



SLO Core Team Meeting Minutes

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

Tuesday, April 16, MCS 243, 12:30 – 1:00 pm

TOPIC	Purpose	LEADER	Notes
SLO Core Team	D/A	All	<p>Mallory sent a link to the following article.</p> <p>Harsh Take on Assessment . . . From Assessment Pros <a href="https://www.insidehighered.com/news/2019/04/17/advocates-student-learning-assessment-say-its-time-different-approach?utm_source=Inside+Higher+Ed&amp;utm_campaign=6ad2617e57-e57-DNU_2019_COPY_01&amp;utm_medium=email&amp;utm_term=0_1fcbc04421-6ad2617e57-199154925&amp;mc_cid=6ad2617e57&amp;mc_eid=1db4a98e32">https://www.insidehighered.com/news/2019/04/17/advocates-student-learning-assessment-say-its-time-different-approach?utm_source=Inside+Higher+Ed&amp;utm_campaign=6ad2617e57-e57-DNU_2019_COPY_01&amp;utm_medium=email&amp;utm_term=0_1fcbc04421-6ad2617e57-199154925&amp;mc_cid=6ad2617e57&amp;mc_eid=1db4a98e32</a></p> <p>Members of the SLO Core Team felt that the article hit on key issues that De Anza faculty would identify with and suggested ideas that might serve to transform the SLO process into something more meaningful.</p> <p>Asking “is higher education accomplishing what it said it would” is entirely separate question from measuring what students have learned.</p> <p>The thought of sharing "random checks of artifacts of the teaching and learning process (student work, instructor feedback, etc.)” was a focus that Karen and Veronica welcomed. The feature of related documents would be a means of doing this along with making sure that each instructor across campus has “read only” privileges for all assessments.</p>

			<p>Mallory suggested that we place back on the faculty the question of “What does SLO assessment means to you?” The process at De Anza has always been and will remain that you can do whatever you want when assessing an outcome. The method and the data summary are not prescribed. The only mandates have been and are that each course level outcome be assessed at least once every five years and that the assessment be entered into TracDat.</p> <p>Mae agreed that faculty need their own way to do their assessments. She shared the reflective aspect of her assessment of a Fall 2018 online course. At a glance her assessment seemed to assess pedagogy rather than a single student learning outcome. Her reflection was that the amount of time spent giving feedback was draining. Her reflection was to make the assignment more manageable such as having bullet points when creating the assignment for students so the student could understand the problem. When students understand what they are to do exactly more of them will succeed lessening the need for so much feedback. A rubric can also serve this purpose.</p> <p>Dawn acknowledged that it can be difficult to have people forget about a bad experience. Many faculty members have had a bad experience with SLO assessments thinking that the process was data driven. Faculty need to be tuned into what the educational goal is for the students they are teaching. Before conducting an assessment, what is the question you are trying to answer with the assessment.</p> <p>Faculty need to be aware what the students’ educational goal is before asking how can I better help achieve their educational goal with this course.</p> <p>Assessments can be focused on both cognitive and affective domains.</p>
--	--	--	--



SLO Core Team Meeting Minutes

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

**Tuesday, April 30, AT 203C, 12:30 – 1:20 pm**

TOPIC	Purpose	LEADER	Notes
March Minutes	D/A	Mary	SLO Core Team Minutes for March 2019 were approved. Mary will post.
Assessment Progress	I/D/A	All	<p>Summary of assessments completed by department are available on the home page of SLO website.</p> <p>Mallory set up a Zoom meeting with Eric Spears, affiliated with Program Review Tool. He presented the Program Review template and Resource Request template on the Program Review tool that Foothill is currently using.</p> <p>The data the Program Review writers normally must look up can be automatically fed into the template on the Program Review templates which is a bonus. The result is a pdf file. There is no way to reach into all departments and just pull the responses for a few questions as can be done in TracDat.</p> <p>The Resource Request template is separate. This could be a real bonus if multiple requests could be made and if the data was output as a single Excel spreadsheet. Currently it seems to be one request at a time and the only format for export is pdf.</p> <p>Upon a quick outline of what the SLO assessment capture of data would need to be the immediate response was that would be a “substantial” ask. So probably not a choice for SLO assessment repository.</p>
2019 Convocation	I/D/A	Veronica	Veronica completed the assessment documentation for the general

