CLASS Meeting

July 24, 2019

CE-242

Agenda

1. Q2S assessment plan feedback
2. Planning the meeting and professional development for 2019/20
3. Reviewing the charge and membership for CLASS

Introduction Notes:

1. CLASS Drive introduction
2. Arabic Minor was used as an example
   a. Lettering shown as D: Development
   b. Couple of A's in the Minor

Q2S Assessment Notes:

1. Assessment: Evidence of Transformation
2. Blackboard will be used as a last resort for gathering information
   a. Every Professor is different, unless you know them, you have to communicate with them.
3. Cross Reference Q2S Pay Checklist with any missing information
   a. Who got paid for reporting the Q2S plan from each major.
4. CAL Folder was shown
5. CNS Folder was introduced for the introduction
   a. Introduce, Develop, Master
6. Math Major
   a. Curriculum Map includes all the information of the concentration, programs
   b. Amber: Showed it to Laura and was informed that this was not the final plan and will upload the new plan
   c. All X's, no letter: IDM
7. Other majors use IAP, such as Arts
   a. Introduce, Apply, Practice
   b. Depends on the Assessment Questions
      i. Peter: Quarter Assessment, they use to have an idea, but its not converting but transformed.
      ii. Peter: Probably had an idea, but did not move on with it.
   c. When submitting a proposal to the Chancellors Office, it is required to have these letters
   d. Amber: We didn't ask them to link the PLOs and ILOs
      i. Not required for the Assessment Plan and not asked for it now, but for the IEEI table, proposing a new program, it is a must to ask them to do.
8. Some information was not asked for certain majors

a. Still need to provide information for Q2S, such as Math
b. At least 3: Introduce, Develop, Master

9. WASCUC Visits
    a. Final Report will before Fall 2020, meaning Spring 2020
    b. Pre-visit Review: Fall 2020
    c. **Official Visit**: Spring 2021

10. IEEI Table: Great source of information
    a. Most of the information is in the project

11. BA Arts & BA Music, Degree in Business,
    a. Externally Accredited
        i. Do not have to go through the same calibration process

12. Important to note:
    a. Majors: Primary Focus
        i. If the degree has a concentration and has learning outcomes, it should be included with the degree
    b. Minors: Waiting on confirmation to collect information on them.
    c. Certificates: Last type of information and whether or not that information is needed.

BA/ETTP English Calibration Exercise Notes:

1. 2 Rubrics, Curriculum Map, & Assessment Map Plan, & Curriculum were given out.
2. Externally Accredited:
    a. Ana's college is externally accredited and does not have to do it.
    b. (To Amber) If they have an assessment plan with Learning Outcomes, Continuous improvement, and Key Assessment/Outcomes, we do not do it for them
    c. Focus on those that are not externally accredited.
    d. 35 Minute Break to look over the documents
    e. Challenge to Assessment: The course demonstrated the learning outcomes and cross referenced with the major.
    f. **Program Learning Outcomes**: (2,2,1,1,3)
        i. Amber (3): Knew the ILOs and can probably aligning most with it and the Learning Outcomes it was concise and detailed.
        ii. Peter (1): felt he had to do the work to find the ILOs.
        iii. Marita (1): Felt she had to look for it. If they included a sentence saying "The PLOs were designed with the ILOs in mind"
        iv. Ana (2): The definition of their PLOs, it seems they consider the institution learning. Some of them have an agreement with each other, but they need to demonstrate it, putting a table or draw some lines and reference it.
        v. Sylva (2): Did not align with anything. Familiar with the ILOs and can only 1 or 2 of them being aligning. Should have given them a 1.
    g. **Relating to the Academic Disciple of the Program** (3,3,3,3,2)

     i. Ana (3): Related to the English Literature. The faculty made this and you cannot argue with someone who is an expert in that field.

     ii. Peter (2): Need to go the dictionary to look up what textural means. The diversity, theory did not say much as to why English. Technical vocabulary.

     iii. Sylva (3): Related to something that they prioritize in English but can no longer find it. The rationales are not that far off. The program is fine with keeping that because when they do assessment, it may inform some aspect of this they can refine later. Make a note or something to inform the reader the vocabulary that are rarely used. Explain the field.

     iv. Amber (3):

     v. Marita (3): Reminder Question: For exemplary. There is no further the program has to do. The message is going to be the same.

h. **Observable and Measurable Phenomenon** (2,2,1,1,1)

     i. Peter (2): Some can be observed. For observable does it mean measurement. In the Assessment Process, they do talk about rubrics. They some scale. WI is part of the GE

     ii. Ana (1): **"**Student will examine. It's not learning, it's an action. You are trying to achieve learning. My concern is that, not because it is observable. Its not a goal to achieve, more like actions rather than the target of learning. Assessment Learning outcomes is to examine, observe the action but what the student wants to achieve is not clear.

