

CLASS Meeting Minutes

Thursday April 16, 2020

12:00-1:30pm; Zoom

I. Discussion Items

1. What kind of support you want and/or need in your units, departments, and programs to support the work related to ways of knowing what is working and not working as well as prioritizing. To address your needs as an assessment coordinator representing a college, department, or other organizational unit, we will be sending out a brief questionnaire this week to determine how CLASS can be a support to you. We can brainstorm ways to support each other based on those responses and any other responses shared in the meeting.
 - a. See summary of needs in attached survey responses
 - b. Next steps, identify ways of supporting each other with these needs
2. Alignment of the ILOs
 - a. Creating a cohesive assessment plan for Institutional Outcomes based on the semester programming
 - b. Considerations
 - i. Division Wide Assessment Plans
 - ii. GE Learning Outcomes, Program Learning Outcomes, and Co-Curricular outcomes related to student learning, program effectiveness and services.
 - iii. We need to address each of the core competencies are and how are we assessing them.
 - c. Begin with mapping PLO to ILO: How do we do it? Can it be done at once? Who should be doing it?
 - i. Start with sampling different types of academic and co-curricular programs that have identified PLO (low-hanging fruit)
 - ii. Set up something in Campus Labs for the program leaders and create a matrix for the ILO, a checkbox matrix.
 - iii. The matrix will be a way of understanding of where we may seek evidence.
 - d. After we have a representative sample of alignment of GLO/Core Competencies and PLO with ILO we can choose one ILO at a time and develop the evidence
 - i. Figure out the rotation of the ILOs.
 - ii. Come up with a process in order to manage the data.
 - iii. The timeline will hopefully be in the summer and collect the data.
 - e. Action Planning
 - i. CLASS will review and finalize the template for the creation of alignment matrix by selected programs within each college, DSA, and DAA on May 14, 2020
 - ii. CLASS representatives from each college and division will identify the specific programs that will participate in the mapping their PLO to the ILO based on their

- willingness and their responsiveness to feedback on the program outcomes and assessment plans by a date determined at meeting on May 14, 2020
- iii. In summer, CLASS chairs will work on a methodology to identify evidence and a timeline for assessing each ILO
 - iv. At the beginning of Fall semester 2020, these plans will be shared with CLASS for feedback and refinement
 - v. In Fall 2020, plans will be vetted with the campus community for input and feedback to finalize proposed ILO assessment plan
- f. What would you like to see at our next meeting?
- i. hands-on training with template in Planning.
 - ii. Have an example of the methodology ready to work through the proposed matrix
- g. College Coordinators:
- i. Judith: Good News: Campus Labs Planning Icons.
 - 1. Go to mycoyote, My Academic, Campus Labs Planning. Dashboard, IEEI Semester 2020-2021
 - 2. Will send out an email with a guide and timeline for Coordinators to share with program leaders in the college.

