

PROAC Meeting Notes

Friday, April 16, 2021 2:00-3:30pm

via Zoom – Meeting URL: <https://cccconfer.zoom.us/j/3521388862>

Meeting ID: 352 138 8862

Attendees:

Coordinators		Area 2 CATs		Guests and others?
<b>Instruction PR</b>		William Baker	<b>present</b>	
Edward Modafferi	<b>present</b>	Caroline Kreide	present	
<b>Dean OIE &amp; Admin. Services PR</b>		<b>Area 3</b>		
Komal Bandyopadhyay		Aaron Gregory		
Delia Esquivel		Michael Weepers	<b>present</b>	
<b>Student Services PR</b>		Craig Vilhauer	<b>present</b>	
Regina Coletto	<b>present</b>	<b>Area 4</b>		
<b>Dean of Instruction</b>		Susie Williamson	<b>present</b>	
Douglas Kain	<b>present</b>	Bryan Donnelly	<b>present</b>	
<b>SLO coordinators</b>		Suzette Norris		
Brandon Tenn	<b>present</b>	Scott McCall		
Valerie Albano	<b>present</b>	Kirsty Brace	present	
<b>Resource Personnel</b>		<b>Area 5</b>		
Luis Enrique Flores		Jennifer Gardner	<b>present</b>	
Gabriela Garcia	<b>Present</b>	Alana Perlin	<b>present</b>	
Seferina Ramirez		Matthew Warner-Davies	<b>present</b>	
		<b>LRC</b>		
		Karrie Bullock		
<b>Area 1 CATs</b>		Denise Runner	<b>present</b>	
Jo Fawna Reali	<b>present</b>	Non-credit		
Saheba Khurana	<b>present</b>	<b>Karla Navarez-Flores</b>		

Meeting called to order around 2 pm

1. Comments/Announcements?

- **No changes to March 2021 minutes**

2. Old Business

a. Updates on ITS proposal for reorganizing degrees, programs, and courses in Colleague

- **Edward reported that we continue to work with ITS and Curriculum on the organization of Merced college Colleague database**

b. Other? **NONE**

3. New Business

a. **Programs and the Merced College Assessment Overview (PROAC) website**

PROAC is currently using the Assessment overview website with the 3 areas (admin services, instruction, and student services) has copies of the program reviews as pdf files (going back to 2013 at most) so they are available for anybody who wants to take a look. We need to revisit the organization structure and the programs in the different areas due to various reorgs that have taken place. Also, we are using this site to post the PROAC meeting agenda and minutes, and some from the Assessment Review Committee (ARC) for consistency.

b. **Proposed Instructional Assessment Cycle changes based on feedback – see table**

The way we've designed this is repeating a two-year cycle with focus on course SLO assessments in one year allowing the program review to focus on the SLO assessment results in the second year (see table below).

#1 (2 year cycle)				#2 (2 year cycle)			
Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Course SLO Assessments		Course SLO Assessments <i>(if needed)</i>		Course SLO Assessments		Course SLO Assessments <i>(if needed)</i>	
Resource Allocation Requests		Program Review		Resource Allocation Requests		Program Review	
				ACCJC Report	ACCJC Visit		

Since we don't offer all courses all the time we are requesting that those get scheduled to finish in the 2<sup>nd</sup> year so that we can assess all courses offered in that 2 year window. For courses that are not offered in the two-year window, those should be assessed any time they are offered. Including a start and end date should make it easier to track the number of courses being assessed. Also, by alternating the years we hope this will allow us to focus our efforts on specific targets with additional training and help faculty and staff with organizing their activities. Also, we feel the two-year window will allow us to

regularly verify course assessments are taking place, being analyzed in program reviews, and any gaps can be identified and scheduled for assessment. We want to be more proactive and make sure that we not only schedule these things, but we also follow up - so you can look at how your students are doing at picking up the knowledge, skills and abilities from courses and whether or not they're satisfying what we're saying. One of the things that came out of the discussion was that a lot of instructional areas would like to continue with resource allocation requests on an annual basis. By opening up the eLumen program review in this two-year cycle, you can still do your resource allocation request.

Michael Weepers asked whether or not everyone would be required to do their program reviews in the fall of the first year. Answer: This is a two year cycle - within that two year cycle, you should be assessing the courses that are offered and, within that two year cycle, you should be completing your program review. But whether you do it in the first year or the second year, we wanted to leave that open as some faculty have just completed a bunch of assessments, and we didn't want this to feel like we were forcing them to re-assess right off the bat. In eLumen we do have the ability to specify the year or years of course assessment results to generate the SLO results evaluated in the program reviews. Effectively, for this first two-year cycle we can include extra assessments as needed as we transition into the new cycle – flexibility as needed. The goal is to try and get more cohorts synched up so we can target training and everybody can plan for and anticipate what's coming up.

