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|  | Spring 2021 SLOA Committee Meeting Agenda  Friday-March 5, 2021-Noon- 1:00 PM Via Zoom (<https://zoom.us/j/95854996727>) Meeting called by George Bonnand, Chair Members: Bradley Dawson; Caleb Petrie; Toni Nielson; George Bonnand; Deanna Smedley  Matthew Tribbe; Wendy Perez; Alix Plum; Stephen Klippenstein; Anna Shyrokova; Phat Truong; Karin Pavelek; Sheree Brewster  Resources: José Ramón Núñez; Joe Ramirez; Marwin Luminarias; |
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**Agenda Items**

Approval of Meeting Minutes – 2-5-21

Assignment of Meeting Minutes Scribe-Recorded in Zoom

Approval of Agenda for today’s meeting (See below)-

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| --- | --- | --- |
| **Topics** | Supporting Document Filename  (in SharePoint\*) | Bring Copy |
| 1. Review and approval of proposed agenda for today (3-5-21). |  | No |
| 1. Review and approval of previous meeting minutes on 2-5-21 (see attachment) |  | No |
| 1. See attached documents (zip file) regarding “ACCJC Midterm Report Data Reporting” and guidelines from the State entitled “Guidelines-for-Preparing-Institutional-Reports\_Fall-2020-and-beyond”. There is also an example from Saddleback college of what was done. Danielle Fouquette to present. Questions to be addressed are in section 6B and are as follows:   ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.”  Reflect on the college’s assessment processes since the last comprehensive review:  • What are the strengths of the process that helps lead the college to improve teaching and learning?  • What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?  • Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.  • In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college’s schedule.  Evidence: Provide evidence to support the information and narrative described above.  We will need input from the committee on bullet items 1,2 and 4. |  | Yes |
| 1. See attached PSLO Redesign Guidelines-Jeanne Costello to present. |  | Yes |
| 1. Data dump from Banner to Elumen is completed as of 2-8-21. |  | No |
| 1. Reminder be sure to review and update your CSLOs for your courses. New/updated CSLOs need to have assessments for them in Elumen and then mapped. Be sure to review mapping of CSLOs to ISLOs. |  | No |
| 1. Please review “Recommended Protocols for Fullerton College Participatory Governance Committees” document and forward input. |  | No |
| 1. Training Request |  |  |
| 1. Other-Issues, problems, reports. |  | No |

Zoom Recording link: <https://fullcoll-edu.zoom.us/rec/share/32bSeMFCu6h46m-7kJYtB-aOoqk-S_9cBKZJnLVBUxb3QA4yOZjSHfPUYpIWS7XX.I4_sEfc16SFFUPri?startTime=1614974314000>

Summary of Meeting Minutes

Meeting came to order at approximately 12:04 PM.

Members in attendance: Bradley Dawson; Caleb Petrie; Toni Nielson; George Bonnand; Deanna Smedley; Matthew Tribbe; Wendy Perez; Alix Plum; Stephen Klippenstein; Anna Shyrokova; Phat Truong; Karin Pavelek; Sheree Brewster (student representative); Danielle Fouquette; Jeanne Costello (guest speakers)

No scribe was elected since the meeting was recorded via Zoom.

A summary of the meeting minutes is found below:

Review and approval of previous meeting minutes from 2-5-21 was approved by the committee.

Review and approval of proposed meeting agenda for todays meeting (3-5-21) was approved by the committee.

George Bonnand (chairperson) introduced Danielle Fouquette who asked to meet with our committee to present review the ACCJC Midterm Report Data Reporting and ancillary information.

Danielle presented a powerpoint about ACCJC Midterm Report and asked the committee for input to answer questions that are in the ACCJC Midterm report in section 6.B. Danielle asked the SLOA committee how we wanted to answer these questions that are presented in the report. The questions centered around the SLO process and how it is used to improve instruction. The specific section that was presented is as follows:

6.B Reflection on Improving Institutional Performance: Student Learning Outcomes

and Institution Set Standards (for colleges reviewed after Spring 2016)

Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: “The institution defines and assesses student learning

outcomes for all instructional programs and student and learning support services.”

Reflect on the college’s assessment processes since the last comprehensive review:

• What are the strengths of the process that helps lead the college to improve

teaching and learning?

• What growth opportunities in the assessment process has the college identified

to further refine its authentic culture of assessment?

• Provide examples where course, program, or service improvements have

occurred based on outcomes assessment data.

• In those areas where assessment may be falling behind, what is the college

doing to complete the assessments per the college’s schedule.

Evidence: Provide evidence to support the information and narrative described

above.

It was made clear that the SLOA committee along with the Program Review committee, IIC committee and PAC committee were part of the process and that our committees would provide input for this ACCJC Midterm Report so that Danielle write the report. The SLOA committee would primarily help with bullet items (questions) 1, 2, and 4 in section 6B.

Danielle stated in the past these questions were answered with data charts and graphs however this time around it appears that a narrative approach was to be used along with evidence from various areas.

Danielle stated the questions were similar to how we do program review (or SWOT Analysis = Strengths, Weakness, Opportunity and Threat Analysis)

Danielle when into detail to explain what each question actually means. Question bullet items 1, 2. and 4 were our main concerns for the SLOA committee.

• What are the strengths of the process that helps lead the college to improve teaching and learning? (What are the tools we use in the process and what are the strengths of these tools?)

• What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment? (How are we getting better?)

• Provide examples where course, program, or service improvements have occurred based on outcomes assessment data. (This bullet point is better suited for the Program Review Committee since they look at all the programs however the SLOA committee may have some insight on this as well.)

• In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college’s schedule. (The SLOA committee is positioned well to respond to this question.)

Danielle then presented us with what is written about the SLOA subcommittee responsibilities in the 2017 report. Danielle stated this language about the committee will be used again for the upcoming report. Danielle wants to make sure it is correct and an accurate description of the SLOA committee.

Danielle asked the committee to review the statement to make sure the SLOA committee agrees with the description.

Deanna Smedley stated that going forward this SLOA statement will; we support ISLOs however we have never assessed PSLOs before in the history of this committee. Deanna mentioned that the emphasis was mostly on CSLOs and mapping to ISLOs. Deanna continued to comment about Guided Pathways and their involved in this and how they are at the forefront.

There was discussion regarding the SLOs between Deanna Smedley, George Bonnand, and Danielle Fouquette about the emphasis of CSLOs rather than PSLOs; mapping of CSLOs to ISLOs; mapping of PSLOs to ISLOs; and system modifications (permission modifications) to Elumen to allow the PSLOs to be viewed and assessed. The information given during this discussion will help answer bullet point 2 in the midterm report. The looping in of Guided Pathways was mentioned by Danielle as a possible way to answer some of the questions regarding CSLOs, PSLOs and ISLOs. Danielle continued with a discussion of the IIC committee and the revised ISLOs.

More discussion about the “Strengths” of what helps lead the college to improve teaching and learning. Minutes, agendas, reports etc. are all offered as evidence to attest to the “Strengths” of our SLO process. Closing the loop with Elumen via “Reflections” was discuss by members of SLOA with Danielle as perhaps something that needed to be documented. This could be considered as something we could improve upon. A brief summary of the “Reflection” process was given by George Bonnand as to how it is supposed to work was given. A comment from Matt Tribbe was made that perhaps the “Reflection” process or discussion that happens in department is something that happens in Program Review. Danielle commented that the process goes from Elumen to Program Review and a synthesis of the information. Toni Neilson agreed with Danielle Fouquette (and gave an example of how it was used in her department) that a synthesis of the data is needed that is obtained via the department “Reflections” process by full time and part time instructors. Danielle stated that she agreed and that it is a huge gap in data.

Alix Plum made a recommendation that perhaps a questionnaire or something could be used which would be provided to each department to lead the departments to have this discussion and gather the data.

Danielle Fouquette pointed out that we are not here today to answer all of the questions and that Elumen is not the only place that data can be obtained to support Program Review.

Alix Plum stated that Elumen tracks mostly CSLOs and that perhaps an exit student survey might be helpful to obtain information regarding the programs to see if it is effective. There was some discussion about the PSLOs and how to capture student information regarding assessment of PSLOs.

George Bonnand then mentioned that “Industry Advisory Meeting Minutes” might be a way for some programs to answer the question as to whether or not PSLOs are effective. There was some discussion as to how to could be incorporated into program review however it was cautioned that program review already does a lot at this college and we have to be careful not to add more work to the committee.

Danielle stated she will work with George Bonnand to get evidence needed to support the Strengths and Opportunities questions as well as how we can document the mapping of PSLOs to ISLOs and CSLOs to ISLOs.

