

CLASS Meeting Minutes

Monday June 4, 2018

1:30-3pm; PL-4005

Participants:

Judy Sylva, Academic Programs; Clare Weber, Deputy Provost & AVP Academic Programs; Kim Costino, Q2S Director; Janelle Gilbert, GE Director; Jo Anna Grant, TRC Director; Muriel Lopez-Wagner IR Director; Marita Mahoney, COE; David Marshall, UGS, Honors Program Director; Michael Nguyen Student Affairs; Amber Olney, CNS; Barbara Quarton, Library

I. Information Items

- A. Introductions and update on WASC accreditation – Clare Weber
 - Spring 2019 WASC mid-cycle report is due including:
 - Program learning outcomes – IEEI
 - General campus data
 - University-wide WASC committee will meet in Fall 2018
 - Timeline for assessment activities by units will be developed this summer
- B. Update on GE assessment – Janelle Gilbert
 - Rubrics have been developed for the 12 GELOs; three GELOs will be assessed per class
 - Current effort to align quarter system GE courses with GELOs
 - Develop curriculum map for quarter system GE to determine where assessment will be done now
 - Data collection scheduled for Winter 2019
 - Professional development for assessment in GE courses planned in Fall 2018 – discussed possibility of faculty using Q2S advanced pedagogy stipend to support this PD
 - Discussed possibility of assessment scholars for secondary analysis of data collected on GELOs in Winter 2019
- C. Update on Student Affairs assessment – Michael Nguyen
 - Getting to know the lay of the land in Student Affairs by collecting the following information from each of the offices/units/departments in SA:
 - Program design – vision/mission/goals
 - Alignment with ILOs
 - Action Plan
- D. Update on Undergraduate Studies assessment – David Marshall
 - Judy S. reported that an advisement assessment committee has been established to identify goals and objectives to assess student advisement initiatives in UGS as she has been included in e-mails on this work
- E. Update from TRC; Support for managing assessment – Jo Anna Grant
 - Jo Anna discussed the practice of [Assessment Lab](#) to engage undergraduate students in assessment practices at the program level

- Jo Anna G. suggested being invited to meetings of the college assessment committees to share more information on the practice and to garner interest in piloting the practice in a class
 - David M. will investigate the possibility of developing a UGST course for assessment in support of this proposal where a specific existing course is not available
- F. Update on Q2S – Kim Costino
- \$1500.00 advanced pedagogy stipend available for faculty to engage in PD related to assessment; additional PD funds may become available through TRC

