



**Minutes of Institutional Effectiveness Committee
Held on February 24, 2020
Building 4, Room 4-301**

Chairperson:

Karen Wong

Members Present:

Steve Aurilio, Rachel Bell, Belinda Chan (substituting for Zahra Mojtahedi), Erik Ferroggiaro, Jan Fosberg, Stephen Fredericks, Evan Leach, Gabriela (Gaby) Nocito, Kwame Thomas, Ingrid Vargas, Sujatha (Suji) Venkataraman

Guests Present:

Bridget Fischer, Richard (Rick) Hough, Carol Liu (General Public/Former student), Tiffany Schmierer, Amber Steele

Members Absent:

Wisse Bennani, Vincent Chandler, Danni Redding-Lapuz, Pcyeta Stroud, Academic Senate Representative (vacant), Classified Senate Representative (vacant)

Resource:

Belinda Chan (Recorder)

GENERAL FUNCTIONS

I. Call to Order

Karen Wong called the regular meeting to order at 2:15 p.m.

II. Approval of Agenda

A motion was made by Rachel Bell and seconded by Jan Fosberg to approve the amendments on the February 24, 2020 Agenda. Motion carried unanimously.

III. Approval of Minutes

No amendment proposed to the [January 27, 2020 Minutes](#). The Minutes were approved as written.

REPORT/ DISCUSSION

IV. Student Learning Outcomes Assessment Cycle: Authentic and Sustainable

Members continued the discussion initiated at the last meeting to identify what makes an assessment authentic and sustainable, referring to the [Authentic and Sustainable Classroom S.L.O. Assessment](#) slides.

Members reviewed what characterizes authentic and sustainable assessment from the first “short essay question” example discussed at the last meeting. (See slide eight of 13.)

Authentic

- Assessed task is typical of the field (e.g., establishing a position and supporting it).

Approved Minutes

- The assignment has common parameters but the subject matter may be different, which gives flexibility for multiple faculty teaching a given course.
- Results represent a range of teaching styles but dwell on competencies that unify all sections, no matter who is teaching.

Sustainable

- Short essay makes for a manageable sample to assess.
- Rubric establishes common criteria, so the grading may be more efficient while not sacrificing accuracy.
- Norming ensures consistent application of rubric criteria.
- Multiple sections or all sections provide a representative sample of student abilities.
- Results inform action plans.
- The task is used for grading and assessment.
- Multiple SLOs are assessed with the same assignment.

Referring to the second “Short Essay Question” slide from the [Authentic and Sustainable Classroom S.L.O. Assessment](#) presentation, members worked in pairs to evaluate whether the assessment was authentic and sustainable. (See slide 12 of 13.)

Strength

- Students read about and have the opportunity to practice the skill.

Ways to Strengthen an Assessment on the Aseptic Technique

- The actual demonstration of aseptic techniques is a more appropriate assessment than describing the steps
- Simply describing aseptic techniques is not high level critical thinking; better is to apply the knowledge.
- The criteria for evaluation needs to be stated.
- Grades do not show specific competencies, so it’s not clear what students actually know.
- The quiz is not connected with the SLO(s). Connecting tasks and activities with SLO(s) will motivate students to learn, or at least convey the rationale.

V. Potential Revisions to the Instructional SLOAC Calendar

The instructional SLOAC calendar is on a three-year cycle. Members were receptive to slowing down the assessment cycle, possibly every five years. In addition, some members also agree that degree bearing programs should touch upon all five ISLOs, concurrently assessing on the course and ISLO level. Some members worried that some programs may not address all five ISLOs. This topic will be revisited.

VI. Town Hall – Lifelong Wellness ISLO Results [began at 3:00 p.m.]

Programs that participated in the Lifelong Wellness ISLO Assessment in fall 2019 were invited to share their assessment experiences with the Committee, including how they reinforced the competencies in their pedagogy and course content.