     iii. Sylva (2): What does it look like. The next one, intertextuality, Student will demonstrate thinking by analyzing how text…" Its more specific. They had something I can observe. Put the first part of the PLOs is not something observable, but there were elements in the second part. They can measure it and try. They may find out later what does it look like. Hopefully you can measure something you can observe in any shape or form. They do have to measure it. You can indirectly measure something. A performance is needed. Some have it, some do not. WI (Writing Intensive) is one aspect of the GE. Satisfies the GE requirement in that designation

     iv. Marita (1): The "will understand" is a general term mentioned in every sentence. Generality was my reason. These to me read like what you see in the course description in the bulletin. What the student will read to attract them to the course. Performance aspect of demonstrating how you preform the outcome.

i. **Most if not all outcomes focus on the knowledge and skills graduates should possess, rather than the resources need to achieve those outcomes (3,3,3,3,3)**

     i. Sylva (3): Some aspect of the performance. They focused on the Student Learning Aspect of it, even though it wasn't easily understood from the performance aspect.

      ii. Marita (3): It talked about what students will or will not do. Didn't say anything about the faculty, equipment, labs. It focused on the students.

     iii. Peter (3):

     iv. Amber (3): It's clear, but you have to dig through it to find it. Understand shouldn't really be used. Another term.

      v. Ana (3): It described a lot of activities. Its not really targeting. Instructional Design for online classes, they give you verbs to differentiate.

j. **Identifying Single Output**

      i. Ana (2): They have a reflective essay and portfolio. Wasn't clear on what they were assessing. For each learning, we have an objective.

      ii. Sylva (2): They had multiple things in terms of output for almost every PLO where you can identify an output because you couldn't identify an output for every PLO. Some of the things about understanding, like what is the output. Any good learning outcome it's clear to the learner what they are going to do, what they are going to perform to demonstrate the competency relative to the outcome. Meaningful collaborations in dialogue with peers, analyze and produce types of texts that examine. There are 2 things just in the diversity in the PLO relative to the students. What is that they are assessing. They can have SLO, which is specific to each aspect. PLO should indicate to students that represents multiple perspectives. What is the outcome, performance, evidence of students performing? Something that graduates are going to demonstrate base on their cumulative learning or developmental learning. Will be hard to measure these 2 things. Help the programs focus on the assessment. Assessment should be the culmination of all that learning.

     iii. Marita: They had well engaged: output. Didn't necessarily see. Thought they had multiple outcomes. Not just one outcome like diversity. That helps regarding in showing me diversity

     iv. Peter: One outcome, multiple ways to achieve it. Each item should have a PLO for each one.

      v. Amber: These are domains, such as social, access to different

k. **All of the PLOs appear in the curriculum map, and most if not, all PLOs are clearly and consistently aligned with particular courses, activities, or milestones**

      i. Ana:

      ii. Sylva: Once you scroll through the entire curriculum map, the course descriptions and PLOs should show internships, service learning. They should have aligned that the most. They give course that you cannot categorize and give credit. Experiences should be addressed, such as Diversity. They should get something specific out of it to make that experience meaningful to them, such as credit instead of an easy to pick up units to fill in some gap that you have somewhere. Maybe the units are

getting something for free. They are probably getting something out of it. They should get some type of experience that related to these outcomes. These same types of PLOs still address to the courses to students that aren't taking internships. Al the PLOs align with course work and activities. They are addressed more than once.

      iii. Marita (2): Don't know the program. Some of these courses, they are hitting 6 or 7 of the PLOs. It is kind of unrealistic.

      iv. Peter: There are some or a lot of courses that you don't really have to take. Why are they offering these courses? Probably doing something for the student's futures, such as getting a job. They should give the option of going to a work fair. Its required for a lot of the colleges. Give the students some credit. If you send your students to peer advising, they should get some credit.

      v. Amber:

l. **Some of the following components are in the curriculum map, but others are missing or not clearly or consistently identified: recommended or required courses; other recommended/required experiences (e.g., internships; symposia; advising sessions; licensure exams) (Mostly 1s)**

      i. Ana: Wants to gradually specialize the degrees and the reason why there is graduate degree are gradually going.

      ii. Sylva: Did not identify the recommended courses, electives. Did identify the experiences on the left. No matter what path you take, are they getting all the PLOs? Depends on the organization. The math did a sperate one, different tabs. Its tricky when programs have a completely different set of PLOs for concentrations to a degree. They also need to asses that. What is the value of the degree, according to WASCUC. What are the additional outcomes of the degrees. Hard to give assessment in order to give students adequate opportunities before they are assessed on the outcomes.

