

Assessment Committee
Meeting Minutes: October 2, 2020 – 3:30 PM, via Zoom

In attendance: Chris Penick, Eliot Jennings, Ana Berrizbeitia, Lisa Friel-Redifer, Morgan Bridge, Denita Weeks, Christi Sanders Via, Jill van Brussel, Suzie Garner, Richard Scott, Greg Baker, Graham Anduri, Gannon White

Not present: Olga Grisak, Rhema Zlaten

I. Call to order

Denita Weeks opened the meeting.

II. Approval of Assessment Committee Meeting Minutes from September 3, 2020

(Berrizbeitia/Anduri) motion carried.

III. New business

1. Plan for Assessment Focus for 2020

- a. No Assessment Summaries or Program Reviews due to COVID.
- b. Since we are putting both Assessment Summaries and Program Reviews on hold this academic year, then we ask departments to incorporate the Ethics and Informational Literacy SLOs into their departmental SLOs.
- c. *Plan for this Fall:* Review these new Departmental SLOs and have an updated repository of all SLOs (we don't need to review them all, but just collect them to have these up to date). Departments should submit these by November 1st. Lastly, come up with a tentative plan for how to assess these SLOs.
Plan for this Spring: Departments would run test pilots and submit the results to the assessment committee by April 15th – with the exception of final projects which can be submitted later in May.

2. Forming Assessment Teams

- a. Groups of two to review the two new SLOs from each department – noobies paired with experienced.

3. How to Write Quality SLOs

- a. Morgan explained that one of the main purposes of having SLOs is to be able to say what students have learned from the courses, not just have credentials and credit hours.
- b. SLOs should address the question: “What should a **student** know and be able to do after taking the course/finishing the program?” Focus should be on the student.
- c. SLOs should be reflective of and appropriate for the level (associate, bachelor, masters, professional, etc).
- d. Use active verbs: “identify”, “categorize”, “evaluate”, etc. Avoid vague verbs like “understand” or “appreciate” – active verbs should be quantifiable and assessable.
- e. SLOs should provide a qualitative set of what is important, as opposed to quantitative – we already have credit hours and GPA, the SLOs add an extra layer of depth to what is already on the transcript as a basis to award degrees.
- f. Program and Course SLOs should map and align to institutional SLOs, but they should not be copy pasted.
- g. They reinforce intentionality of learning and teaching.
- h. Greg Baker suggested that we teach SLOs at orientation so that students also know what the purpose is.
- i. Bottom line is SLOs should help faculty boil down what is most important for students to learn.

IV. Other Business

- a. Denita introduced Suzie Garner and we welcomed her to the committee.

V. Adjournment

Meeting adjourned at 4:14 PM.

Submitted: October 23, 2020 by Ana Berrizbeitia (Assessment Committee Secretary).