<p>Q1. What are your top three needs or pain points in your role as an assessment coordinator for your unit right now?</p>	<p>Q2. Please tell us what kind of support may be helpful for knowing what is working (or not working) under the current circumstances for the people in your unit and/or for the learners that you support.</p>	<p>Q3. Please tell us what kind of support may be helpful for prioritizing assessment activities under the current circumstances for the people in your unit and/or for the learners that you support.</p>
<p>The library's assessment committee has decided to postpone our student and faculty/staff user satisfaction surveys until next spring. This quarter seems inappropriate given the very unique needs/anticipated complaints, and fall also seems like a less than ideal time since everyone will be new to the semester system. I don't believe we have any pain points or needs, but like everyone else, COVID-19 has thrown our plans off.</p>	<p>Nothing specific to the library, but some of my colleagues passed along the following suggestion: 'Wouldn't this be a good time to ask students feelings about their learning during this twilight zone time? Same could be said of their technology and resource needs.</p>	
<p>The assessment needs of the GE program go beyond the current situation. I am still trying to figure out how to incentivize raters to participate in the process of evaluating artifacts.</p>		
<p>After providing feedback to programs on their Assessment plans, which includes changes that need to be made, there is either no word from them, or an, ok, I'll get back to you on this...which equates to plenty of time going by and I will have to carve away time to get back to them. Faculty not submitting their Annual assessment reports to me. The willingness and understanding of hearing feedback on their Programs assessment efforts</p>	<p>Reinforcement of the idea that we, as faculty, all have the same main goal, which is to teach others something...and we don't know if we can achieve that if assessment is not being done. Support and reinforcement of this messaging through the Deans office and Chairs and down to the program level with this message would be good. Open-mindedness from faculty regarding feedback of Assessment activities isn't a threat to their jobs or credibility</p>	<p>Revisions to the Semester Assessment plans made by programs and sending those to me is a priority. Having the Dean's office or Assessment office send reminders to programs who still haven't provided me with the revisions. I'm not sure...</p>
<p>Developing a schedule for assessment implementation. Develop a plan to facilitate communication with assessment implementation. Identify staff responsibilities</p>	<p>Transparency Including staff in implementation process. Access to resources</p>	<p>Support from management/higher ups.</p>
<p>I cannot identify any particular needs at the moment. My general feeling is that the current situation has put assessment in the backseat, as administrators and faculty scramble to deal with the current situation.</p>	<p>I think the general message CLASS communicates about the importance of assessment is as effective under the current circumstances as it was before the COVID-19 crisis.</p>	<p>It seems to me CLASS is already sufficient support in this regard.</p>
<p>(1) Working with committee members to collect the data from certain courses on both main campus and palm desert campus. (2) Developing item analysis reports as necessary to help evaluate the effectiveness of tests and projects. (3) Working with committee members to problem-solve issues that arise with assessment plan and present solutions to appropriate bodies.</p>	<p>For the online courses, it is not easy to facilitate interactive, student-to-student learning in an online setting. Our students expect a more dynamic, less hierarchical, dialogue-driven format which online course hardly afford. It will be great if the school can provide some course management system that will allow the text-based interactive mechanisms including discussion groups and blog-style formats.</p>	<p>It will be helpful if the class committee can provide the timeline worksheets for the WASC assessment tasks.</p>
<p>Keeping assessment efforts going in the midst of so much change happening and continuing assessment efforts while not over-stressing or over-burdening students.</p>	<p>Tips or resources would be helpful.</p>	<p>In my unit the last several weeks have been focused on transitioning students to spaces where they can safely social distance. We've postponed our annual assessment from Spring quarter to next academic year so I think ways to keep assessment efforts going this quarter would be helpful. We've adjusted our programming model and assessment to account for virtual programs.</p>
<p>The top three needs for the Santos Manuel Student Union assessment is defining roles in assessment. Because our organization is comprised of four large units, the Rancho Mirage Student Success Center, the Recreation and Wellness Center, the Student Union, and the PDC Fitness center, there is confusion regarding who needs to do what reporting and clearly defining assessment coordinator roles and collaborating more effectively in our units. Our second assessment need is training on how to specifically assess cocurricular programming in a more meaningful way (more than counting attendance and satisfaction surveys). The third need is reframing assessment to be imbedded within the programming and not an add-on as it is currently viewed.</p>	<p>A general understanding of our coordinator's understanding of assessment would be useful in moving forward with creating valuable programs based on data. Training our coordinators and providing a common understanding of assessment language and practices and moving forward with campus labs trainings within our departments would be useful.</p>	<p>Trainings! I think our coordinators are eager to begin assessing the impact of their programs, but are stuck on the traditional forms of assessing programs. I am trying to navigate the distinction between large scale program assessment and event specific assessment, so I plan to meet one-on-one with our coordinators and assist with providing some baseline assessment knowledge and knowing where to start in this process would be helpful.</p>
<p>hands on training for myself and my college's department assessment coordinators</p>	<p>Our CLASS meetings for coordinators has been very educational. It would be great if we continued these, even via Zoom. When Campuslabs is ready for our Department Coordinators, it would be great for them to receive training.</p>	<p>For CSBS, our Department coordinators appear to have a good handle on their program assessments. Training on Campuslabs will be most welcomed.</p>
<p>1. not wanting to burden program coordinators/faculty with more given the changes needed for COVID and upcoming preparations for Q2S. 2. unclear lines of communication - I hear one thing in meetings and dean/department chairs/program coordinators hear something different in another meeting. 3. just making sure I have electronic/online access to everything I need 4. not related to 'right now' but just a worry that we might have missed something for the Q2S transition.</p>	<p>Clear lines of communication and expectations.</p>	<p>Timeline of upcoming requirements with deadlines.</p>