



## **Outcomes Assessment Work Group**

# **Minutes**

**Friday, April 14, 2017**

**1:00pm – 2:30 pm**

**Founders Hall 111**

*View the agenda and attachments at:*

<http://outcomesassessment.sites.mjc.edu/index.php>

Members Present: Lynnette Borrelli, Nita Gopal, Kathleen Ennis

1. Information from Outcomes Assessment Conferences: Nita shared information from the ACCJC conference. One specific college—City College of San Francisco made an outstanding presentation of assessment data collection and usage. They have established a clear assessment procedure and system to collect data, discuss data, and make use of data. They've also prioritized transparency and accountability. Their Academic Senate, they said, was "500%" behind outcomes assessment, and their Curriculum Committee signs off on the mapping. Their accreditation status has been renewed for the next seven years.
2. Those present discussed and tried to solve general questions that are posed by faculty regarding assessment cycles and other "how tos."

Please find below more information from ACCJC workshops:



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Workshop titled “Pulling Together for Institutional Success” from the ACCJC conference, April 2017

Standard 1.B.6 (Institutional Effectiveness)

- Disaggregate something that gives you something you want to know
  - Example Q. Is there a population that is severely disadvantaged at MJC?

SLO Assessment as Academic Research:

- Do it with the spirit of research. What do you want to know?

Being in a software for 10 minutes a semester will not allow for conversations, discoveries, and innovation.

Take it slow  
Do it meaningfully

When disaggregating, you don't have to always go by race/ethnicity (equity planning)--that's the institutional decision; you could disaggregate for example by looking at how students who went to the writing center performed in ENGL 49 versus those who didn't.

The idea is to be able to apply it in the classroom.

We're all doing it because ACCJC wants us to do it. This is where we should take a pause and figure out what is it we want to know.

The meaning of disaggregation should vary. All colleges should be able to define it in the way they think fit. See photo on phone. Each item can be a research project of its own.

Disaggregation Conversation (not sure if we have had this on campus):

When we collect data at the student level, more options become available to us.

When we get our data, we should ask if the data tells us something we didn't already know.

Remove barriers of technology and workload.

If SLOs are meaningful and tell you what you want to know, then data becomes valuable.



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Integrating Accreditation Work into Regular Institutional Operations and Structures

<http://www.cuesta.edu/>

CUESTA COLLEGE (Had been put on “show cause” but are now reaffirmed)

They do accreditation as an everyday normal behavior;  
Accreditation is an agenda item at every board meeting;

Integration/sustainability

They have created a manual that has the standards and the work that'll go on per the standards (see photo)

All below are connected to standards; different people are responsible for different standards

- College's planning processes
- Governance committees/departmental work
- Communication, institutional speak
- Responsibilities of key positions
- Institutional culture

They created bookmarks, bags etc. to keep people informed.

Every committee hosts their minutes on sharepoint--easy to pull evidence for reports.

Pull evidence for each standard annually

Annual report from each committee to the President regarding the work they do on accreditation

Every two years they assess their processes and policies' documents: lay out when each document will go to each committee and board.

Keep the board always informed

With “show cause” time was not on their side--

Though not many reads were possible, it touched every committee at least once

Build upon what you already have

Education & Training:

Check out ACCJC Accreditation 101: <http://asccc.org/sites/default/files/Accreditation%20Standards%20and%20Structures.pdf>

### Communication

Opening Day Updates

Email Announcements/Newsletters

Board--Accreditation Standing Agenda Item

Maintaining Accreditation Website (Need to be highly organized--have every document up there that needs to go to ACCJC)

Provide updates--Internal & External

Share what people are doing

Make Resources available

Annual reports, Self Evaluations, Follow Up Reports

Marketing Plan

One voice to the media

Press Releases

Foundation Board Updates

### Changing Culture

- Develop working relationship between ALO, Academic Senate, & College President
- Clarify Accreditation roles/responsibilities
- Define decision making process
- Work from the Bottom Up & Top Down
- Encouraging participation
- Standing Accreditation Steering Committee
- Tie college committees' description, purposes, initiatives, work to Standards
  - Standardize committee agenda



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They brought a consultant in from outside who showed the college what to do.  
Planning and College work should be connected

They do their ISER, Actionable Improvement Plans, and Quality Focus Essay--connects to Master Plan, Strategic Plan, other College plans, committee work, department work, midterm report, Institutional self-evaluation report, and annual report.