Danielle asked Jeanne Costello if she could comment on some of the opportunities from Guided Pathways that could looped into the ACCJC Midterm Report to answer some of the questions in section 6B.

Jeanne Costello stated that this is the reason why she came to the meeting so that she could present the thinking of how PSLOs could be redesigned which provides opportunity to improve the SLOA process. Jeanne stated that Workgroup 4 has created a “PSLO Redesign Principles” guideline.

Jeanne Costello presented information regarding the PSLO redesign principles and how they are to be used. There was discussion regarding how the PSLOs principles were tested, why the PLSOs need to be redesigned and the reasoning behind it. Jeanne pointed out (as did Alix Plum) that the PSLOs are often times the same as our CSLOs or repetition of our CSLOs and sometimes just a collection of CSLOs.

Alix Plum gave an example of PSLOs for the Pilates program that have stood the test of time. Jeanne spoke about a rubric that can be used by department which would be used to check the PSLOs. Jeanne then gave an explanation of how the new PSLOs would be developed and approved. Jeanne stated once the PSLOs meet the rubric standard per the redesign principles then the PSLOs would go to the curriculum committee for approval and inclusion into each program/certificate. The goal here is to get faculty to start thinking about PSLOs with a more purposeful driven perspective about what the outcomes would represent. In summary what will the student leave the program with so that they are more well rounded in world of work, 4 year schools, academics and in other areas. How are we preparing students for the future and how are we going to articulate this to new students coming in? Jeanne commented on a common UC question (What have you done at the two year school prepared you for upper division study?) that needs to be answered by all students which is often mis-interpreted by students. She stated that if the PSLOs could help students understand how they are prepared for the next phase in their professional or academic career then this question could be answered more easily by students and they would be good and strong. This the intent of the “PSLO redesign principles”.

Danielle Fouquette asked a question of the SLOA committee to see if we had some ideas about the types of improvements that SLOA can lead to so that we can track down. What other areas besides Program Review might lead to improvements.

Jeanne Costello responded that she believes this is a gap in our process. When her group investigated this she was told to look at previous Program Reviews that were exemplary. What was found is that there were very few (few to zero) and most did not speak about the assessment process or reflection process that led to the improvements in teaching and learning.

Danielle Fouquette stated there might other ways to assess Student Learning Outcomes through disaggregation of data which would show how some groups are doing and achieving goals. There was some discussion going back and forth about the SLOA process and Program Review and other areas were SLOA are used. Documentation of the SLOAs process/data is important regardless of where we might find it.

Jeanne Costello stated that in addition to the Workgroup 4 objective (being charged with) of looking at the SLOA data it also charged with identifying Professional learning that might be needed on campus in response to data to improve SLOs and student success. Jeanne when on to explain that one of things they are looking at is using data from the “Sense” this semester from survey in addition to outcome data so aggregated data can be used in assessing general student success and where professional learning might help in improving outcomes. Another items that is being talked about in our group is where are the “bottleneck” courses.

Danielle Fouquett stated a comment made by Brad in the chat regarding hall way conversations and how we can capture that (sometimes these are ways that improvements are made). Other ways where data can be captured might be in flex days.

Danielle stated she would generate a draft of the responses to this section 6B so that we could review it and add to it as necessary.

Matt Tribbe stated that SLOs can be used as resource request (or justification for additional resources) which is part of program review. Matt stated that this was one way that departments were encourage to close the loop.

Alix Plum added that the reflection template is where we would justify the need for more money to improve student success. Alix also stated perhaps this could be used as part of a reflection form to support department findings and discussions for SLOs and PSLOs.

Danielle Fouquette mentioned that the Program Review template is undergoing a revision by the Program Review committee. George Bonnand stated that Josh Ashenmiller had presented the draft to our group about the draft Program Review template.

Danielle when on to state that from her standpoint the accreditation committee is more focused on ISLOs and PSLOs whereas in the past it was mostly focused on just CSLOs and ISLOs. Perhaps in the future Elumen can play a more substantial role in supporting PSLOs and ISLOs achievement for Program Review.

Danielle ended her presentation and excused herself since she had to go to another meeting.

George Bonnand asked the committee to please review the “PSLO Redesign Principle” guidelines and stated that this would be a good time to Jeanne Costello any questions regarding the PSLOs.

George Bonnand asked Jeanne Costello if there was anything else she would like to present for the PSLOs.

Matt Tribbe commented that the History department has some challenges regarding PSLOs due to the fact there are no capstone courses and that student pretty much take whatever courses they like. Matt also stated there are challenges in assessing some of the PSLOs in his area.

Jeanne stated that the college is looking at e-portfolios as a way we can assess program and institutional learning outcomes. Students would be able to add material to this portfolio and do reflection on them and perhaps do a final reflection once they have graduated or going to graduate with a degree. This would allow feedback back to the faculty to assess student learning outcomes. This would also allow ISLOs to be more effectively assessed and would be more student centered and would allow the college to assess in a more student facing way. Jeanne when on to present information on “authentic” assessment where students should be more engaged and involved as role players in the assessment process. There was some discussion between committee members regarding how this would be done. Jeanne stated that there would be a template for the student e-portfolio.

Deanna Smedley stated that these new PSLOs guidelines and Program Review guidelines would be effective sometime after 2021 since it will take some time to implement and get the department groups thinking about this and getting them onboard with the idea. Timelines and planning will be critical so that things fall into place and the task can be completed.

Jeanne Costello stated that the Workgroup 4 committee would be willing to offer itself to work with the departments in this effort to revise PSLOs and when doing program mapping. Jeanne continued to present information about program mapping and how certain courses might need to be placed strategically into the map so that it is more effective for students.

Jeanne Costello stated that it would be good to have a “Coaching session” on PSLOs in April for our committee so that we are in alignment with how to advise our department faculty moving forward.

There was some discussion between committee members regarding e-portfolio and what that actually means and how it would be done. Jeanne Costello stated that the term “Signature Assignment” could be used for some departments to denote one signature assignment that they had at Fullerton College. This would in lewd of a number of assignments that might be in a portfolio for some other departments.

George Bonnand made the following statements to committee:

* We are running out of time so we will need to end the meeting.
* Data dump had been completed as of 2-8-21.
* Please review the “Recommended Protocols for Fullerton College Participatory Governance Committees” document and forward input.
* There will be a meeting announcement for the first Friday in April after Spring break. A meeting announcement will be forthcoming.

Meeting adjourned at 1:04 PM.

**Transcript of SLOA zoom meeting on 3-5-21 (verbatim) is found below:**

* **George Bonnand**

00:02:40So yeah we'll wait a few more minutes couple minutes as you guys know we have a couple of guest speakers today we have Danielle forget, and we have jeannie costello that'll be talking to us about the items that are.

* 00:02:55On the revised agenda.
* 00:02:57That I put on.
* 00:03:00let's see how many folks do we have here get 1234567, so I think we got enough for a quorum, if you will, so.
* 00:03:15You, I have a.
* 00:03:17review and approval of the proposed agenda for.
* 00:03:20Today, do I have any emotions to approve.
* 

**Alix Plum**

00:03:23motion to approve.

* 

**George Bonnand**

00:03:24Any seconds.

* 00:03:26I can okay all in favor say Aye.
* 

**Unknown Speaker**

00:03:29Aye.

* 

**Caleb**

00:03:31Aye.

* 

**George Bonnand**

00:03:31alright.

* 

**Unknown Speaker**

00:03:32ne ne.

* 

**George Bonnand**

00:03:35ne abstentions okay.

* 00:03:38Jennifer approved okay review and approval of a previous meeting minutes from to 521 to have a motion to approve.
* 

**Matt Tribbe**

00:03:46Once.

* 

**George Bonnand**

00:03:48again.

* 

**Deanna Smedley**

00:03:49Okay.

* 

**George Bonnand**

00:03:50Okay, any how many days or how many days.

* 

**Caleb**

00:03:55I.

* 

**Stephen Klippenstein**

00:03:56I.

* 

**George Bonnand**

00:03:58it's engines all right looks like we've got it going.

* 

**Unknown Speaker**

00:04:01Okay.

* 

**George Bonnand**

00:04:02So.

* 00:04:04Since we're doing a meeting if.
* 00:04:05we're not going to send a scribe because i'm recording it and i'll do the scribe myself so.
* 00:04:11you'll get the meeting minutes, the way you normally do.
* 00:04:13With the zoom link on there.
* 00:04:18So that the next thing that we have in the this is, for I have is done, the Neil forget.
* 00:04:25I have the ACC JC midterm report data reporting and the guidelines from the state entitled guidelines for preparing institutional works for fall 2020 and beyond there's also an example that was provided to you from saddleback college that was done the neo and I have spoken a.
* 

**Phat Truong**

00:04:43bit.

