



**Outcomes Assessment Work  
Group  
MINUTES  
Friday, April 26, 2019  
12:30 pm – 2:00 pm  
(Online)**

Members Present: Nita Gopal, Kate Hey, Yolande Peterson, Rebecca Ramirez, Taure Shimp, Patricia Wall

1) We discussed the dilemma our creative and innovative librarians face with data, especially the non-credit courses LIBR 901, 902, and 903. As Kathleen was not present to discuss, we thought we'll present the idea of "formative" assessments to her. In eLumen, you can set up a "formative" assessment, and the data collected will not add to the collective data of the school. The other choice would be to collect data on a certain date, perhaps.

2) We went through the notes from the Data-Discussion meeting. Our Rhonda has compiled everyone's answers into one document, and these suggestions can provide us a lot of guidance. A desire for "uniformity" was the commonality in many suggestions. We discussed what would uniformity mean with assessments: Course teachers coming together to create one assignment and prompt. We felt this would work well in some departments and not so well in others, but if a department truly wants to organize uniformity in assessments, they could try the following method, which a member suggested:

- During a specific semester, the department coordinator for SLOs puts forth the idea of common assessments at the department meeting.
- If the department agrees, each course is assigned to one instructor. This instructor will be the lead in getting the teachers of this course together for creating a common assignment and rubric.
- The assessment is given to students per the group's decision.

We also felt that if small departments started doing the above and succeeded, they could serve as models for the rest of the school. This is something we could follow up on early fall.

3) We discussed the concerns of faculty over what "N/A" means in eLumen. Literally, it stands for "not assessed." There are two views on the use of the "N/A" option, which becomes necessary to check when a student doesn't turn in a paper or doesn't show up for a test. Some teachers say that if a student doesn't show up or turn in a paper, then they prefer to check "zero," meaning that the student did not satisfy the teacher's expectations for that CLO. On the other hand, some teachers say that if a student doesn't submit or doesn't show up, then it should be an "N/A" as we truly couldn't assess that student.

This is something all of us need guidance with, so we'll place the issue before divisions, Senate exec, and Senate in the fall, so that we know what to do for fall assessments.

4) We discussed CLO reviews: When should we review? Once in five years when we do curriculum review? Anytime as we do now? Once in two years when we do program review? The general logic was that we should leave it as is as that allows for flexibility.

5) We discussed reaching out for SLO-assessment schedules. These are trickling in, but if we don't have them by Sept 4, then assessments cannot be distributed, so in that case, we may have to reach departments with an email that mentions the recycling of the old schedule because no new schedule has been received by the department. In early fall, another request email will be sent out; the idea is to give our colleagues a margin of about two weeks to send in the new schedules for distributions.

6) Workshop ideas for fall: Four types of workshops can be offered based on the needs of the school. All OAW members are welcome to join in to host and guide our colleagues. As of now, the plan for the first round of workshops is to get them in before Institute day. If these go well, more could be organized during the semester or early spring.

7) The idea of a special workshop just for OAW members was mentioned, and everyone was in favor of it.

8) We spoke a little bit about how outcomes go on our syllabus for a reason--so that the course is designed on those outcomes. The analogy that came up was that of a table with three legs: The legs were the outcomes--the table top being the course.