

Faculty Senate SLOs Assessment Committee
Activities Report
April 27, 2012

In January, 2012, Sally Pestana and Tanya Renner became co-chairs of this committee. We held monthly meetings in January, February, March, and April.

At our first meeting, on January 13, each attendee provided the group with an update of course level assessment activities and issues in his/her area. We also identified issues that we wanted to address in the spring semester. These included areas of responsibility for assessment coordinators, how to plan for sustainability of assessment when the number of assessment coordinators is reduced in the fall or near future, how often assessment should be done ideally and how often it is required by our official plan, user-friendly rubrics, course assessment forms, archiving strategies, and not having SLOs data used for purposes of contract renewal, tenure or promotion decisions.

In February, we discussed the various revisions to templates and names of forms that Sally and Tanya were proposing. Based on the discussions in the committee, Sally and Tanya later took those changes to Faculty Senate for approval. We also pursued the discussion about archiving strategies for assessment reports, and considered diversification as an organizing strategy for general education outcomes assessment.

In March, we discussed summer stipends and possible projects, how much support would be needed in terms of reassigned time in the fall for assessment coordinators, archiving strategies for assessment reports, the use of ePortfolios for archiving, accessing and assessing various kinds of assessment data, and a developmental model and rubric for Student Services.

In April, we revisited the Course Assessment Plan form and discussed the various problems that faculty had encountered when trying to fill it out. We decided to redistribute the form as an MS Word document to alleviate the difficulties. We spend the rest of the time brainstorming the program for the first annual summer assessment institute. We determined that the ideal length would be 2-3 days, that we would need to address the needs of beginners, those with some experience, and those who only need support in taking action after the assessment has been completed.

Progress of course level assessment efforts was discussed at every meeting, with varying attention paid to needs, sources of support, assigned time, and so on.