* 

**George Bonnand**

00:04:44Previous this meeting and.

* 00:04:46I thought it would be very important.
* 00:04:48We all do hear what she has to say.
* 00:04:50about this data, Neil, did you want me to make your co host did you want to present something.
* 

**Danielle Fouquette**

00:04:54yeah I do i'm just because I thought it'd be useful to see the the questions that we're going to answer.

* 

**Unknown Speaker**

00:05:00me.

* 

**Danielle Fouquette**

00:05:01So if you.

* 

**George Bonnand**

00:05:03Think i'm gonna make you a Co host.

* 

**Danielle Fouquette**

00:05:05All right.

* 

**George Bonnand**

00:05:07There you go you're a Co host now.

* 

**Danielle Fouquette**

00:05:09All right, thank you i'm going to go ahead and share my screen.

* 00:05:14And I what i'm here for is to help the slower committee think about how you'd want these questions answered about the.
* 00:05:26process at fullerton college it's not necessarily that that this lower committee has to.
* 00:05:31provide a narrative about this, but obviously you are one of the major committees that would be able to answer questions and do this evaluation i'm also going to be working with the program review committee because they obviously look at data regarding SL a's.
* 00:05:51As well as the ic and faculty Senate and pack, so you know you're part of the group of.
* 00:05:59folks that are going to be helping me answer these questions, so this section of the report in the past was just tables and data with a tiny bit of narrative and they've sort of flipped it now they want a lot more narrative with evidence from various places, so the four questions that.
* 00:06:23That we're answering in this report are listed here and they're very similar in some ways to how we do our program review we used to do the swaps, remember that strengths, we weaknesses opportunities and.
* 00:06:38Change I don't remember what the scene was for.
* 00:06:40So there.
* 00:06:41there's a similarity to that So what are the strengths of our process, what are the opportunities that we have identified as a result of.
* 00:06:54doing our assessments to be better at it, I that's how i'm interpreting the second bullet point, so the you know the opportunities in the process have the College identified to further refine it's authentic culture of assessment So how are we getting better.
* 00:07:12And then the third bullet point, maybe the program review committee might be a little bit better positioned to answer that because they look at program reviews and where.
* 00:07:23programs are discussing their own student learning outcomes and sort of how they are making improvements, based on that, but you might have some insight into that as well.
* 00:07:33And then for areas of assessment, I think your committee is really best position to be able to to see.
* 00:07:42You know, are we falling behind in some areas, and then, what are we doing to kind of get up to speed, so I wanted you to see, Sir, I actually just did a screenshot of the of the report guidelines.
* 00:07:55But I took each of those four questions and turn it into a slide so that you can see that, and I can just sort of take some notes about your thoughts.
* 00:08:05I thought it would also be helpful for you to see how the slower committee is described in our institutional self evaluation report that was.
* 00:08:16sent to the Commission in 2017 and i'm planning to use this language to start off this section, because I don't think anything has really changed, but of course I want to.
* 00:08:29Make sure that this you know the phil phil, this is an accurate statement or description of of your committee, I imagine, I did not write.
* 00:08:39This part of the I, Sir, and it was written by Doug eisner i'm assuming he looked at documents about the slower committee, it probably if any of you are on this in 2014 or 15.
* 00:08:55You probably have a chance to review it then so i'm you know I don't really have any reason to think it's not accurate, but, of course, things change so.
* 00:09:02So that might be the first order of business is, if you if you don't feel like you can answer that question today that's fine, but does this accurately reflect.
* 00:09:16**What the slow Committee does and that doesn't mean it, it reflects everything but is this accurate in its description.**
* 

**Deanna Smedley**

00:09:27I think going forward, it will Danielle.

* 00:09:29Okay, that talks about this committee supports outcome assessment activities for instructional programs, I think we do support it.
* 00:09:38Never in the past, since i've been on this committee have we actually assess the psl, so I think with guided pathways that's going to be something new coming to the forefront.
* 00:09:47But anybody else feel free to chime in i've only been on this committee, a couple years so i'm sure there's history that perhaps I don't know about so just wanted to share my thoughts.
* 

**Danielle Fouquette**

00:09:58yeah so the part where it says, the committee supports outcomes assessment activities for instructional programs.

* 00:10:05you're saying that maybe in the past that wasn't always the case, but now.
* 00:10:09Because with guided pathways.
* 

**Deanna Smedley**

00:10:12The psl is because it.

* 00:10:13seems like the focus of this committee, and please tell me if i'm wrong team, but I feel like it's really just been more about the CS cellos.
* 00:10:20And navigating through a lumen and kind of you know nudging our colleagues in our respective Departments to input that data.
* 00:10:30But we hadn't really looked at the actual program student learning outcomes in this group, but it seems that, through guided path leads pathways that's something that's coming to the forefront now is that correct George.
* 

**George Bonnand**

00:10:43yeah yeah no absolutely.

* 00:10:46Our intent was always to go from the CSM close and then.
* 00:10:49To take a look at the ice hellos in and make sure that are mapped and make sure that we assess the csos and that's what we've done in the past, we were mainly concerned with CS Lewis and then.
* 00:10:59kind of tapping does is allows the PS hellos we're never really that the system really wasn't able.
* 00:11:08was not really set up to say to actually assess the PS lows nor were they even a.
* 00:11:17Word or was it set up to really take a look at the PS lows as they relate to the is lows That is something that we did, about a year ago, with the help of a little bit we went ahead and made that happen, which was kind of.
* 00:11:33major milestone in my opinion, but.
* 

**Danielle Fouquette**

00:11:35So George was it was the lumen actually modified to allow for that okay.

* 

**George Bonnand**

00:11:42We modified it and let me, let me just preface that by saying it's not really a program modification it's a permission modification.

* 00:11:50Okay, in other words, you have to go back into the system and modify the permissions that are able to happen in the parameters that are able to happen, it can do a lot more, but we allow that to happen, I didn't want to change too much.
* 00:12:03Because I didn't know how to react.
* 00:12:05Okay, but we sure did react Okay, and it does so we're good.
* 

**Danielle Fouquette**

00:12:11that's really good information and that actually i'll go ahead and skip to.

* 00:12:20i'm going to.
* 00:12:22skip this slide and go to this one, I actually think that does help me answer this question add some information this question, and of course I can.
* 00:12:33You just also give me the idea to loop guided pathways in on this, or at least the the work group that's focused on the the slo is all I was MPs loves.
* 00:12:46Because I do think that that does arrive arise out of our assessment practices and processes right lady.
* 00:12:55And some of us a little bit imposed on us right we're asked to do things but.
* 00:12:59Recognizing where they can be done and and making modifications, so I think that's really good information and i'll follow up with George to try to get the one of the other things you're going to see on all these slides is.
* 00:13:11How can we what's the evidence that we've done this, and so things like minutes and agendas.
* 00:13:18allow us to document kind of create a paper trail so i'll follow up with George to see if we can find those Minutes that allow for.
* 

**George Bonnand**

00:13:26We have all the Minutes and then I.

* 00:13:28believe I have a timeline as well that I can share with you i've kind of created over the weekend per conversation that will.
* 00:13:40That.
* 00:13:40I think, will help you a great deal, it not only with that, but with some other things as well.
* 

**Danielle Fouquette**

00:13:46So the one that I did identify as something that i'm aware of because i've been going to the ice meetings was the.

* 00:13:54program review annual update was revised to incorporate discussion of sls and is hellos and i'm not sure about, as well as i'll have to take a closer look at that so that's definitely something that.
* 00:14:09was a kind of an opportunity, but i'm you know, so let me back up because I now I can add that to the slide but let's go back here and I really think your committee is well positioned although sometimes it's hard when you.
* 00:14:26You know you're sort of in the weeds sometimes it's hard to see the strengths of what you're doing but.
* 00:14:32But I would love to hear what you think are some of the strengths of the process as it exists now that actually can lead to improvements in teaching and learning.
* 00:14:51and
* 

**Alix Plum**

00:14:53If we.

* 00:14:54Do the reflection at the end of the assessments.
* 00:14:59You know that that's where that comes out.
* 00:15:03As far as you know, we we take a look back and reflect on what or how we can improve.
* 00:15:13It with our results from our assessment.
* 

**Danielle Fouquette**

00:15:16So, like what we often call that closing the loop.

* 

**Alix Plum**

00:15:19Correct.