      iii. Peter: If a BA has a several concentrations, should they be in a single document? Some of the courses are required and electives as well. It can get confusing. Assure that all students are learning prior to the capstones

      iv. Marita:

      v. Amber:

m. **Multiple courses, activities category (A couple of 2's and 1's)**

      i. Amber: Noticed some

      ii. Sylva: Looked like they have some courses that look like the core courses. These are going to be semester course and could do more. Introductory (I), developmental (D), and mastery (M) couldn't be found

      iii. Peter:

      iv. Marita

      v. Ana:

n. **Introductory (I), Developmental (D), and Mastery (M)**

      i. Sylva: Couldn't be found. The last element could not be read

o. **Key assessment strategies (e.g., surveys; exit interviews; portfolio/assignment reviews) are clearly identified, and they are directly and consistently aligned to particular PLOs (Mostly 2's and 3's)**
    i. Sylva: Weren't intentional with aligning with the assessment plan and the PLO's. All 8 are unique.
    ii. Ana: Align to the assessment plan. Just using 2strategies to cover the entire plan.
    iii. Peter: They stated many thins
    iv. Marita: They stated that these plans and will be aligning it with the PLO. They did state that the portfolio is handling all 8 PLOs.
    v. Amber:

p. **Assessing Outcome in Multiple Measures (Mostly 1's)**
    i. Amber:
    ii. Sylva: Didn't describe the essay. Was not clear. What are they assessing.
    iii. Ana:
    iv. Peter:
    v. Marita: Not assessing.

q. **Relying on Direct & Indirect Measures**
    i. Sylva: How many outcomes were being measured.
    ii. Ana: Not indirect.
    iii. Peter:
    iv. Marita:
    v. Amber:

r. **Assessment Strategies that are identified is being given as useful information for improvement**
    i. Marita: There is a lot of placement, consulting people.
    ii. Ana: Ask specific questions.
    iii. Sylva: They do say that that they have information. Unclear about the reflected essay.
    iv. Peter: Claim to have the information.
    v. Amber:

s. **Time Plan: Reviewing and Analyzing the Data**
    i. Amber:
    ii. Sylva: There was a plan.
    iii. Peter:
    iv. Marita
    v. Ana:

t. **How action will be taken and the results**
    i. Peter:
    ii. Marita: What is the prompt of the essay. What are they going to get out of this.

      iii. Sylva: Was not clear and convincing. Stated that they were going to find difficulty. Usually its about redefine the process. Didn't quite address the process.
      iv. Ana: Didn't show the specific assessment tool.
      v. Amber: Was not a meaningful element.

u. **How Assessment Outcomes Review Cycle (Mostly 1's)**
      i. Peter: 7 years unless it is externally accredited. The PLO's are a yearly thing? Said they will assess. Around 2 years. When are they going to start, when are they going to collect the essays.
      ii. Amber: Instead of every semester for PLO they should have a exit survey which can still direct their measure.
      iii. Marita: If you are collecting data on PLO, with their 1-2 measures. They identify the 4-year cycle.
      iv. Sylva: non-Externally Accredited Programs have a cycle of 5- 7 years. Externals have different cycles. This is nonexternal so 5 years. Didn't see the cycle when they are assessing and measure the PLO's. 4 years is the cycle. Was not clear. Description of measurement was in the low rating. Can change when given information
      v. Ana: Our program is 5 years, but some are 7 years. Just say every semester

v. **Executing the Process (1's)**
      i. Marita:
      ii. Peter:
      iii. Sylva: Depended on how well they did on the process
      iv. Amber:
      v. Ana:

<div align="center">Notes:</div>

1. Everyone will be handling their own college and plans
2. These are the key elements agreed upon
3. Assessment Semester Plan Folder
4. ILOs are in CSUSB Administrative Website
5. To identify which ILOs are being collected
6. Which parts will be given priority.
7. Directors should be trained
8. Only look at those that exist
9. Proposal will be talked in the next CLASS Meeting
10. Institutional Learning Outcomes usually goes with ATI: Technology
11. SLOs:
    a. Program Level
    b. Syllabus
    c. Course Learning Outcomes is somewhat different
12. GE all aligned with Institutional Learning Outcomes
    a. Students should be able to experience this

b. All students have to complete their GE's regardless of which college they complete it in.
c. This includes the administrative units.
d. GE's Assessment is completely on their own.
e. GE Assessment incorporates a lot of learning pathways.
f. GE mirrors the Institutional Learning outcomes.
13. How do you measure creativity?
14. Are students having opportunities engaging on campus?
15. Are there any implications from the data you collected?
a. Teacher experience
16. Apply Learning, Probe Learning are just some of the key measures.
17. Programs should be trained.
18. Assessment Office will follow up on data collecting from other coordinators
19. How to prioritize which parts of the majors is needed.