			<p>session of 2019 Convocation. The responses of the post-survey of attendees was incorporated into the data summary, reflection, and enhancement pieces.</p> <p><b><i>Critical Thinking Guides all on the Pathway</i></b></p> <p>Outcome: <b><i>Attendees will use a student-centered approach to critically and empathetically understand students' education path from entrance to completion.</i></b></p> <p><b>Assessment:</b> Conference attendees worked in randomly assigned groups, consisting of faculty, classified staff and students, to complete a “program map” handout. This handout included a graph of several quarters illustrated in a yearly format, a space to write the number of academic units per course, and a list of academic, major and general education requirements. Groups were asked to use the program review handout, as well as a case study scenario of a given student, to map the student’s academic plan given their particular life circumstances. After groups were given ample time to review the student’s particular case scenario and map out an academic program, they reported their progress to the larger group.</p> <p><b>Assessment Summary and Reflection:</b> SLO Committee members asked each group to give a brief summary of their work. As was predicted in the learning outcome statement, groups said they realized how difficult it was to navigate the college experience and reported the following: the challenge of finding campus resources and online classes, difficulty in getting “connected,” the challenge of finding the right major if one has varied interests, the difficulty students encounter balancing work and school life, life traumas, lack of funding for college, childcare and lack of on-campus resources for families with young children, family obligations, the difficulty of</p>
--	--	--	---

			<p>navigating the college website, and a lack of resources available to most students.</p> <p>Many groups empathically spoke about the above-mentioned challenges students encountered while trying to obtain either a degree or preparing for transfer or both. The process of navigating the school system while balancing work and family alerted most attendees to the obstacles students confront while trying to complete their education. Some groups stated it was easier for them to create a student plan because a member of their working group was either a counselor, student, or they were familiar with the various campus resources, services and/or classes. In other words, individuals who were more knowledgeable about student services <i>and</i> educational planning were able to assume a leadership role within their groups.</p> <p><b>Enhancement:</b></p> <p>Overall, the group activity was a huge success, as stated from both a formal on-line survey and anecdotal information that was shared with SLO members. The on-line survey also confirmed the collegiality between and among faculty, staff and student groups. Additionally, most survey respondents stated that gained a deeper understanding of the multiple pathways to obtaining a certificate and/or degree. Furthermore, over 75% of survey respondents stated the group activity provided a means to learn about a campus service, and 88% stated they learned about non-instructional and instructional aspects of the campus through their working groups. Close to 90% of respondents stated this activity instilled empathy about what students experience in the college trajectory, and they also stated they would benefit from this type of experience if offered at future campus events. Last, faculty stated the Dean Of Equity along with a Board of Trustee member's presence illustrated a warm collegiality and a sense of support.</p>
--	--	--	---

			<p>Recommendations:</p> <ul style="list-style-type: none"> <li>• The SLO team will continue to foster activities that include working with students, faculty and classified staff across the college campus spectrum.</li> <li>• The SLO team would like to continue working with all members of the campus including staff, administrators, and faculty members. But what appears to be paramount is the inclusion of students.</li> </ul>
Equity, IPBT, SSPBT, Curriculum, Academic Senate	I/D/A	Karen Dawn Mary Veronica	<p>Guided Pathways – Mary: Lorrie Ranck with Karen Chow’s input is creating the job description for Guided Pathways Faculty Coordinator.</p> <p>Equity Action Council – Dawn: Meeting discussed the Equity Report presented by Mallory. Comments were focused on who would be responsible for the ideas presented in the report and worry around where the resources would come from to achieve the goals set.</p> <p>Academic Senate – Mary: Two tenured faculty members are scheduled to be hired as special cases. The Puente Counselor position became vacated. This position is State mandated if we are to have Puente Program. The other was the need to replace a Biology faculty person who can teach the specialized and high load Microbiology courses. This position was vacated due to internal transfer to Foothill College. The loss of student enrollment would be 1500 headcount. Moreover, not only the students’ educational goals of Biology majors would be affected, but also others in areas such as Nursing.</p> <p>IPBT – Mary: See discussion above under AS. IPBT voted in favor of hiring Biology faculty person to teach Microbiology with 7 Yes, 1 No, and 2 Abstain.</p> <p>SSPBT – Veronica: Equity report focused on just a couple of points. One was on the Foster Youth program. Foster Youth program has no</p>

			funding.
Workshops/Office Hours and other one-on-one work	I/D/A	All	<p>New Faculty met with Mary on Friday, March 22 to discuss SLO background and the SLO process. Participants were led through the steps for completing an assessment and learned about report generation in TracDat. Present were Chris Deming (Chemistry), Lauren Gordon (Reading), and Julie Hughes (Arts).</p> <p>Drop-in Office Hours:</p> <ul style="list-style-type: none"> <li>• Warren Lucas – Program Review questions</li> <li>• Brenda Gonzales – SLO work (new faculty who missed the meeting of March 22)</li> <li>• Craig Norman</li> </ul> <p>April 24: Mary met with Paralegal instructors and Carolyn Wilkins-Greene. Previous paralegal department assessment work was reviewed. The “how to’s” of assessments were presented. Completed assessments will be sent to Mary for entry into TracDat.</p>