* 

**Danielle Fouquette**

00:15:20It does how, how do you think like the process as it exists now, how does it like either facilitate closing the loop or document closing the loop or.

* 00:15:34Collective me, does he lumen include.
* 00:15:37What kind of information.
* 

**Alix Plum**

00:15:39that's it it automatically comes up.

* 00:15:43And we can.
* 00:15:43formulate our own reflection, or the default reflection.
* 00:15:49Okay um you know it asked two questions and it asks you know what went well and what didn't go well, basically.
* 00:15:59Man and then we're supposed to answer both questions, and I do have a question about where that goes and who sees that.
* 

**George Bonnand**

00:16:08Oh, that goes right to the President, with your name on it and.

* 00:16:12It doesn't go anywhere, just to make sure everybody understands it's a joke, by the way, Alex yeah.
* 

**Alix Plum**

00:16:17No, I knew that.

* 

**George Bonnand**

00:16:18It doesn't go anywhere in fact it's kind of difficult for even me to go in and see what you wrote.

* 

**Alix Plum**

00:16:29Right and we can't look at what our peers wrote.

* 00:16:33Right um which I understand the were in the why and all that stuff but uh, however.
* 00:16:41You know.
* 00:16:43Nobody ever sees it will, even if it was anonymous you know.
* 

**George Bonnand**

00:16:48here's the way it's supposed to work Okay, so you do your reflections your counterparts do their reflections you get together and your department meetings and you say hey what would well what would not so well this semester let's see if we can figure it out, you teach PE.

* 00:17:06We get together we're saying hey you know what we find out the students are really not doing so great, with this.
* 00:17:12You know what what has been your experience and you go back to your reflections you say you know what I have the same problem fact i've had the same problem last three semesters according to my reflections and you can say hey you know.
* 00:17:23We might need to do something here.
* 

**Alix Plum**

00:17:25conversation discussion about it.

* 

**George Bonnand**

00:17:27Right, so if you document that conversation then That to me is closing the loop.

* 00:17:32But if you don't document it then you really not you did not close the loop.
* 

**Danielle Fouquette**

00:17:37So that that what I wrote down that Alex said is is a strength right that it facilitates individual instructors doing that reflection.

* 00:17:48But maybe an opportunity, and this is in here or an improvement is that the College could consider how some of those reflections might be.
* 00:18:01synthesized or you know more broadly shared to facilitate not just individual reflection, but programmatic.
* 00:18:11And i'm not which isn't to say that the SLA committee is then saying Oh yes, we should do that it's that you've identified a possibility of you know where we might change our process, or at least start talking about that.
* 00:18:29At the end it's I don't like to call that a weakness it's just something that we are identifying it allows for this, but it doesn't allow for that we know.
* 

**Matt Tribbe**

00:18:42That that's something we do in program review, though.

* 00:18:45It is there is a department and.
* 00:18:48They publicize it but that's where it really comes out.
* 

**Danielle Fouquette**

00:18:51So that the process goes from a lumen to program review.

* 00:18:56You might ask.
* 00:18:59What.
* 

**Toni Nielson**

00:19:02I think we do need a synthesis of that data, for example in my department we're 70% adjunct so, even if we sit down with whole time and do that drink program review without the synthesis of that data we're missing the great bowl.

* 

**Alix Plum**

00:19:18of rice I think there's a huge gap.

* 

**Danielle Fouquette**

00:19:20Where I got.

* 

**Unknown Speaker**

00:19:22away.

* 

**Toni Nielson**

00:19:24be able to draw.

* 

**Unknown Speaker**

00:19:25On.

* 

**Danielle Fouquette**

00:19:27The.

* 00:19:29lumen data or information in bring it into the program review process like.
* 00:19:36Let them.
* 

**Unknown Speaker**

00:19:36Get justin.

* 

**Alix Plum**

00:19:38yeah.

* 00:19:40some kind of.
* 00:19:43Maybe a questionnaire or something that is provided to each department that asks question questions that are common across the board.
* 00:19:55That would lead the department to have that discussion.
* 00:20:02and
* 00:20:03Are those discussions and and you could say what Tony just said about the majority of her department being adjunct and they're not at that meeting, you know that could be safe, stated in that paper, and you know, an area for growth or whatever.
* 00:20:22But a common form that is a part of.
* 00:20:26Because you know.
* 00:20:31If you're not really involved with program review then there's a huge gap there right.
* 

**Danielle Fouquette**

00:20:37yeah what gene put in the chat I have just sort of a process question here, do you George when you are recording the meeting, are you recording what goes on in the chat as well.

* 

**George Bonnand**

00:20:47Like yes, I do.

* 

**Danielle Fouquette**

00:20:49Okay, because I, I think there's some great stuff going on in the chat and I would like to be able to you know incorporate that into.

* 00:20:58This and then share back with you, so you can kind of see.
* 00:21:02So I you know I want to emphasize that the, the purpose of me being here today isn't for us to like solve everything or identify everything it's.
* 00:21:10it's to have you guys start thinking about this and hearing what kinds of information I think what matt pointed out, is really important, though, is.
* 00:21:18that the process doesn't take place for better for worse doesn't take place within you know just one arena a lumen is not going to be the place for everything to happen.
* 00:21:30And so it's about how do, how where are the connections between what goes on in the lumen and then you know what goes on in program review, for example, well and.
* 

**Alix Plum**

00:21:41Also, you know i'm.

* 00:21:46A lumen we're mostly just assessing those csl clothes Okay, not the actual program and.
* 00:21:55You know I, in my opinion, for like the pleiades program from for me the successes in those students going out and getting jobs.
* 00:22:07And, and you know we I have tried to track that and it's tough to do, but you know at least maybe some kind of an exit survey that students have to complete before they receive their certificates.
* 00:22:23You know, as far as evaluating the programs go because that's kind of not that's also another gap area.
* 

**Danielle Fouquette**

00:22:32Well isn't the program reviews assess via the I mean the psl those are necessity of the csos right.

* 00:22:41Correct but but you're saying that may be an area of improvement might be that some Program.
* 00:22:49slo cellos need other ways of being assessed, other than the CSM blows.
* 

**Alix Plum**

00:22:56My.

* 00:22:58You know somebody could take one of the classes and do really well in it and that's it then they move on in their life not go do something else so and their csl is going to reflect that they had great success.
* 00:23:13And, but it's really not a reflection of that program which i'm sure pathways you know, is part of closing that gap, but like a.
* 00:23:25You know, some kind of exit survey when they're leaving the programming and earning their certificate, you know ask them did you did you feel that these things were accomplished the psl close.
* 00:23:42Because in program review it doesn't say it doesn't ask questions about the csl close it asked about the programs doesn't it still.
* 

**Danielle Fouquette**

00:23:53um.

* 00:23:55I think it does.
* 

**George Bonnand**

00:23:57little bit of both.

* 

**Danielle Fouquette**

00:23:58yeah a little bit about.

* 

**Alix Plum**

00:24:00That, as I recall, you know it asked about assessing our programs, and we didn't have an answer for it.

* 00:24:07You know, we just said, based on the csl those which make up our program are part of making up our program you know.
* 00:24:17That was how we answered it Okay, thank you.
* 

**George Bonnand**

00:24:20So another option here is, and the way we answer it in the city area, a lot of us do ELISE is we have advisory committee meetings from industry folks which we are required.

* 00:24:35To meet once a year, so that's our reality check if you will, when your employer comes to you and says hey you're not meeting the mark hired one of your guys, I had to fire him because he didn't have xyz skills and abilities why.
* 00:24:52That that's eye opening when somebody says that or they say hey you know you guys doing a great job hey could you do this, could you do a little bit more this a little less of that and that kind of allows you to fine tune.
* 00:25:04What you're doing in terms of CS Lewis, but also it tells you where the program is meeting the mark or not, it could be that the programs that I mean the market, all you know and they look at the PS lows and they say well overall you guys have meet the mark.
* 00:25:19or they may say hey overall we'd like to see this added in this taken away from your.
* 00:25:24Overall program because the business in the industry is moving towards the Center which I would imagine is the same thing, for you know polities.
* 00:25:33Is the same thing for the the biochemistry would be part of it, you know, obviously, you know all this stuff and.
* 00:25:42In the CT area and maybe even you know other areas, it might be that we have advisory meeting minutes from a four year schools that come down and meet with us and say hey most your students aren't transferring.
* 00:25:57In here's the reason why they're not transferring to our school because they're not meeting this mark or they're not doing this or they're not doing very well here, and maybe that would be an area where they could explore.
* 00:26:07And they can take a look at i'm just thinking out loud, but that might be an area where it might happen.
* 

**Danielle Fouquette**

00:26:13So I just made a note to myself to check in the instructional program review and the annual update form, if there is a place for.