Art (presented by Tiffany Schmierer and Bridget Fischer)

- Two projects were focused on the growth mindset and resilience via reflective journals.
- How they foster the growth mindset and resilience in students

- Instructors emphasize that the creative process is a journey.
- More reflection is integrated into the steps of creating.
- Instructors foster a supportive environment for risk-taking:
 - Students have agency over their conceptual ideas, exercising choice.
 - Students collaborate with each other.
 - Students are encouraged to problem solve.
- Assessment process
 - Found in the norming session that “proficiency” and “some proficiency” were very similar. So they would recommend combining that option from the self- assessment survey.
 - They used self-reflections identifying strengths and areas for improvement as the specific questions for students to answer.

In the future when they assess the ISLO, they will add these more specific questions:

- What were the challenges?
- How did you overcome these challenges?
- What were the main takeaways from the challenges?
- A few instructors gave no proficiency for projects that were not submitted or students who had stopped attending. They should have only included data on projects submitted to have clearer results.
- They’re considering more than the two projects to have a better view on students’ progress. They’d like to see how the growth mindset is applied over time. So they also may need to identify when the assessment takes place.

Math (presented by Rick Hough)

- Infused the Lifelong Wellness ISLO into and added units to their math courses in response to AB705
- Learning strategies:
 - Built a math community, for instance by knowing all of the students’ names
 - Rick uses resources in his math book, such as the videos and objectives. He has students work in groups to work on problems in a quiz format. He randomly chooses solutions from one student in each group, and the entire group receives the same grade so that they’re all motivated to help each other.
- Assessment method:
 - Create a pre-post survey about knowledge of campus resources and how frequently they’re using them
 - Difficult to keep track of which students are no longer in the class, so decided only to administer a post-survey
 - They plan to compare data longitudinally over semesters. Their hypothesis is that more students will use the resources as they matriculate to upper level courses.

Kinesiology/ Athletics/ Dance (presented by Amber Steele and Jan Fosberg)

- Faculty are integrating resilience into their courses.
 - Students have fitness testing, similar to when in high school, at the beginning and end of the semester. They design their own fitness programs, and they self-assess. Instructors turn the focus from “failure” to setting and pursuing goals.

Approved Minutes

- For yoga, they're asked to discuss their own mental wellness—specifically how they respond to stress and which tools they choose, if any, from ones they're taught in class.
- Assessment:
 - Participating faculty complete an online survey about their students after a norming session.
- Results:
 - They found that students were fine with resilience.
 - Outside of class, the results were mixed. For example, students rarely worked out outside of class. On the other hand, perhaps they're getting enough during class time.
 - For the “team” course,” they found that the athletes need to celebrate their accomplishments and not just dwell on mistakes.

Counseling (presented by Kwame Thomas)

- Kwame's Counseling 100 course includes a comprehensive seven-week project, “My Next Steps,” that includes transfer/ career goals and a related education plan, resume, interview with someone in the field, and presentation. The presentation is intended for them to “speak into existence their dreams.” The project ultimately helps provide clarity for students which identifies the necessary steps needed to reach their academic and career goals.
- The participating counselors discussed what they do in the classroom to foster lifelong wellness
 - Exposure to campus resources
 - Connecting these resources to topics addressed in class
 - Creating a comprehensive education plan

After these presentations, IEC members were asked if they think resilience can be assessed. Respondents felt that it can be because teachers can see concrete ways in which it is manifested. They suggested that rather than students being “taught” resilience, perhaps instead they're being “supported.” They also felt that instructors need to be more explicit with how making mistakes is a way of learning.

VII. Note to Members' Constituents pertaining to the IEC Meeting

Members were reminded to share their findings with their constituents.

ANNOUNCEMENTS

VIII. Student Learning Outcomes and Assessment Resources

- A. Assistance available in departmental and individual contexts from SLOAC coaches. Please contact Karen Wong for assistance.
- B. Please designate the following Mondays for the 2019/2020 IE Committee meetings that typically take place on the fourth Mondays from 2:10 to 4:00 p.m. in **Room 4-301**: March 23, April 27. Outlook invitations were sent.

NEXT REGULAR MEETING

The next regular meeting will be held on March 23, 2020 in **Room 4-301** from 2:10 p.m. to 4:00 p.m.

ADJOURNMENT

There being no further business, the meeting was adjourned at 4:03 p.m.

Minutes were approved by Members via email between March and April 2020.