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.
Q1. What are your top three needs or pain points in your role as an assessment coordinator for your unit right now?

The library’s assessment committee has decided to postpone our student and faculty/staff satisfaction surveys until next spring. This quarter seems inappropriate given the very unique needs/anticipated complaints, and fell 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.

Q2. 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.

The assessment needs of the CSB 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.

Q3. 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.

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