



Outcomes Assessment Work Group
Minutes of April-8th Meeting

1:00pm – 2:30 pm

Sierra Hall 214

View the agenda and attachments at:

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

Attendees: Gagandeep Bains, Gerry Wray, Beth Bailey, Barbara Salerno, Milan Motroni, James Palmer, Belen Robinson, Joe Nomellini; Nita Gopal

I. Discussion to Report to Senate:

1. Reflection Template: Should we finalize one and request everyone to use one template or allow for the creation of more templates?

Notes: We agreed that a standardized template would work best, but we would suggest the addition of one final box/section for “Additional Reflections” to cover anything unique to a particular assessment that the faculty member wanted to document outside of the standard information. We began to discuss the questions on one template but couldn't get far. (A standard template also means that a clean-up of the unused templates is required, which could upset some users.)

2. Should we work on a future date to create a deadline for assessment entries? Example: Starting fall 2017, we should have a deadline of _____ for entering fall information and a deadline of _____ for entering spring information.

Notes: Members want to think about this some more. The discussion stopped at not creating a strict deadline, but at the same time, creating one could have some merits. We have two deadlines in place: End of January for the fall semester; end of May for the spring semester; but these are soft deadlines. They don't appear to mean a whole lot to anyone. Nita's question to the group was if those deadlines should be rigid. That's where we couldn't finish listing the pros and cons of that approach. We would continue to encourage our colleagues to get their information in by the deadline, but after June 1st, it would be best to give the deans the list of courses that didn't get assessed. We were thinking that after June 1 (for spring), the matter perhaps should be in the hands of the deans.

3. Reps can perhaps share questions posed to them by their divisions.

Notes: We couldn't discuss this as time was short.

4. Should we request a Canvas Shell to communicate, or is email enough?



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Notes: The answer was “No, not yet.”

5. How do the reports of the past (ILO, GELO, and PLO) translate to eLumen? We have “Action Plans” in eLumen. Can “Action Plan” substitute previous reports?

Notes: We couldn’t get to a deep discussion of this.

II. Lab-Work in eLumen:

6. How to send notifications as department/div coordinators

Notes: Nita showed coordinators how to do this. Members also got a handout to guide them through the steps.

7. Making sure our programs are in eLumen and linking courses to the programs for mapping

Notes: Nita showed coordinators how to do this. Members also got a handout to guide them through the steps.

III. Extra:

James Todd called and spoke about the following:

Accreditation: We need to have all courses assessed at least once in this cycle, which ends spring 2017. Accreditors visit in fall 2017. This means the courses that have been scheduled for fall 2017 have to be assessed earlier.

Meaningful: We want assessments to be meaningful to faculty and the institution as a whole.

Make it Easier: We want the assessment process to be easy.

IV. General Discussion:



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- We discussed the feasibility of providing a simple one-click summary report provided for faculty for each course on their home page. This report would provide a quick summary of all assessment data per assessment tool and per CLO. Faculty would always have the option to create more detailed reports using the general report function and filters, but this feature would provide a simple, yet effective, method by which faculty could review and analyze their data during the reflection process. Nita is proposing this to eLumen.
- We discussed the idea of having people in positions of authority talk about the importance of assessment from both a “compliance and commitment” perspective at Institute Day—the goal of EVERY course being assessed by spring 2017 in support of the fall accreditation and reinforcing the value of the process to improve our professional skills, increase student success, etc. It is important for our peers to hear this from someone other than us.
- As of now--in our schedules--fall 2017 is the end of the current cycle, but the accreditation team is visiting us that semester, so it's important to take the fall 2017 courses and have them rescheduled for an earlier time so that by the end of spring 2017, not only are we compliant with all our courses, but we also have our next round of program reviews done. Following this method will allow for information to be ready when the team visits.
- Have an Institute Day breakout session for eLumen
- Have Institute Day training sessions for new part-time faculty
- Go across campus across divisions and help faculty members in eLumen
- Amanda and Nita or just Nita will do the “distribution” for spring 2016 as this appears to be the only we can keep track of courses that are up for assessment. Problems come up when we "distribute," and problems come up if we don't. Nita **would like to take one more look at this before starting to distribute**. The technical problems related to distribution should go away in 6.5. In all the trainings, Nita has been encouraging faculty to "know" their schedule at least until we clean out the "distribution" issues. Irrespective of the functionality of the distribution system, do please encourage your divisions and departments to **know their schedules**. This will encourage people to browse the assessment site. That's the only knowledge base we



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have right now when it comes to outcomes assessment, and if people want to fulfill their responsibilities, that's the best place to begin--the Outcomes Assessment site.

- If we want to have an "Assessment" Day as we did in the past when we did mappings manually, how will that work--it's all done in the database now. Perhaps those departments who have their mappings done can print out their reports and come together as a college for a discussion--not sure. We need to make sure that assessments are meaningful, so any college-wide discussion has to be invigorating and enlightening. Our very frustrated colleagues will be even more frustrated if we make even a small mistake.