* 00:26:24programs that have like industry advisory groups or licensing I don't know if those are if there is a connection made between.
* 00:26:36feedback from advisory groups or licensing agencies and the slo is that, like, in other words, can you look at.
* 00:26:45feedback that you're getting from an advisory group and and consider whether or not your solos are measuring the things that your advisor group tells you are important like that might be something that if the program review allows for that, then that would be again a strength right.
* 00:27:02But it might also be it might be an area that we have an opportunity for you know I hate to the program review committee like.
* 00:27:12They do a lot of work on our campus the program review process, I should say does a lot of work on helping us.
* 00:27:18show that we are meeting a credit accreditation standards, so I want to really be careful about asking them to do more, but.
* 00:27:27You know that that is just the fact of the matter, the program review is the way that we get a lot of information about what we're doing and and how it needs standards so so that's a note I make a meeting with them next week so we'll bring that up there.
* 00:27:43I turned off the slide just because it's hard when you can only see a few people at a time, but I want to go back to the slides and show you and again i'm not expecting that we will necessarily get this all kind of worked out.
* 00:27:56Today, but, and I can leave you know the questions with you and you guys can kind of continue to reflect on them.
* 00:28:03So let's go back so again the strengths that we've identified some strengths, I would definitely want to hear, if you have others, and I will work with George to get the evidence and then.
* 00:28:13I think this is not about opportunities to improve this is more about what are the opportunities that we've already identified so I made a note that we could add to this the revision of sort of how we use a lumen so that we could now create a.
* 00:28:37mapping from CSI fellows to PS fellows so that I think is you know, an opportunity that we've we've recognized and then acted on.
* 00:28:48i'm glad that gene is here i'm always glad to be able to say hi to my friend gene and i'm wondering if since she is here, if you mind if I asked her about.
* 00:28:58How she might see some of the opportunities that we have movement kind of incorporated into guided pathways working with that and i'm I will be going to guided pathways and asking those questions, too, but if you have some thoughts.
* 00:29:15That you want to share right now, that would be great.
* 

**Jeanne Costello**

00:29:18Well, I mean this is part of like why I came to this meeting is to kind of present where we are in our thinking and work group for about the PLO revision process, so one.

* 00:29:34opportunity for, I think, improving our assessment process is to is to revise RPS alone right, so the work group for has created a document that I know George has shared with all of you about principles for redesign and along with that list of principles of redesign that's been.
* 00:29:56You know, revised and vetted we we practice with the principles in a large campus wide symposium so we've kind of tested them out road tested them a little bit we've been using them at the most recent.
* 00:30:09program mapping session, where we do a an hour long workshop kind of introducing people to the concept of why we're redesigning our PS hellos.
* 00:30:20And the big reason is that you know as Alex is pointing out so insightfully is that our current P s cellos that should be assessing program learning at the completion of a program are currently now just a collection of course the student learning outcomes right.
* 

**Danielle Fouquette**

00:30:38So hold on a second i'm going to capture that because I think that.

* 00:30:41That our current PSA was.
* 00:30:45largely were designed to be.
* 00:30:50Not.
* 00:30:53Like capstone oriented, but rather a synthesis of individual CSI fellows.
* 00:31:00will then they're not even assistant, this is right wrap wrapped.
* 00:31:03Up kind of a repetition.
* 

**Jeanne Costello**

00:31:05they're just a repetition.

* 00:31:06that's right.
* 

**Alix Plum**

00:31:07Right, you know I don't I know I think it was when soubirous was Dean yeah we were setting up, I refer to the plus program because I have set that one up and we're working on psl those in our department and and.

* 00:31:23The direction was and Danielle was also next to me when developing the PS cellos and they have held the test of time and one represented kind of what happens at the beginning and is like one of the csl clothes or might even be exactly one is kind of.
* 

**Jeanne Costello**

00:31:44What you just said yeah.

* 

**Alix Plum**

00:31:45it's the middle or meet the program and the last one is a capstone that isn't to see slo but it isn't the follow through of.

* 00:31:56They go get a job, but it is what happens at the end of the program and I, I still feel like they're they're well written and a kind of encapsulate all of it, you know um.
* 

**Jeanne Costello**

00:32:10And I would say, if that is true for polities then you're ahead of the game right like if you.

* 00:32:17Look at your.
* 00:32:19Look at your PS alone with the design principles next to you and you think about.
* 00:32:24Whether they do represent a true synthesis of the skills that students develop throughout the program whether they represent the things you want students to do when they complete.
* 00:32:35A whole program not just take one class in your department, and if that is true, then.
* 00:32:40You know your polities the plot is program will be good, you know and what what the work group for is thinking about is working on a rubric that we can provide to the PLO committee.
* 00:32:51That allows the PLO committee to say you know each representative on this committee can work with the folks in their division and say yes you're right you're psl those do fit this.
* 00:33:03The guidelines, you know, in the design principles and check check you fit the rubric good to go.
* 00:33:09Because what the curriculum committee has told us is that they are not going to be responsible for assessing.
* 00:33:15sort of the quality of the PS alone according to these design principles that we've created they just want to be the ones to say Okay, the slo people are the experts.
* 00:33:24They have worked with their people they've worked with the programs and their divisions, to make sure that they've been crafted or revised or whatever according.
* 00:33:33To these principles, we as a group, say yes, we say, these are okay, and then the curriculum committee can just.
* 00:33:40You know, as as Jennifer calls it just bless them and move them along to D triple C and then there'll be ready to go into correct unit into the catalog etc right.
* 00:33:51So so Alex your your program may be already good to go or very close to it, you know that one sort of early PLO might need a little bit of tweaking so that it's not just simply a repetition.
* 00:34:04Of course, a solo from you know one class in the program but you know you may already be halfway there because you do have a PS hello, that represents like a capstone.
* 00:34:14kind of perspective on the program, but I can tell you from my own program in English, that was not true, we just had to.
* 00:34:23We had course student learning outcomes that we're in common across our literature classes and we call those are programs student learning outcomes.
* 00:34:32And and i've seen many examples of that approach in many departments that we've just been reviewing.
* 00:34:40What psl those look like right, so I think the promise to go back to daniel's question the opportunity here is to get faculty thinking about their programs.
* 00:34:50With a more purpose driven perspective, about what the outcomes represent right that the outcomes.
* 00:34:58say something about what the purpose of that discipline in the world of work or in the world of upper division study looks like like and how are two year programs.
* 00:35:12Or whether it's a one year certificate or a two year ha how that program is preparing students for the world of work or upper division study.
* 00:35:23And so that we can articulate that to students right so like so we were talking yesterday in my work group meeting about the uc application has a question the common question that everyone has to answer.
* 

**Danielle Fouquette**

00:35:35is how unprepared.

* 

**Jeanne Costello**

00:35:36done at the two year school prepared you for upper division study and honestly I will tell you from all the hours i've spent coaching students at the transfer Center for writing those essays.

* 00:35:49They usually don't get what they're even being asked, they often will start answering that question by telling you why they chose their major in high school.
* 00:35:57And then I usually have to say no, and actually that's not what the question is asking you, the question is asking you what have you done at fullerton college to prepare you for upper division study in your discipline.
* 00:36:07And if RPS alone could achieve that for students, could help students understand and articulate how they've been prepared for the next phase of their professional or academic career.
* 00:36:20They would be really good, they would be very strong and so that's really what we're aiming for here with this redesign of the program student learning outcomes okay.
* 

**Danielle Fouquette**

00:36:31That was really helpful for me, I think, so it saves me a little bit of helps me prepare for the guided pathways conversation group work group, for I do want to just leave with this question, I think.

* 00:36:46You know, as a committee that the SLA committee might not necessarily have an opportunity to really think about how courses programs and.
* 00:36:58Probably not service improvements, but you know where courses and programs have improved as a result of outcomes assessment data I think again the program review committee would probably.
* 00:37:07be better position answer that but I wanted to see if you had some ideas about the types of improvements that SL a's SLA can lead to that you know we can kind of track down.
* 00:37:21So i'm going to stop sharing just so we can all see each other but it's really just helping me think about where can I turn where else can I turn besides program review to see how our assessment or SOS assessment process might lead to improvements.
* 

**Jeanne Costello**

00:37:48Can I respond to the course, so I think that's a gap as Alex was saying earlier today.

