors Program

Anna Ni, Jack H. Brown College of Business and Public Administration

Amber Olney, College of Natural Sciences

Gina Schlesselman-Tarango, Library

Charge of the Committee on Learning Assessment for Student Success

The Committee on Learning Assessment for Student Success (CLASS) has been established to support curricular and co-curricular units in the assessment of student learning outcomes to enhance student success. CLASS will coordinate assessment efforts of curricular and co-curricular units across the university. Members of CLASS represent their constituent curricular and co-curricular units.

I. Campus Labs Implementation Discussion:

- i. Modules, Baseline Planning, Accreditation, and Outcomes, while not get to finish the onboard: Pending
- ii. Onboarding Implementation, supposed to happen now, but had other projects as well.
- iii. Program Survey: 32 responses so far, clean, identify the responses, qualitative responses.
 1. One of the Survey Questions: As the result of the program, I will:
(Options)
- iv. Reconvene the different working groups during the Spring Quarter and talk about the modules
- v. Figure out how to move this effort:
 1. Question about Outcome: Were there any interests?
 - a. No, just try to identify and get a good mix of faculty and divisions
 - b. Calling people, GE is using outcomes for the Baseline and they should be invited. Ask Janelle and see if the GE is interested, 1 or 2 people can come by
 2. Question: What was the Faculty Response to Campus Labs?
 - a. At the open forum, had good questions
 - b. Sylva: ATDL Meeting for another day and will discuss with them and integrate it with Blackboard
 - i. Either they enjoyed it or worried about pending matters to attend to.

3. Not a Baseline Thing, Question: Does not have to do with Student Outcome, but for our annual report, can I pilot that for some of the faculty members & coordinators.
 - a. Yeah, the modules, go to planning, anything connected to baseline will go to Reporting & Planning.
 - b. Reporting and Planning is usually connected with Academic and Student Affairs and can move to Annual Reports
4. Campus Labs Survey, will get it out soon for across campus
5. Assessment Website: What to put in there
 - a. Can talk about it later
6. Once Implementation is in place, training users and its different than working groups.
 - a. Next campus labs implementation meeting will be discussed.
 - b. Plan for next year: Fall

II. Discussion Items

1. Provide input regarding proposed Data Fellows guidelines related to assessment and continuous improvement
 - i) **Judith Sylva:** There has been funding from the Chancellors office to support GI 2025. has been an opportunity because Muriel is looking at Data Fellows and I do not know if you guys are familiar with that program. I know I was the same way. It was barely on my register. But there were Data Fellows I believe last year who will be

presenting and maybe Jo Anna do you know more about this than I do. You probably do.

(1) Technical Difficulties that followed from 10:30-11:45 (Microphone issue from Jo Anna)

- ii) **Jo Anna:** So, I do know more, but the Data Fellows only in the fact that they are going to be presenting as Spring Showcase. I just got the day. **It's going to be May 31 in the Library Multimedia Center 5005. Pfau Library. Its right upstairs from the Faculty Center of Excellence. And they are going to be presenting their work in a ignite time format. 6 minutes, 20 slides, intensive format.** That's all I know about that for now.
- iii) **Judith Sylva:** But that's really good. That's helpful. So, I guess for the next round or the next call for these Data Fellows, they wanted to focus it more on Assessment and Continuance Improvement. And relate that to, you know, graduation rates because it's kind of a wide-open topics just to say you have to do something to promote better graduation rates. Right? Because that seems very broad. So, when Murriel was talking about in another form, she said well maybe we should get input and some feedback from CLASS because that is where the coordinators who actually work with these Assessment plans are and what would you desire in a Data Fellow. What kinds of things, and these are mostly faculty. Are they available to staff in the other divisions or is it just available to just faculty? Do you know Jo Anna?
- iv) **Jo Anna:** I do not know. They are not called Faculty Fellows. So, maybe they are available.

v) **Judith Sylva:** I will can get clarification from Murriel. But they apply for it. It was a process last time and I think I want to give back to Murriel is your feedback on what types of projects or things that would be useful for Data Fellow because it is pretty open ended at the moment. So, you have any ideas.

vi) **Marina:** Well part of our issue is, well at least part of our colleges is still collecting so much data that is necessarily meaningful so maybe to tie that to the outcomes. And with the outcome of all the Data Fellows potentially being you don't need to collect all this, let me collect these. Just the key measures. But I don't think people know what that. I'm going in circles here.

