SLO Core Team Meeting Minutes

Veronica Avila, ~~Karen Chow~~, Mae Lee, Mallory Newell, Mary Pape, Dawn Lee Tu

Tuesday, November 12, AT 203C, 1:30 – 2:20 pm

TOPIC	Purpose	LEADER	Notes
October Minutes	D/A	Mary	October SLO Core Team Minutes were approved. Mary will post them to SLO website.
Assessment of the Process	I/D/A	All	Report to Academic Senate is set for November 18, 3:00 – 3:20 pm. SLO Process Your Way Timing is right to redesign the process. We will soon move to new data collection repository – alias software. At installation we will mold software to best meet our needs. Presentation should bring out idea of disaggregation of data. Outcome: Faculty will state ideas for new approach to assessment of outcomes including preferences on capturing and storing assessments. Goals: Involve and include Break down barriers to assessment >>> **Slides 1 & 2** 2 Minutes Mary. Intro slide and "Fresh start" mentioning the new software. **Slides 3 & 4** 3 Minutes Setting the groundwork for what is an assessment. **Slides 5 & 6** 8 Minutes Dawn and Mae. 10 minutes Pair breakout discussing

			1. Consider how you do your assessments or how you would like to do your assessments. Share this process with your neighbor. 2. What would be an easy way for you to document and share the results of your assessments? **Report Out & Collect papers 7 Minutes**
LOAC Award	I/D	All	Yvette Campbell (MPS)
Program Review Update	I/D/A	Mallory and Mary	SLO Questions drafted: Assessment Cycle *Refer to document with title "XXXX Summary of Assessments as of Fall 2019" and document with title "XXXX All Assessments completed as of Fall 2019" which may be found in the middle of page https://www.deanza.edu/slo/ under "Student Learning Outcomes and Assessments Summaries by Division:"* IV.A SLOAC Summary: Describe an accomplishment that was the result SLO assessment and enhancement. IV.B. Assessment: List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed this year.
Equity, IPBT, SSPBT, Curriculum, Academic Senate	I/D	All	SSPBT – Veronica reported that SSBPT is considering changing due date for SSLO Program Review to February 3, 2020 to align with instructional due date.

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Tuesday, November 26, AT 203C, 1:30 – 2:20 pm

TOPIC	Purpose	LEADER	Notes
Assessment of the Process	I/D/A	All	The Academic Senate presentation with feedback from pair sharing of November 18, 2019 does address Quality Focus Essay (QFE): "What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment. Feedback Collected In the discussion of the feedback two conclusions resulted: 1. Keep with the "every course must be assessed at least once in every five years" This is in keeping with the normal revision cycle for Curriculum. 2. Encourage a more robust department wide assessment each year involving assessment of one high enrollment course with in the department or, perhaps, a sequence of classes. This would take on the feel of focus group of faculty and/or students. **1.Pair Share:** *Consider how you do your assessments or how you would like to do your assessments. Share this process with your neighbor. If did* Student perspective: Add context for your assignments, assessments, criteria, and class structure. What are instructor's goals, perspectives, and intentions. Level with the students. For example, thie is the standard in X career field or I know it is hard to do X but this is still important for X.

Student perspective: Share with students creation of standards. Modify curving based on where we are at.
Student perspective: Ask the students what they learned. Basse assessment on teaching others. (knowledge attainment is proven in application and passing it on).
Student perspective: Grade on improvement when project is customizable.
Student perspective: Create courses that are project-based and connect to De Anza.

2. Discuss and write down for us, *please:*
What would be an easy way for you to document and share the results of your assessments?
Responses below in brief:

- √√√Ability to upload graphs, pie charts, posters, pictures. Multi-media uploads should be made possible.
- √√ Create easy upload
- √√Share assessment at Dept. meetings, in program review and/or at a conference
- √√Put SLO information on a Canvas classroom for colleagues to peruse
- Create space to write qualitative comments
- Enable a way to upload examples of "strong", "average", and "not passing" work (with personal student identification removed). *Currently this is possible in TracDat but it is clumsy and hidden from the assessment summary.*
- Ask instructor to reflect on what success in student learning looks like and what were/are the factors in students not succeeding.
- Improve TracDat

			• Make it easy for others to see your work • Make the SLO process exciting • Incorporate GE and transfer courses on Dept. website • Encourage faculty to make SLOs an intellectual pursuit • Don't change a thing • Create a checklist • Write a few sentences that include the following: stated SLO, assessment and future • plans • Have Mallory input data • Create quarterly assessments • Develop a drop and drag interface
Program Review Update	I/D	Mallory and Mary	Mary will assist with 2019-20 Program Review concurrently with Department Chair meetings on December 6 (11:00 am – 12:30 pm & 1:00 pm – 2:30 pm)
Guided Pathways	I/D	Mallory	Each Meta Majors created for Guided Pathways could be focused on an over-arching outcome such as one or more core competency (Institutional Learning Outcome). Mallory shared the following articles that refer to outcomes. https://rpgroup.org/Portals/0/Documents/Projects/StudentSupportReDefined/Resources/Intersection_between_Success_Factors_and_Guided_Pathways.pdf https://rpgroup.org/Portals/0/Documents/Projects/StudentSupportReDefined/Resources/StudentSupportRedefined-ActionGuide-Fall2013_Revised.pdf
Aspen Grant SLO Questions	I	Mallory	Following are questions from Aspen Grant application and the answers provide by Mary: Are the most significant needs for improvement at the course/program levels or college-wide? Most significant needs for improvement are at the course level.

| | | | Furthermore, the beginning followed by the intermediate level courses are where students need most support.

How does the college assess whether curriculum and learning outcomes are aligned to transfer/workforce requirements?
1) For CTE programs, as part of Program Review each program area is asked about the changes brought on by external changes such as suggestions from our Advisory Board. So it through our Advisory Board that we get noticed on needed changes. Courses are added or existing ones updated and these updates will have current course level outcomes. Sometimes the certificate/degrees containing these courses are updated. When they are, then the outcomes on these certificates/degrees are updated.
2) The articulation officer notifies departments when courses within their program need to be updated. When these courses are updated the outcomes are also updated. |
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