* 00:37:57I think that's a gap in our process, I mean what we in the in work group for noticed when we looked at the question in the previous program review template where programs were asked to explain how student learning outcomes assessment had contributed to improvement um.
* 00:38:17We were directed by the program review chair to look at the program reviews that had been designated as exemplary so we didn't look at all of them, but we looked at ones that were exemplary and.
* 00:38:31There was very, very little effort this in the chat already, but I just want to emphasize it there was very little to zero.
* 00:38:39conversation about that question Danielle most people in that part of the program review self study sort of top just talked about and and.
* 00:38:50kind of assessed their assessment process, they didn't really talk about how the assessment had led to any kind of conversation about improvement in teaching and learning it sort of stopped right at well our assessment process we realized that our fellows were not accurate so we've.
* 00:39:09Revised are so lucky.
* 00:39:11But they didn't we found no examples where people said we started, we talked with each other about how we could.
* 00:39:18Change the curriculum in English 103 or whatever actually I should say, not to brag but our our English department had actually said a little bit about how this has led to a change in curriculum.
* 

**Danielle Fouquette**

00:39:30Oh, I think there's different ways, though I.

* 00:39:32Like, for example, desegregation of data of student learning outcome achievement might be another way where it's not you know, like they're not necessarily reflecting on the.
* 00:39:45outcomes themselves but looking at more how data shows that some groups are not achieving at the same rate as other groups so that.
* 00:39:54You know it doesn't always come out in a direct way that that they talk about teaching and learning, but it might be things like how they are prerequisites or revised or you know, creating cohorts I mean i'm just saying.
* 

**Jeanne Costello**

00:40:09That that's true but i'm just saying there was very little conversation about teaching yeah how how teaching might change yeah in response to this data.

* 

**Danielle Fouquette**

00:40:17And a program review might it's an opportunity, but that doesn't necessarily mean that we are taking advantage of that opportunity so that'll be around I i'm just wondering if there are other places where.

* 00:40:32That improvement might be something we can point to, and if you know I mean i'm not about fluffing I don't want to fluff if there's if we don't have a lot of places where we use slo a.
* 00:40:49Data to improve teaching and learning then like we need to just come clean on that, but I I i'm not sure where else besides program review we might find that kind of.
* 

**Jeanne Costello**

00:41:02What I would also add is that.

* 00:41:04In addition to kind of being charged with looking at our learning outcome assessment process on our campus that work group for is also charged with.
* 00:41:14Identifying the ways in which professional learning might be needed in response to data on campus to improve.
* 00:41:25Student learning outcomes and student success so one of the things that we've been talking about is using data from the sense and where.
* 00:41:34we're conducting the ceci this semester so using data from those surveys, in addition to outcome data and like you said also just aggregated data on just kind of general student success.
* 00:41:48to identify what are the areas in which professional learning might be supportive to help faculty to improve their teaching.
* 00:41:59Another thing that's happening is in the, and that is making it into the program review, but we've also been talked about at the student committee is to be looking at the what they call bottleneck courses.
* 00:42:11In programs So where are the courses where students are you know, there are high enrollments.
* 00:42:17And those courses that are important for progress forward in programs.
* 00:42:21But students are getting stuck or there's kind of a big gap in achievement for different groups or there's a low success rate, even though that course is important in a program.
* 00:42:32So there is a move to start identifying what are those courses and then supporting faculty to engage in dialogue around.
* 00:42:41How do we make a difference in those particular courses right if that's where students are getting stuck, why are they getting stuck what do we need to do about it, where my professional.
* 

**Danielle Fouquette**

00:42:51Learning, I think the and I want to make I know you have other was on the agenda, so I think.

* 00:42:58What I what i'm hearing is that that.
* 00:43:04Looking at brad's comment that that we aren't maybe capturing it isn't that we're not doing it we're just not capturing how we do it.
* 00:43:13And that an opportunity or an improvement that we can have is to find additional ways to capture how slo a data is being used and encourage.
* 00:43:24departments to I mean not that you'd want to stop the hallway conversations right or whatever hallways are these days, but rather how can you.
* 00:43:33capture more of that and build you know, maybe even like I don't know I could work with jeans the program I mean the professional Development Committee, like to see what programs are doing with FLEX day.
* 00:43:45You know, like maybe they're using that data in FLEX department FLEX opportunities that aren't necessarily captured you know that that were that what they're doing that, or you know not enough data about how they're doing that so.
* 00:44:01So what I what i'd like to do to let you make sure you have time for all the other things you have going on is i'm going to i've been taking notes i'm going to write this all up.
* 00:44:09I will send to you a draft of this section, and it will some have them you see that it helps you, you know add more information and clarify that.
* 

**Matt Tribbe**

00:44:22So.

* 00:44:22yeah one more thing that I think, maybe combines kind of what you and gina talking about I mean I think most of it ends up program review that's kind of the end but.
* 00:44:32One other thing that so those can be used for is resource requests which I know our partner program review and I guess jeans kind of talking about.
* 00:44:40kind of resource request, where do we need help.
* 00:44:43Right, I mean worse and we already talked about the way we were supposed to close the loop at the end of the cycle that's another thing that we do in that we're supposed to document.
* 00:44:52And I remember when I first joined this committee and maybe 2016 one of the ways that we've pushed departments to take it seriously is to say, well, you can use this data if you need to request.
* 00:45:02Resources or training or things like that I wonder if, and I know that that departments close the loop at different times but.
* 00:45:09In my division, at least in social sciences it's a mad rush at the end of that three year cycle with everybody get it done and close the loop maybe you could send out a.
* 00:45:17Request form two departments at that time and say now that you've close to loop, you know gene you do the professional development, are there any areas of need, where you know where we need more training that you've discovered from analyzing your So those are.
* 

**Alix Plum**

00:45:29Something so that's it that's why I was asking about that reflection template because that's where we have.

* 00:45:38been it's been suggested that if you know if we think that we need more money for more supplies for that class and then we'd have better student success we were supposed to put it there.
* 00:45:48But if nobody's seeing that then.
* 00:45:53You know, there are some kind of common form that we all get.
* 00:45:59Before the final program review is being put together that's that asks based on your reflection templates from your courses what was what did you find you know or something like that, where.
* 00:46:13Are we get that at a department meeting, and we, and we have to have a discussion on that, which I know our department meetings are well actually lately they've really been about psl close and close.
* 

**Danielle Fouquette**

00:46:25Well, I know that the program review and the instructional program review template is undergoing review and there it's I don't know if anybody's had a chance to see.

* 00:46:36The proposed revision, but that actually might be a good thing for you also take a look at and give some feedback to the program review committee.
* 00:46:45on how the reflection on that's all away whether its course program or even is alone right that's part of it as well.
* 00:46:56You know I think josh is doing a really good job he's he has a sort of a bird's eye view of a bunch of different systems, you know within our college days trying to integrate.
* 

**George Bonnand**

00:47:04With Neil he's.

* 00:47:05he's presented that.
* 

**Danielle Fouquette**

00:47:07Oh, he has presented, so you guys have seen that so.

* 00:47:10But you know now that we have had this conversation and I go to program review that they might see some opportunities to.
* 00:47:19Strengthen that so that programs are reflecting more I do think that, based on everything i've seen from the accrediting Commission.
* 00:47:26That, although we've been talking about csl as they really are much more interested in is lows and PS solos and that csos are just a way to.
* 00:47:35kind of get to those or that they're important as they allow us to get to those so that while I think the conversations about.
* 00:47:43csos are always an assessment are always going to be important it's really what programs document terms of their psl lows and the institution documents for the is alone.
* 00:47:55So how we kind of structure those conversations is you know I think again it's often through program review, but maybe lumen can also be used, you know to that for that purpose, to some extent.
* 00:48:10Okay, so I think you've given me a lot i'm always interested in hearing more, so I will try to get this to George before your next meeting, so that you can see what i've written and and make any recommendations and suggestions for changes deletions and additions so.
* 00:48:29Thank you all right Thank you so much, and.
* 

**George Bonnand**

00:48:32Present anything.

* 00:48:34Is there anything else you want to present me yeah.
* 

**Jeanne Costello**

00:48:38Well, I mean I was just gonna I mean it doesn't if Daniel needs to go it doesn't have to be.

* 

**Danielle Fouquette**

00:48:43I am going to go, because I do have another meeting to get.

* 00:48:46yeah so all right take care, everybody Thank you bye bye.
* 

**George Bonnand**

00:48:49So you have the PS lowes.

* 00:48:52redesign handout that I gave out to everybody, the guidelines to everyone, which is what we're talking about and I don't know if everybody's had an opportunity to review them and to read them.
* 00:49:05If you have this would be a great opportunity to ask gene if there's any questions matt you have a question.
* 

**Matt Tribbe**

00:49:12yeah I mean I, I get the idea of the PLO reform, I think it's a good idea, the.