vii) **Judith Sylva:** That made me think about too was closing the loop. I have this data. How can I use this data for decision making? What does it mean and how does it relate to decisions. Or what I'm doing

viii) **Marina:** I haven't seen the calls so I don't know what the role of Data Fellow is. Another thing I think people can benefit from is how to present data to their stakeholders and community member groups as reports. Again, the decision-making group. So not necessarily the manipulation of the raw data, well it is a raw data. Well how do you present it, data visualization, tables, you know what I am trying to say.

ix) **Judith Sylva:** I think that is a good one. All we were are doing is giving this to Murriel to integrate the description.

x) **Marina:** Anything we can do to capture the data electronically. So, I still think we are still relying on hard copies so whether it is swiping cards or online survey,

- or student ID cards or whatever the way it is, to collect some of that data.** That way it can be an interesting process.
- xi) **Judith Sylva:** That would be a really good focus. That would be the Data Fellows who would kind of design. I think that their project would be how to manifest itself. In their area, where they work.
- xii) **Faculty (1):** Well how will this affect Campus Labs?
- xiii) **Judith Sylva:** Well that is one of the things Murriel originally put in there for them to use Campus Labs to do this. Now I can see some, not all the tools, but some of the tools to be more or less useful. But they aren't the only way to do it. So that is a good question if they want to use the tools for Campus Labs doable and it takes some training to do it. But its limited to what you can do what with these tools.
- xiv) **Marina:** I can say it's more preferred than required.
- xv) **Judith Sylva:** I would definitely agree with that.
- xvi) **Marina:** You already have someone who is an excel wizard, Microsoft access or another program.
- xvii) **Judith Sylva:** What is more or less efficient from accomplishing from what you want to accomplish. Which depend on their proposals their project. How can we support them in using tools in Campus labs to do that if they didn't already know how to use those tools...?
- xviii) **Marina:** And if we are talking about the data, data fellows, we are also looking at qualitative data as well.
- xix) **Judith Sylva:** I imagine it would be wide open

xx) **Marina: That needs to be stressed in the call. Normally when you start talking about Assessment or Data or things like that, people tend not to think of the qualitative data or the interview types, so you want to make sure that is in the call as well. Helping people.**

xxi) **Jo Anna: Since we are professing ideas for this, I don't know if we can put in a wish list for me. I would love to have Data Fellows connected with the Faculty Development and Student Outcomes**

xxii) Faculty (1): how many Data Fellows do we have currently?

xxiii) Jo Anna: On campus?

xxiv) Faculty (1): Yes

xxv) Jo Anna: Data Fellows, I do not know

xxvi) Judith Sylva: there are a lot of things we didn't really know so that's why this is open, a voice, a forum, for some input. Since we closely connected to these processes on campus. Well if you can think of anything else, please send to Me or Murriel or send it to me or Cc me and I'll follow up on it and make sure it gets included in the minutes. So, if you can think of anything else or you want Murriel to consider putting into or any other considerations. The more perspectives, the better I think.

xxvii) **Marina: Yeah, I think Data Visualization also. Its an impactful piece. For us closing the loop is important as well.** We do so much and collect so much

xxviii) **Judith Sylva:** And report so much

xxix) **Marina:** Yeah, but in the meaningful way, in way it is reaching to who we need to reach.

xxx) Judith Sylva: But also informing your own programing and making decisions and this is just my biggest frustration because we report a lot up, but we don't get feedback on what we report up and we see our data is solely for reporting. We don't necessarily use it or look at it to answer our own questions or make decisions about what we're doing. We just keep doing the same thing. Over and Over Again. So, I guess that is where my own frustration is. Like how do we know what we are doing has an impact on a larger metric if we are not even using that information to inform our own actions. Well those are good ideas. If you can think of anything else, email Muriel and Cc me. I will make sure that it is integrated in our minutes.