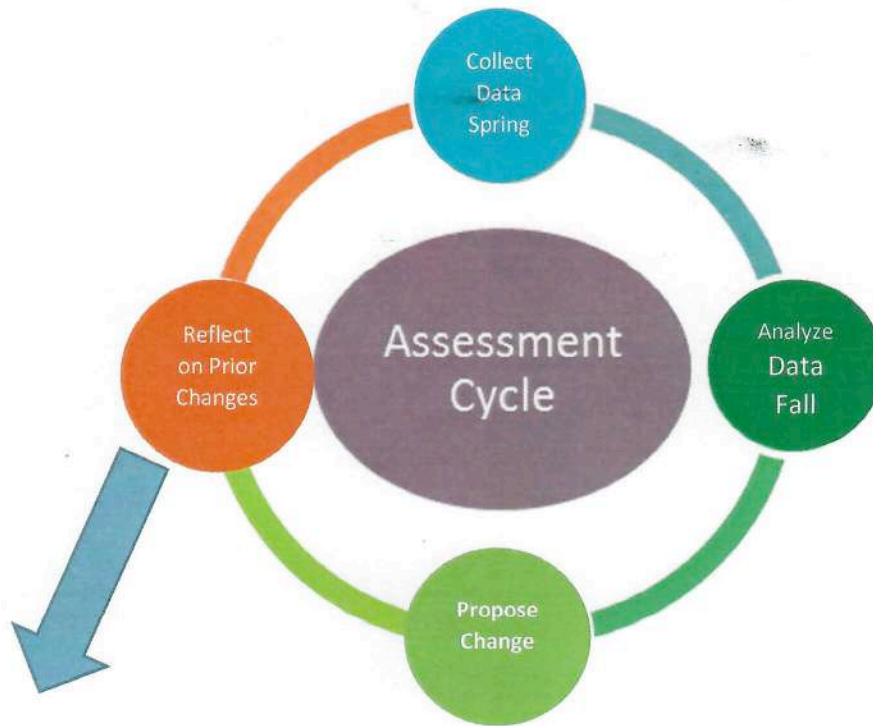
II. Discussion Items

- A. Charge of this committee – mission statement
- Tabled for next meeting – please review attached charges for CLASS and College Assessment Coordinators
- B. Roll out of Campus Labs – Clare Weber
- RFP process will be expedited, but the campus is expected to go with Campus Labs for a comprehensive platform to support assessment and continuous improvement
 - Judy S. will ask about beta testing
 - Judy S. will distribute information on the Campus Labs products being considered to the committee
- C. Q2S Assessment Plan Review – Janelle Gilbert
- The Track 1Q2S assessment plans have all been submitted; the Track 2 will be available soon
 - Janelle G. has a [draft rubric](#) to evaluate the assessment plans for feedback and review by this committee
 - Judy S. will set up a Google Team Drive for the committee to distribute the rubric for feedback and then for the assessment plans that will need to be evaluated – look for the e-mail invitation for the Team Drive
- D. Annual reports
- Annual reports were not requested from programs this year by this committee; however, annual reports should be reviewed at the department and/or college level for continuity and so that information is available if requested
 - Clare Weber is going to get in touch with WASC to see if WASC requires an annual report to be due.
- E. Inventory of Institutional Research administered assessments – Muriel Lopez-Wagner
- Muriel provided the [inventory of assessments](#) administered by Institutional Research as aligned with ILOs and other indicators of quality and/or effectiveness
 - Please review with departments in your unit and provide feedback at our Fall meeting

III. Action Items

- A. Identify standing meeting day and time for 2018-19 meetings
- A discussion of format for meetings moving forward to include at least one meeting per term focused on sharing effective assessment and continuous improvement practices. Judy S. shared that in education this is called a Professional Learning Community (PLC). Here are some links to get a sense of how this is done in K-12 school settings to consider how this might be applied to our team:
 - http://www.educationworld.com/a_admin/best-practices-for-professional-learning-communities.shtml
 - <https://www.edglossary.org/professional-learning-community/>
 - <https://files.eric.ed.gov/fulltext/EJ1073127.pdf>
 - We need to affirm our charge and determine our purpose as a team before we can determine the frequency and format of our meetings, but Judy S. proposed a standing monthly meeting to facilitate scheduling
 - Action on this item will be taken via e-mail after faculty members of the committee have an opportunity to review their availability vis-a-vis their teaching schedules in the coming academic year

The Assessment Lab*



Program Review (every 7 years)

Recruit students each term

- **No GPA requirement: “Who wants to do research?”**
- **Announce to program heads that students will be trained (IRB, etc.) (dept chairs mentored students)**
- **Negotiate credits for students**
- **Train on SLOs/Excel/t-tests**

Pair students with program (ideally their own)

- **Get an agreement that students can present at the student research conference (Meeting of the Minds)**
- **Put experience on resume/CV**
- **Do a reflection**

Began with ~15 undergraduate GE students

- **Got graduate students to help with the lab (for credit)**
- **Made it into a class – got instructor to teach (course out of Academic Affairs)**

Practice can be scalable, and applied to other programs besides GE.

*Carrier, L. M. (2018). *Swivel your HIPs in a SLOA Dance: The Assessment Lab as a Multifunctional HIP*. Presented at the High Impact Practices in the States conference, Dominguez Hills, CA.

Assessment Plan Feedback

Program:

Year:

