



Student Learning Outcomes Committee
Meeting Notes
Thursday, October 10, 2013
Room 1317

Present: Cathy Anderson, Bob Bittner, Luke Hillyard, Carolyn Singh, Casey Shurig
Guest: Marc Beam, Meridith Randall

Meeting called to order at 3:00 pm.

Minutes of Last Meetings: Approval of minutes was postponed to the next meeting.

Public Comments: None

Reports: None

Discussion/Action Items:

a) ISLOs--discussion of possible direct and indirect measures for ISLOs. Community College Survey of Student Engagement (CCSSE) is an indirect assessment, a survey in which students self report what they've learned. The cost is a minimum of \$7,200 per year. Colleges who use CCSSE do it about every two years to compare results. Alignment to ISLOs can be a little bit ambiguous, but this would show that we have some assessments of ISLOs. The only real benefit is that it allows us to comply with the ACCJC requirement that we have ISLO assessments. Many colleges prefer to go their own way by creating their own version, thus saving money. CCSSE was in Research's Annual Area Plan last year but it was denied. San Francisco City College asked if we want to go into a consortium with them to save money for this. The minimum number of participants would be 500, and CCSSE would choose the sections for it. We'd want to get large sections of major courses and a nice sampling of everything we offer.

Collegiate Learning Assessment (CLA) is a direct assessment, an actual skills based assessment. It is a test and becomes a direct measure of learning. It could be used as an entrance or pretest for incoming students and again at graduation time. It is time consuming but is a workable tool. It also would use a minimum of 500 students, and the cost begins at \$17,500. CLA could be done in class or at the Assessment Center. Student incentives were also discussed.

Course level SLOs can roll up to support ISLOs. Assessment of SLOs is a direct assessment. Most colleges are doing indirect assessments of ISLOs. It would be nice to know if a typical student improved in a certain area while at Shasta College. It is an institutional choice. ACCJC simply requires evidence. In TracDat if we link a course level SLO to an ISLO then it becomes public. Summary results will be shown.

A third option is to develop our own assessment or survey, but timing could pose a problem.

Meridith asked about having rubrics for each ISLO like we do with Gen Ed. Casey Shurig asked why we don't have Research initiate the questions. It was asked if we have to make the effort to assess ISLOs this year, and Meridith replied that she thinks we have to.

It was suggested that the Great Debate would be an opportunity to collect a sample utilizing a questionnaire designed around communication or critical thinking. It was also suggested that we could use a Community Engagement group for a sample.

Bob suggested we could pick a group of classes, do a random sample and spread it out among the different departments to get a campus-wide snapshot of information competency and global awareness. Marc suggested the self-efficacy assessment could be expanded upon.

Cathy said we need to be able to assess all the ISLOs right away, and Marc said that much of this depends upon on the ability of faculty to fit it in. Cathy asked if everyone likes the idea of writing some sort of questionnaire for each of the 7 ISLOs and then randomly give it to different sections. We need to be careful that there is a difference between something being connected to an ISLO in a vague way or directly ranking. Everyone would take one ISLO and work on it before the next meeting. The goal would be to have an instrument similar to what we use for self-efficacy but designed for each of the 7 different areas. Cathy suggested Marc Beam draft the questions, but Marc wants faculty to make the first effort. We want multiple levels in the assessment. Once we have the assessment designed, we do a random sample. Cathy tasked the following individuals to come back with sample questionnaires (approximately a page for each).

1. Critical Thinking: Cathy Anderson & Bob Bittner
2. Information Competency: Carolyn Singh
3. Effective Communication: Shelly Presnell
4. Quantitative Reasoning: Cathy Anderson & Bob Bittner
5. Self Efficacy: Already completed
6. Workplace Skills: Casey Shurig
7. Community & Global Awareness: Luke

b. TracDat Demonstration: Marc Beam demonstrated some areas in TracDat. It was noted that whenever there is a discussion with more than one person, the discussion can be considered 'closing the loop'. Based on discussion, changes are being made. 'Flex Day Discussion' will be changed to 'Group Discussion' in the 'Add Assessment' field in TracDat. The discussion group can include anybody; it does not have to be somebody in the same discipline, but someone in the same GE area would be good.

Marc will train faculty on how to 'Add Applications Results' in TracDat on January 17. He needs time to write the TracDat Manual and then will have a Flex Day roll out. Managers can see Application of Results and follow up in TracDat.

There was some discussion about SLO assessment data not being used against faculty in any sort of evaluation process. Cathy said this Committee can give suggestions to Anthony to bring to the table. Casey will work with Carolyn Singh to draft something.

Meeting adjourned at 4:34 pm

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