

Present: Marci Lapriore (Chair and CSLO/PSLO Assessment Coordinator), Roseann Erwin (Librarian, Brentwood); Natalie Hannum (Vice President of Instruction); Chialin Hsieh (Sr. Dean, Planning & Institutional Effectiveness); Morgan Lynn (Curriculum Chair/English Faculty); Briana McCarthy (PIP Program/Biology Faculty); Patrice Moore (Career Education/Nursing Faculty); Ryan Pedersen (Dean of Instruction: Math and Sciences); Adrianna Simone (GE Chair/Social Justice Faculty); Tue Rust (Math Faculty); Ryan Tripp (Social Science Faculty/PT Faculty at Large); Shondra West (Note Taker)

Absent: Tanisha Maxwell (Vice President of Student Services)

Guest: Cindy McGrath (Journalism Faculty) and Lenea Pollett (Nutrition Faculty)

CURRENT ITEMS

Location: Online Zoom Meeting

1. **Meeting called to order:** 2:33pm
2. **Announcements:** None
3. **Approval of the Agenda: Action:** Approve (M/S: C. Hsieh/A. Simone); unanimous
Membership adjustments needed.
4. **Approval of the 5/11/21 Minutes: Action:** Approved (M/S: A. Simone/C. Hsieh); unanimous
5. **Assessment Cycle Update & Review:**

M. Lapriore shared new course submissions and revisions are due tomorrow. A. Simone shared that her department reviewed and approved five ethnic study courses, and R. Pedersen will review and move them forward for curriculum approval. The new social justice courses align with the ADT requirements, which the department is ready to develop a local degree but is waiting until the state finalizes the ethnic study ADT requirements.

M Lapriore gave an eLumen assessment update, sharing that a pilot was offered last semester. Based on the piloting efforts, the group gave feedback and recommendations to revise the eLumen assessment workflow. As a result of eLumen being unavailable to submit assessments, faculty can complete their assessments using paper forms. Assessment documents are available for faculty on the TLC website. Some departments already completed their assessment process outside of eLumen in a paper format.

C. Hsieh provided a visual demonstration of the assessment five-year cycles. Since 2021-22 is the PSLO five-year review of the assessment, a follow-up question about the transition to eLumen should it occur in the 2022-23 year? The committee discussed what's need from a programming aspect to ensure the eLumen assessment workflow is operational. Since CSLOs crosswalk to PSLOs, the recommendation was to load course CSLOs in eLumen. The piloting of the PSLOS using eLumen will not work if there are no CSLOs to associate them with. The committee gave several recommendations about building the eLumen assessment workflow component:

- Use this semester as a training opportunity and upload CSLOs in eLumen. Cindy gave an overview of what occurs during year five - program assessments. Sharing that departments need a year to plan and carry out their PLSO assessments. The process starts in the fall and ends in spring, afterwards the department writes the final comprehensive report at the end of May or during summer
- Develop a cohort to input their PSLO assessments in eLumen; however, eLumen data to complete this project is unavailable
- Start the eLumen assessment component for everyone to begin uploading information now, so the information is accessible to go live in year three
- Avoid using eLumen for the PSLO process until the database and workflows are built.
- Develop a backward design in which departments can work on their PSLOs using eLumen supported with professional development opportunities
- Consider the efforts made with the program mapper as it relates to assisting with building eLumen. The process includes completing the work of certifying whether program requirements across systems are accurate: degree, catalog, website, and TMC requirements. N. Hannum shared the efforts to certify alignments ties with curriculum analysis, SEM, GP, sequencing of courses, strategic scheduling, and marketing to build out an eLumen workflow; therefore, programs entered in eLumen should match ASSIST.
- Ask GP discipline leads to help complete the project of aligning information across systems and sequencing out courses as an opportunity for departments to support the efforts of implementing quality controls to meet several requirements. Ryan Tripp shared his experience with cross-referencing information for accuracy among systems.
- Efforts to complete the work makes it easier to create workflows whereby PSLOs maps to courses and CSLOs.

Question asked for the group about the process to clean up inaccurate data in eLumen, and how the work can be completed? The committee addressed the question:

- Request that departments review the data in eLumen
- Place the eLumen assessment process on hold. Restrict individuals from accessing certain assessment levels in eLumen until a plan is finalized and what's next
- Have departments submit edits needed in eLumen to a person assigned with overseeing the changes to avoid cross duplication of work. It's unclear whether the errors in eLumen were due to upload, clerical, or old COORs on file as the issue. The committee discussed the eLumen process when approving courses during the curriculum phase and what transpires after that impacts assessment.
- Marci and Morgan agreed to create a how-to video for the eLumen/curriculum process

A question was asked about preventing access to assessment components but keep the curriculum piece available for faculty to review, revise, and upload COORs

- Announce to faculty that assessment will continue this year using the paper process

- Develop the assessment eLumen workflows to go live in Fall 2022. The committee discussed the technical challenges to access the assessment component as a faculty vs. department chair role. A question about this will be asked by the eLumen consultant
- Marci will develop messaging to outline the assessment process

A question was asked about completing the PSLO process and program review for the current year

- The process begins with prioritizing the input of ADT programs in eLumen, then having departments confirm the accuracy as a quality control piece which is needed for other systems to work, e.g., guided pathways. A migration of the information will be completed manually

Question was asked about completing program assessment when courses haven't been assessed for different reasons

- PSLO assessment have been completed without aggregating CSLO data in the past
- Offer a PSLO lite or a focus flex. The focus flex is an opportunity for faculty to come together in support of completing the assessments
- Complete assessments at their best in light of the COVID situation by working with what is available, document what is presented, extrapolate the data to move forward
- Consider what assignments are pending dating back from the campus closure, and determine what's next
- Consider completing assessment responsibilities in the Spring in light of all the work that's transpiring in the Fall

6. **Institutional Student Learning Outcomes Development (ISLO Core Group):**

Marci gave an update. The core group came up with a definition. Marci asked for the committee to review the ISLO definition and send feedback via email, which will be shared with Academic Senate. The committee expressed their concerns about giving AS individual feedback from various committees and how AS act on items received. Inasmuch, AS might be uncomfortable passing the definition because it may lead to institutionalizing a process, the suggestion, look at revising the statement as whole and take back in a holistic form.

A question was asked about cohort numbering. The idea is that 25% of the courses are placed in cohorts, which is manageable for entities to process if revisions and/or new courses are submitted to curriculum. Also, consider the nuances with the cohort scheduling and the challenges it may cause, e.g., course not offered continuously each semester, the assessments will happen during off years.

7. **Adjourn:** 3:56pm