	Exemplary	Acceptable	Emerging
Program Learning Outcomes	<ul style="list-style-type: none"> •Observable and measurable. •Encompass a discipline-specific body of knowledge •Reasonable number of outcomes identified (enough outcomes to Adequately encompass the mission while still being manageable to evaluate and assess. •Uses action verbs appropriate to what a student is expected to know or do. •Describes the level of mastery expected •Align with college and university goals and with professional organizations, where applicable. •Clear and concise 	<ul style="list-style-type: none"> •Observable and measurable. •Encompass the mission of the program and/or the central principles of the discipline. •Aligned with program, college, and university mission. •Appropriate, but language may be vague or need revision. 	<ul style="list-style-type: none"> •Describe a process, rather than an outcome (i.e. language focuses on what the program does, rather than what the student learns). •Unclear how an evaluator could determine whether the outcome has been met. •Incomplete – not addressing the breadth of knowledge, skills, or services associated with the program. •Outcomes identified don't seem important/aligned with the program mission. •Fails to note appropriate associations (to goals, standards, institutional priorities, etc.).
Curriculum Map	<ul style="list-style-type: none"> •List all PLOs and demonstrates alignment with courses and activities in the program •<u>All</u> information is provided in a clear format. •It is <u>easy</u> to determine how many opportunities learners have to be introduced to, develop, and master their knowledge or skill with respect to each program learning outcome. •Each program learning outcome is addressed in multiple courses, activities, or milestones. 	<ul style="list-style-type: none"> •<u>All</u> information is provided, but the format or content <u>may not be clear</u>. •It takes some <u>effort</u> to determine how many opportunities learners have to be introduced to, develop, and master their knowledge or skill with respect to each program learning outcome. 	<ul style="list-style-type: none"> •Only a <u>subset</u> of courses, activities, or milestones is provided. •The <u>relative attention</u> given to each outcome in each course, activity, or milestone <u>is not identified</u>.
Description of Measurement	<ul style="list-style-type: none"> • Multiple measures for some or all outcomes. • Direct and indirect measures used; emphasis on direct. • Instruments reflect good research methodology. • Feasible - existing practices used where possible; at least some measures apply to multiple outcomes. • Purposeful - clear how results could be used for program improvement. • Described with sufficient detail (documents attached in Document Repository, where appropriate). 	<ul style="list-style-type: none"> • At least 1 measure or measurement approach per outcome. • Direct and indirect measures are utilized. • Described with sufficient detail. • Implementation may still need further planning. 	<ul style="list-style-type: none"> • Not all outcomes have associated measures. • Few or no direct measures used. • Methodology is questionable. • Instruments are vaguely described; may not be developed yet. • Course grades used as an assessment method. • Do not seem to capture the "end of experience" effect of the curriculum/program.
Time Plan	<ul style="list-style-type: none"> •Clearly describes a reasonable plan to assess all PLOs on a revolving plan •Incorporates plan to review and interpret results •Includes plan to take action based on assessment results 	<ul style="list-style-type: none"> •Describes a reasonable plan to assess all PLOs on a revolving plan 	<ul style="list-style-type: none"> • Not all outcomes are addressed in the plan • Difficult to determine the rotation of PLOs over time.

Institutional Learning Outcomes	HERI CIRP	CLA	HERI DLE	Campus Quality Survey <i>no longer being used</i>	NSSE	Diverse Learning Environ	Skills <i>no longer use</i>	Current Student Survey	Graduating Survey	Alumni Survey
1 Breadth of Knowledge. Students identify, explain, and								indirect (all)		
2 Depth of Knowledge. Students demonstrate a depth of										
3 Critical Literacies. Students analyze the ways artistic,		direct (Fr, Se)					direct (Fr, Se)			
4 Ways of reasoning and inquiry. Students engage in		direct (Fr, Se)								
5 Creativity and Innovation. Students develop and use										
6 Integrative Learning. Students connect disciplines and										
7 Engagement in the Campus, Local and Global			indirect (So, Ju)	indirect (all)	indirect (Fr, Se)	indirect (So, Ju)				
8 Diversity and Inclusion. Students understand how			indirect (So, Ju)	indirect (all)	indirect (Fr, Se)	indirect (So, Ju)		indirect (all)		
Quality of Academic Programs and Departments								indirect (all)	indirect (Se, Gr)	indirect (all)
Quality of Non-Academic Programs and Departments	indirect (Fr)		indirect (So, Ju)	indirect (all)				indirect (all)	indirect (Se, Gr)	indirect (all)
Retention	indirect (Fr)		indirect (So, Ju)	indirect (all)	indirect (Fr, Se)					
Graduation, Time to Degree	indirect (Fr)		indirect (So, Ju)	indirect (all)	indirect (Fr, Se)					
Career									indirect (all)	indirect (all)
Grad School									indirect (all)	indirect (all)

request data on these IR

modules

2001 meet for proj. review who is using?

IR dashboard