

CLASS Meeting

August 26, 2019

CE-242

Agenda

- A. Review feedback from WSCUC from the midcycle review
- B. Status on Assessment Plan feedback rubric completion
 - What is your timeline for completion?
 - What do you need?
 - Anything you have discovered along the way that we should discuss?
- C. Plans for prioritizing feedback to programs
 - What is your timeline?
 - How can we assist?
- D. Communication of feedback to programs
 - Rubric
 - Letter to Dean, Chair, program leader(s)
- E. Roles for the college assessment coordinator in 2019-20
- F. Identify standing meeting day and time for 2019-20 meetings and topics for continuing professional development in assessment and continuous improvement

Notes

- Link for Program Learning Outcomes: <https://www.csusb.edu/academic-programs/assessment/assessment-tools-and-resources>
- Peter and Thomas will get together to work on CAL Folder. John wants to get involved.
- Clare: Interim Report and Mid Cycle Report. Show all program learning outcomes, what is the plan to gather data, assessment, and how is it linked to Institution Level. Same for GE. WSCUC had a concern for Learning Outcomes back in 2014, but now everything is being reconfirmed.
- Judith Sylva: Learning Outcomes helped build the documents. Program Learning outcomes for almost every single degree program. For those that were missing, the information was from the semester plan. The information will be found in these folders.
- WSCUC
 - Compliance Perspective – Syllabi should have learning outcomes
 - Senate passed a policy and in it had Course Learning Outcomes
 - Recognition from Mid-Cycle Review
 - The syllabi are worded on depending on the department
 - Faculty would like to have support from this when it comes to making new ones
 - TRC and Jo Anna Gilbert can help out
 - Faculty Senate chair is Beth, not Karen
 - Peter asked about the syllabus changes & Dr. Weber has checked
 - 8.20.9, approved by Faculty on 2.19 and approved by the President on 3.30

- John asked if it gives information on learning outcomes, by Dr. Weber says it just says Learning Outcomes and feedback is needed. Course Goals, Outcomes, and Learning Outcomes
 - Training will be available and CLASS will provide professional development.
 - Collaboration with TRC, CLASS, and Faculty Senate.
- Assessment Plan Feedback
 - CNS - Almost finished
 - CAL – Almost finished
 - Thomas: Need to meet with the missing 2 chairs, then they go on a retreat
- **Send digital documents either through Assessment email or college email or come from the class group (new email)**
 - Talk more about which email should be used to send out electronic documents
 - Feedback coming from faculty
 - Can add them as users if needed
- Sylva: all programs have to implement the Learning Outcomes
 - Weber: some programs are more detailed and different than others
 - Sylva: One of the programs had one single measure of the outcomes
- Original Request: Q2S Post Curriculum Work
- Thomas: A lot of students come to CSUSB during their junior year. Cannot measure their freshman and sophomore year work.
 - Example: Portfolios from Theater Arts
 - Sometimes the portfolio does not assess, more of a living resume
 - Portfolio Assessment, sometimes is not aligned with the outcomes since it's the same portfolio being used.
 - Don't want to alienate assessment from teaching
- Thomas: Is there any way we can use the outcomes or format for the programs so the Program Learning Outcomes can align with it?
 - Program Learning should align with one or more of the Institutional Learning Outcomes
 - How to measure Institutional Learning Outcomes
- John/Thomas: How do you incorporate Ge Ed to PLOs?
 - Thought it was used by the Institutional Learning Outcomes
 - It's assessed as GE Learning Outcomes, separate component
- Google Drive: IEEI Table is found through Academic Programs = Assessment = Curriculum
 - Sylva showed Thomas how to use the IEEI Table
- Rubric Feedback
 - Peter: French
 - TC had to go back to Blackboard and find the submitters
 - Set up by people, not the program
 - Peter: Who gets the feedback?
 - Chairs, Faculty
 - Depends on the college
- Thomas: Each department has an Assessment Coordinator s the chairs is not the fall back, not the primary but a supporting mechanism, unless they have no coordinator