A lot of accreditation work goes through College Council, so those minutes will be evidence.

Celebrate/Praise/Positive Reinforcement

### DEVELOPING a CULTURE of ASSESSMENT

Great Discussions about student learning based on data

Spirit of Inquiry

Assessment embedded in all teaching/learning

Trust, transparency, and unity

Clear understanding

Overall excitement about what and why

“Language of assessment”: Terms to use constantly

Emphasize recognition

Assessment mentors/coaches

SLO Fridays

“Assessment Update” –journal

One day to work on ILOs

Ongoing meetings that people expect

Assessment data at the finger tips: Make videos on how to generate the best report or look for data.

Empower your administrators by giving them good information about what’s going on.

Make students aware of the alignment of SLOs. Ours is in the catalog, but educate students on outcomes and the mission.

Encourage students to ask questions.

In class sessions, say “What outcome are we working on today.”

Every lesson plan could have a set of outcomes that feed into the course CSLOs.

Begin all assessment activities with what it’ll be used for—how do we apply it in our class.

Before you start, know what you’ll use the data for.

Make assessment videos fun for faculty, but have a strong message.

Even if you’re doing it for accreditation, see if you can include some questions you truly want to know about your course.



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### Developing a Rubric

#### A Valid Rubric Assessment process

- should give useful results (usable results)
- should be clear
- should be fair
- Should be consistent/reliable
- Appropriate range of outcome levels
  - Lowest level = floor = unacceptably poor
  - Highest level = ceiling = achievable by some
- Should be generalizable

- Rubric is the destination
- Assignment gets students going in that direction

**Rubric should have at least three levels of performance; no more than five levels (too many and you'll be splitting hairs)**

When creating rubrics, specify observable behaviors (students should know exactly what they did wrong and what they need to work on)

*For ILOs, create a family of rubrics--not too many--think about organizing this--how do we take our ILOs and create a broad rubric for each ILO.*

#### Good Learning Goals are Relevant to Students & Employers

- Teamwork and collaboration skills
- Articulating ideas clearly and effectively
- Real-world problem solving
- Evaluating information and conclusions
- Flexibility and adaptability to change
- Creativity and innovation
- Working with people from diverse cultural backgrounds
- Ethical judgment
- Understanding numbers and statistics

Good Learning Goals are Rigorous Yet Realistic

Good Learning Goals are Neither Too Broad nor Too Narrow; *learning outcomes are career specific skills.*



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How will we use the rubric results:

- Rethink intended learning outcomes
- Rethink curricula
- Rethink teaching methods
- Recognize and celebrate successes

Good learning goals are clear

- Students understand them
- Colleagues understand them
- No fuzzy terms

Good learning goals are observable

- Action words
- If you can see it, you can assess it.

Good Learning goals focus on skills

- Knowledge & understanding
- “Hard” career skills
- “Soft” Transferable skills
- Attitudes, values, dispositions, & habits of mind

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Students learn what they're graded on

This is what you'll learn to do	This is what you'll do to learn it	This is how you'll show me that you've learned it
1.		
2.		
3.		



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This is what you'll learn to do	And this will help you learn how to	This is what you'll do to learn it	This is how you'll show me that you've learned it
1.	PLOs/ILOs		
2.			
3.			

## 8 STEPS

1. Articulate the Rubric's Purpose
2. Start with clear SLOs
3. Explicate the SLOs into essential traits
4. Identify and label performance levels
5. Define the minimally adequate level
6. Create descriptions of every trait at every level
7. Develop and review the learning activity
8. Try out, revise, and implement the rubric