* 00:49:17practical problem with the history departments running into is, how can we assess psl close I mean we're a department, where there's no capstone course students pretty much just take whichever history courses, they want to take.
* 00:49:28And you know josh and I were brainstorming with all this is a great psl we just came up with, and then we hit this wall of how do we directly assess that.
* 00:49:37Because you're gonna have to think about major I guess it's just for majors right.
* 

**Jeanne Costello**

00:49:40it's just for majors.

* 00:49:41Right it's just for people.
* 

**Matt Tribbe**

00:49:42earning the program right so.

* 

**Jeanne Costello**

00:49:44I think one idea in the short term is something like what Alex was talking about right if there's a reflection that we ask those.

* 00:49:53People who are earning degrees to complete right, so it gives them an opportunity to reflect on reflect on their learning, one of the other things that work group for is working on.
* 00:50:02But we're just developing the pilot right now is an e portfolio and to kind of move our college in the direction of.
* 00:50:12E portfolios as a way in which we can assess program and institutional learning outcomes, because as students, add materials to their e portfolios over the course of their experience at our college and then develop particular work.
* 00:50:30yeah particular reflections upon the learning that they've done over the in each course and over the course of their Program.
* 00:50:37Then the portfolio can be a place where they do a final reflection upon you know applying for graduation or something right and then people within the department can kind of have a look at the portfolio and look at that reflection.
* 00:50:50And and assess student learning that way and we're even talking about using E portfolios as a way of assessing is fellows.
* 00:50:57To go along with the way we do it now, which is using kind of those courses solos and then kind of mapping it up, but that you know, in the long term.
* 00:51:06We would like to be a college that give students just the assessment in a more student facing way.
* 00:51:13Right, because what we've learned from the research that we've done about assessment.
* 00:51:17And what they call authentic assessment is that students should be a part of it, they should be engaging in reflection on their own learning.
* 00:51:25Not just they leave and then we take a look at what they did and determine after the fact, whether they achieve the outcomes of our programs right that they actually take.
* 00:51:35They have a role to play in thinking about their own learning right so that's kind of the vision that we have long term.
* 00:51:42But I feel like what Alex is suggesting having some sort of reflective activity that students did in order to earn a degree and that they may be, submit a paper from one of those.
* 00:51:53Courses because, like you, in history English is the same way we don't have one.
* 00:51:58capstone course we have kind of a series of 200 level courses that students some required some you know elective and then they choose from it, so there isn't just one.
* 00:52:08Whereas in like a department like psychology when they take research methods like.
* 00:52:12that's the capstone course you know they've completed the major when they typically do that at the end of their experience and that that's a good place to do an assessment right, so I think it would depend.
* 00:52:22department to department, where an assessment would take place, but we in work group for would like to see a move on our campus towards more student facing assessment.
* 

**Matt Tribbe**

00:52:33you're thinking.

* 00:52:35If the idea would be kind of based on the existing work that they've done in different courses plus and have and have tenure at it for 10 college reflection from the.
* 

**Jeanne Costello**

00:52:47Reflection I mean like one to two pages, you know, and that we would we're going to work on design the E portfolio pilot group of which anya is a member.

* 00:52:57Is is working on a reflection template so that departments could make their own or they could just use what the E portfolio team creates and just have your students reflect upon these particular questions.
* 00:53:10And you know one to two pages of writing it's not a big giant deal and then that can be the source of.
* 00:53:17Assessing students, you know, looking at the piece of work that they submit that best represents their achievement of the outcomes and you know their reflection upon it, and then you know if we most departments have less than 100 majors that's not it's not that big a task.
* 

**Matt Tribbe**

00:53:33Is there is there a way to require students to do that, or would this be voluntary.

* 

**Jeanne Costello**

00:53:38might be.

* 00:53:40Right, I mean i'm not sure.
* 00:53:42But that's a good question.
* 

**Deanna Smedley**

00:53:45yeah thanks for the question matt If I could just add to a genus saying you know this is new territory for us right assessing PS cellos so I don't I want to clarify that.

* 00:53:55We don't expect everyone to be able to assess them this fall 2021 we are simply right now working on that process and work group for on getting the PLO.
* 00:54:05process in place so that divisions can develop them redesign them and they go through the right process.
* 00:54:12And then and josh even said it in our last meeting when he was here that, as far as the program review instructional program review this fall 2021.
* 00:54:21There is a question on it, how are we assessing them, but we can simply speak to what we are.
* 00:54:27Thinking about what we're planning so it's not that you have to have to have it set in stone, so I just wanted to make sure we add that I think that's very important.
* 00:54:36As far as slo a committee members, we know what we've been working on CSI fellows right.
* 00:54:40But with guided pathways work for it sounds like we are going to be charged right gene with maybe something else that's going to be landing on our plate, which is as slo a REPS.
* 00:54:50were now probably going to be charged with making sure that these new redesigned PS hellos that we vet them out for our departments.
* 00:54:58and bring them here so that then they can move to curriculum, so I know that for me personally alumina it takes it does take a lot of time, especially if you're in a bigger department right there's a lot of.
* 00:55:10Not babysitting but like nudging our faculty and meeting with them, and all of that.
* 00:55:14So I think we need to be strategic about our timeline and how we're going to do this as well, once we have more information from work for.
* 00:55:21So that things kind of fall into place and that we we complete the task, so I think that's something new that we haven't had to deal with in the past, so just keep that in mind as well.
* 

**Jeanne Costello**

00:55:32And what work group for us is is.

* 00:55:34is offering itself, those of we have like about half of our committee.
* 00:55:38That is working on this particular project is that as offering ourselves as partners in this process of supporting departments to revise their PLO so josh is is is, in our group, for example, Kim Vander board we're going to be.
* 00:55:54At the program mapping sessions what we're strongly encouraging faculty do is start thinking about.
* 00:56:00rewriting their pillows as they're doing their program maps right in English, we found that was extremely helpful.
* 00:56:06If you're thinking about what are your programs student learning outcomes that helps you make decisions about where to put the courses in your program map when students should take which particular courses.
* 00:56:16And then, if we can start thinking matt like like history like English well of the courses that students do have the choice to take if we're recommending certain ones, towards the end of this, you know, in the second semester of the second year.
* 00:56:30Well, maybe it makes sense to start designating those as kind of capstone courses, at least for the the path we're recommending that students go right um.
* 00:56:41So you know that's something to think about to that that conversation can start getting us getting us to think about.
* 00:56:48What maybe there is a course that we can sort of, say, you know what we really do think of this one sort of as more the one you take towards the end, as opposed to something you would take you know at the in the second semester of your first year, or something.
* 00:57:01But but tiana's right we're we're trying to evolve this process and.
* 00:57:05It just in workgroup for as we've talked with people on the curriculum committee, it made sense that this was the place where conversation assessment of P s alone.
* 00:57:16Should reside right it didn't make sense to create an entirely separate group of people who are going to talk with their faculty and guide them and PS alone like.
* 00:57:24That didn't really make sense it made sense that learning outcomes would live here and as Daniel said, even the through the accreditation process.
* 00:57:31We really need to kind of shift our focus and our attention and our priority from CS hello to pee slo is Hello um and really look at that broader bigger picture in terms of programs in terms of the whole student experience and that kind of thing.
* 

**Matt Tribbe**

00:57:49But sounds like maybe we could go cuz i'm gonna take this back to my division and say there's no.

* 00:57:54Obviously there's no way set in stone, yet that we know how we're going to exactly assess these psl us but think about creative ways that your department, based on the way your.
* 00:58:04program is scheduled might be able to do it and then maybe we can share some of those solutions with each other.
* 00:58:09Like you right portfolio reflection.
* 

**Jeanne Costello**

00:58:12or like i'm thinking about the way the psychology department, does the student conference right right like that might be another.

* 

**George Bonnand**

00:58:18level of process.

* 00:58:19All the way around it, we know, nobody in our in our division, nobody in our committee is an expert, except in their area so as we look at our departments in our division.
* 00:58:32we're going to find out that we're going to need a lot of help and helping in in doing those pillows and redesigning them or.
* 00:58:40You know, affirming that they're okay or affirming that they're not okay we're going to need a lot of help with that, as we go and.
* 00:58:47Gene has given us some good guidelines, and I think we can look at those and we're going to dissect them and.
* 00:58:54inhale them and spit them out probably chew on them for a while, then we're going to find what works for us as as a department as divisions and then we're going to come back submit these, and I think I think we'll have a good product if we do that.
* 

**Jeanne Costello**

00:59:10What I suggested to George because, like the normal date for the meet your next meeting, as a committee is falls in spring break right, which means, then you wouldn't meet again.