2. Role of CLASS in WSCUC reaffirmation of accreditation across divisions of Review assessment of Institutional Learning Outcomes (ILO)

i) Was not completed at the time so Muriel has been working on the boxes, but has been having a hard time filling them out

ii) Listed on the right side is each of the Institutional Outcomes: Knowledge, Depth of Knowledge, Critical Literacies, Ways of Reasoning & Inquiry, Creativity & Innovation, Integrative Learning, Engagement in the campus, local & global community, and diversity and inclusion

(1) Other box shows what are the outcomes, but it was already listed.

iii) The links on the website will be found in the document and all are at an institutional level.

iv) Looking at the Program: GE Outcomes are the Interdisciplinary GE level and GE is mostly doing assessment, the students and completing their degrees

v) Institutional Outcomes: What every student graduating should be demonstrating, such as their discipline assessing them.

vi) Muriel worked on of the ILO, Institutional Level Data that speaks to various aspects of the outcome. One competent of 3.

(1) Other data is most likely related to survey.

vii) Question: If we look at commonalities, CAP stone exams, WSCUSC, instead of creating, how does it feed up in order to show what it represents, capture it what out showed or what it shouldn't show. Curricular

viii) Plan: How to feed information from all curricular and non-curricular programs. Where they feed into Specific ILO's

(1) Any alignment between Curricular and non-curricular as to which of the ILO's they believe they are targeting?

(a) Sylva put down College of Natural Science and the call was put around 2016 or 2017.

1. In process in trying to locate where it is.

(b) Don't know if we have one for the co-curricular programs, but we have it for the academic programs in some shape or form.

(i) Student Affairs had the 1-year program from last summer and got the majority

(ii) Can make a massive alignment

3. IEEI Table – overview of the program information required and identification of missing information

i) Program Learning Outcomes: All the outcomes of all majors, evidence, everything

- (1) Missing Program Learning Outcomes from Certain Majors
- ii) WSCUC divided some the questions and spread it out
 - (1) Example: Who in terms of data if you chose other, please state, it could be N/A, could be faculty, staff, Director of the Dean or something
 - (2) Missing Program Voting Outcome: Need help to get that information
 - (a) Sylva will put that missing information in the CLASS Team Drive, to see which program is missing.
 - (3) Highlighted in Light Green: Not/Non-Degree, but it turns out they are or are externally credentials.
 - (4) Highlighted in Yellow: Degree Program with Missing Information, ask program coordinators to help us gather that information
 - (5) College of Education will not be an issue with this information.
 - (6) All in alphabetical order.
 - (a) Sylva will follow this up with an email with all the coordinators and it is due **May 31, 2019**
 - (b) **Would like to have this information within the 1st 2 weeks of May, May 15, latest.**
 - (c) Program Learning Outcomes is the main information, but not just that.
 - (i) Based on quarters, not semesters, as well as the Master's Program
 - 1. Will list out everything in the email**
 - (7) One of the Questions of the Highlighted yellow box: What forms of indirect evidence of learning outcome is used.

(8) Spanish Major is Missing Everything: College of Arts and Letters & TC is the Coordinator

(i) Went through Program Review, so they will have that information.

(9) Faika highlighted everything due to the missing information as indirect, so that way it can be moved around. Verify

(10) Sylva will add this Full IPI Report to the CLASS Team Drive and will add the document of the missing items, email the links of those documents and instructions to both verify and complete.

4. Discuss priorities and timeline for providing feedback to programs on semester assessment plans

i) Discussion of ways to integrate issues of diversity, equity, and social justice into assessment plan feedback

(1) Can plan exit survey, assess graduating students and how they were able to graduate, make massive alignment plan

(2) Can make campus survey, alumni surveys outlooks.

(a) College and Programs due this to make sure that they are targeting their target population

(b) Indirect Measures, such as Alumni Surveys, Capstone can help us find the alignment courses, evaluate how students are being graded and evaluated on those courses.

1. Assessing the outcome of the students graduating, both direct and indirect measures.

2. Performance Assessment is a direct measure that occurs that is aligned to one or more of these outcomes.
 - a. Coyote Care Participation: not a requirement for graduation
 - b. Capstone types of assessment
 - c. Coordinators have the content and discipline, it is hard to choose a candidate
 - i. Basing their learning on credential requirements, not looking beyond minimum knowledge and skills. ILO's should help us.
3. ILO's were adopted in 2016/2017, but don't have any graduates that have gone through 4 years of this.

2) Action Items

1. Establish plan to obtain missing IEEI table information
2. Determine topic and leadership for May 16 CLASS Learning Committee
3. Plan CLASS activities for 2019/20
4. Approve minutes from February 21, 2019 CLASS Learning Community