- Good to have a record of how each department works and their programs
- Would like to have more committees in order to ensure more work being done and data being collected
- TC: Should be providing feedback – CAL
 - Peter has not hear anything back yet on the Program Feedback
 - He may or may not have the list of programs he worked on
 - Keep the deans in the loop as well as the department and coordinators
 - Good to have coordination of the department and who handles the data
 - **TC may or may not have a list of the programs that was collected. Got feedback from the rubric, but not who submitted the data.**
 - Suggest to go through the department chair since they know more and can support it.
 - Amber informs everyone the department of CNS has assessment coordinators
 - Depends on who is the assessment coordinator that is needed to work with
 - 2/3 programs are externally accredited
- Letter as an attachment for the rubric
 - Brings deans and chairs in the loop
 - Rubric will be documented
 - Letter usually says this is the feedback for the program
 - Letter is advisory, something the department/program needs to work on
 - Sylva wants the letter to say: here is the feedback, we want to help
 - Can help provide feedback, no consequence
 - Important to have data for the review process, no threats or anything, not shutting down the program, but needs to follow the outcomes or else the program will be irrelevant
 - Use the letter to represent CLASS
 - Have a paragraph explaining the use of the rubric and what is not going to be: shutting down the program
 - *Dr. Sylva will send out the letter so everyone can see it and give feedback and what should be included or any details to change. Intended to be a cover page*
- Thomas: Is it a bad idea to share feedback and send it to all the chairs so they can see which programs are doing well. Is it a bad idea?
 - We know the number they got, they won't
 - Depending on the climate
 - Why is it being shared?
 - How the information will be presented: email, shared drive, text, or in person?
- Amber: Math has 3 concentrations
 - 2 have the same outcomes for each concentration
 - Not elevating it
 - The chair: "How can I assess the students learning? How can I distinguish it?"
 - The program is the same, the concentrations should be different
 - Dr Sylva and Amber will meet with the chair and dean.
 - 2 different concentrations, but have electives overlapping one another. The degree is fine, but the overlapping of electives seems difficult to understand and why it is happening.
 - What are the outcomes? How are the students learning from it?

- These discussions should have been done during the program review and curriculum committee
- Role in Assessment Coordinator
 - Supporting the college, units
 - How it works intuitively?
 - Integrating tech in Assessment
 - To help simplify large workloads to help continue the continuous improvement
 - What tools can help the continuous improvement and how to improve it
 - Tools for course level, outcome level.
 - Piloted at Professional level: students using their phones for feedback
 - Survey, but not for research, but for response
 - Need the system so the data will be collected and connecting
 - GE is trying to figure out their rubrics and how to distribute it to get feedback.
 - Tools for reporting and connected to one place for their data and support
 - Assessment: Campus Labs
 - Not rolled out campus wide
 - Just being used in small groups for projects
 - Learn the tech, look at the programs, and use the tools to help the programs
- Future CLASS Meetings
 - Does Thursday in the afternoon work? Noon to 2
 - 2 or 3 meetings a quarter?
 - At least once a month?
 - At least one meeting for professional development, one for college coordinators
- Will give links of the Assessment Program Website and where to find all the outcomes
- Outlook Invites will be sent to everyone for future CLASS Meetings
- CTC
- Elevation Proposal for BFA Design and BS Design, almost similar
 - Department got feedback to make the degrees different
 - Syllabi Issue
 - Subject Matter Authorization under the syllabus
- John: Needs to find information first of the program, then send the information to us so the information can be correctly formatted.
 - Side by side Comparison: Old Program vs New Program, the source of the information
 - Will contact the Assessment Office for the format and what type of information is needed
 - Liberal Studies(?): Needs more information, still working on it.
 - Dr. Sylva will send the checklist and email from the Chancellor of the feedback of Liberal and Design Program
- Sylva will email him the BFA Design and BS Design documents
- How to help students give pathway in terms of career, major, program, etc.