* 

**George Bonnand**

00:59:19Or we may we may meet after spring break.

* 

**Jeanne Costello**

00:59:22I had.

* 00:59:23To George that may be some me josh can vanderbilt maybe could join y'all in April, and we could be sort of thinking through and coaching and talking about how do we support our faculty.
* 00:59:36to redesign their psl clothes and kind of do a coaching session in this group, so that this group feels comfortable talking about what PLO redesign is going to look like help it feels able to kind of have those discussions and have those be able to support their faculty in that way.
* 

**Unknown Speaker**

00:59:55That.

* 

**George Bonnand**

00:59:57Alright sounds great and we will probably we're probably going to do that, I know I told everybody we weren't going to have a session April.

* 01:00:05looks like we're going to have to because there's a lot of stuff to be done here so we'll have to have one right after spring break maybe that first Friday after spring break so we'll try to do that.
* 01:00:18Is there anything else anybody else have any comments or questions.
* 

**Deanna Smedley**

01:00:22brad put something in the chat with examples of the portfolios for each discipline that is awesome brad I don't think we're there quite yet.

* 

**Jeanne Costello**

01:00:31But we'd be there next fall.

* 

**Deanna Smedley**

01:00:33yeah, we can see what we can dig up but I appreciate the question, I think that would be very helpful, of course.

* 

**Brad Dawson**

01:00:39yeah i've had i've had discussions with just a few faculty about this PLO redesign thing and I mentioned the word portfolios and when that is said in a science division, we have no clue just zero clue of how we would put together a science portfolio.

* 

**Matt Tribbe**

01:00:57I think it's Latin for more work that's what i'm hearing from people.

* 

**Alix Plum**

01:01:01I asked this at the department meeting it's like badges right.

* 01:01:06kind of.
* 

**Jeanne Costello**

01:01:07Well, I mean well, I think I think your key term brad is the the word here I want you to use this language with your faculty signature assignment.

* 01:01:17Signature assignment right so we're not asking science students to put together a portfolio of a bunch of different work from one class.
* 01:01:27we're asking faculty to think about what's the signature assignment that their students could put in their portfolio of their experience at fullerton college right.
* 01:01:35So if they think about what So if I think about something that Sam foster does in chemistry, where he asked students to do a chemical analysis of something that's important in their lives.
* 01:01:44And they write they write a paper about that right, that would be an amazing signature assignment to put into a student portfolio right.
* 01:01:52i'm sure that caleb has his students do interesting projects, you know, in the higher level math classes, where they have to do some analysis right so that's the kind of think about signature assignment and see how that lands with your faculty.
* 

**George Bonnand**

01:02:08Right we're running out of time here just a couple things I just want to let everybody know that we're we had the data dump from banner D lumen on to a 21 so everything's been downloaded.

* 01:02:23there's a reminder in there for the recommend protocols for for timber tisbury governance committee.
* 01:02:30The Senate asks us to give some feedback on that you guys have the outline for that if you guys could read that and give kimora john some feedback that would be great.
* 01:02:45be much appreciated.
* 01:02:48is just want to thank God for for coming in, as well to you know I know she's gone, but for coming today there's a lot of information to be disseminated in this meeting and i'm running out of time here because I have a class but.
* 01:03:06Is there anything else that that any other final comments from anybody.
* 01:03:14Okay, so it's one on one right now so i'm going to go ahead and during this meeting and thank everybody for coming, and I will have the.
* 01:03:24I will have the Minutes out to you, hopefully, as weekend some time to everybody, and if you have any comments or questions and you want to talk about.
* 01:03:34Perhaps we can do a teams meeting or a zoom meeting individually and we can talk about it and i'm more than happy to do that either on a weekend or or in the mornings whenever you guys want okay.
* 

**Phat Truong**

01:03:48Real quick charge is that way you can actually download the chat.

* 01:03:51And then send it to us when it's captured some information here and bring it back to our division.
* 

**Jeanne Costello**

01:03:57You can also save the chat yourself with those three little dots.

* 01:04:01Okay yeah.
* 01:04:02If you go click on those three little dots and then click save chat at the beginning it'll it'll.
* 

**Phat Truong**

01:04:07Okay it's going to show you the folder.

* 

**Jeanne Costello**

01:04:08right on okay.

* 

**Phat Truong**

01:04:10All right, okay.

* 

**George Bonnand**

01:04:11I have gone ahead and put everything into a word document for you guys, so you guys can see what the chat was as well and you'll get that.

* 

**Jeanne Costello**

01:04:20I gotta go.

* 

**George Bonnand**

01:04:22Okay, thank you.

* 

**Jeanne Costello**

01:04:23Thank you for having me.

* 

**Phat Truong**

01:04:24I see.

* 

**George Bonnand**

01:04:25i've got a class I gotta get back to so thank you very much.

* 01:04:30we'll see you, hopefully in April 1 week after spring break okay i'll send out a meeting notice for that.
* 01:04:39All right.
* 01:04:40Good Thank you very much guys bye.

 Resume Transcript Auto-Scroll

Copy of Chat for SLOA Zoom meeting on 3-5-21

00:05:13 Alix Plum: Alix Plum, PE Dept

00:05:37 Danielle Fouquette: Danielle Fouquette Accreditation Steering Committee

00:05:43 Phat Truong: Phat Truong, Bus & CIS Department

00:07:11 Stephen Klippenstein: Steve Klippenstein / Fine Arts

00:07:33 Toni Nielson: Toni Nielson, Humanities

00:22:03 Brad Dawson: I've encouraged departments to upload department meeting minutes to eLumen when they discuss course, program, or institutional SLOs.

00:22:36 Caleb: Brad, where in eLumen do you have them upload those minutes?

00:23:17 Wendy Perez: I have never heard of uploading minutes.

00:23:34 Jeanne Costello: based on what we noticed from even program review self studies that had been designated as exemplary was that the reflection going on around SLO assessment was focused more upon how the assessment had gone not so much what aspects of teaching and learning need to be improved.

00:24:13 Brad Dawson: There is a space for uploads - some faculty use it to upload evidence of their assessments.

00:26:37 Jeanne Costello: That is a good idea, Alix, and people could be asked to disaggregate data on outcomes for students as well. This is where Pathways Workgroup #4 might come in because we are charged with "Ensuring learning is happening" and we are supposed to be fostering conversation about how results from outcome assessment and other data is leading to professional learning that would support changes in teaching to improve outcomes for students.

00:27:13 Jeanne Costello: That's why I am here to talk about PSLOs, Alix!!!

00:27:42 Jeanne Costello: a big gap, for sure!

00:27:52 Toni Nielson: a strength of the process has been my department - and I suspect others - thinking about the gap between slo results and other student success. We are thinking about the practical value of our SLO’s.

00:27:56 Jeanne Costello: right now they are, but we are working on changing that.

00:29:25 Jeanne Costello: The new template will focus even more on the PSLOs than the template did in the past

00:32:47 Jeanne Costello: Danielle--have you already seen the draft of the revised self study template?

00:43:59 Brad Dawson: In my Division I think most of my faculty formally reflect on improvements in teaching/learning during the PR process. Other discussions are mostly informal "hallway" discussions, not documented.

00:47:05 Deanna Smedley: I agree with you Brad. Same for counseling.

00:48:21 Jeanne Costello: I'm sure you're right, Brad

00:49:12 Jeanne Costello: That's a good idea Danielle

00:49:26 Toni Nielson: we use SLOA data to think about where on campus we can access development resources - like equity for example.

00:51:01 Jeanne Costello: I think that some departments have used results to request adjunct training funds for example so all chemistry faculty can be on the same page with lab processes

00:52:20 Jeanne Costello: The revisions they are making are really good!

01:02:47 George Bonnand: Ok folks we are coming up on our time.

01:04:53 Deanna Smedley: Great idea Jeanne!

01:05:00 Pavelek Karin: Good idea!

01:05:10 Brad Dawson: With examples of e-portfolios from each discipline.

01:05:14 Brad Dawson: Please.

01:05:40 Stephen Klippenstein: I have to drop out for another meeting.

01:06:13 Pavelek Karin: Thank you for a great meeting, on my way to the next :

01:07:46 Jeanne Costello: I have to run, too

01:08:04 Deanna Smedley: Thank you Jeanne :)

01:08:13 Brad Dawson: Thanks Jeanne!

01:08:21 Jeanne Costello: Email with questions!!! suggestions like Brad gave me!