Susie Williamson asked about the ability to complete annual funding requests which are crucial for the allied health cohort. Answer – yes you will have the ability to include resource requests in eLumen every year as the program review would be open during that two-year window. We can go into eLumen and pull the information out during both years effectively allowing us to still have annual resource requests, and those might change as you update your program review during that two-year window while the program is looking at their assessment results and working on their goals and action plans.

Jennifer Gardner asked about programs with no full time faculty. Our current plan for this is to merge those degrees and certificates with an existing related program in eLumen that does have full time faculty working on it to combine their efforts. We are also investigating programs where there is a "pool" of students with a common set of outcomes and have them write a single program review rather than separate ones. This way all of the programs could be working toward a common set of goals, and the resource requests could be prioritized within that larger group of faculty before it gets to the Dean.

Michael asked about whether or not a program could assess all of their courses and complete their program reviews in a single year – would that give them a year off. Answer – while that is possible, it would be a massive amount of work to get done in a single year. The two-year cycle was formulated to break up the work load so it didn't all have to be completed in a hurry allowing faculty and staff to spend more time looking at student success and planning out their goals more effectively.

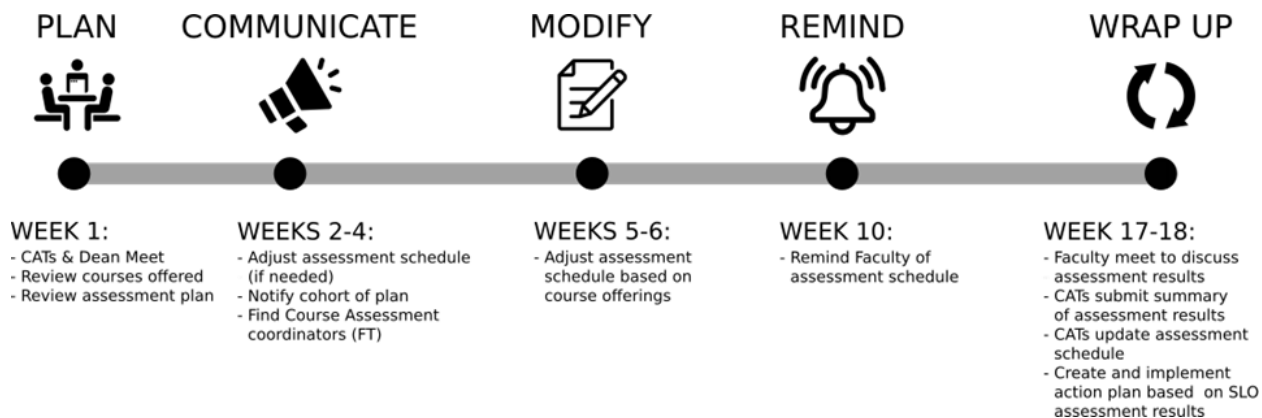
Michael asked about the role of the cohort assessment trains (CATs) in reviewing the program reviews. Answer – because eLumen does not have a workflow outside of the curriculum process we are going to have to be more proactive about letting others know when things are completed. This is part of why we wanted the two-year cycle so we can plan things out more effectively. Also, Edward would like to start bringing some of the program review to PROAC and having the committee see where we can focus our efforts in terms of training and also to provide feedback. Many CA community colleges have their programs do a presentation to a program review oversight committee which signs off on the final

document. Currently, student services at Merced College has more oversight built into their approval process, several times throughout the year before they are finalized and posted, than instructional areas.

Caroline Kreide asked whether or not we are doing a “hard reset”. Answer – Effectively we are doing a reset when it comes to our record keeping for course assessments. In order to show that we are actively assessing courses we will be using that two-year window to plan and complete the assessment of all offered courses within that two-year window. Previously we the plan was to use a five-year window where all courses were being assessed twice, which did not seem to be working well. But, even for faculty who completed their course assessments this year, they will still need to assess their courses sometime in the next two years, this is a continuous process. Rather than looking at numbers of assessments completed over a 5 year window, we are adjusting that to a shorter 2 year window to make sure that everything is being completed

**c. Proposed Course SLO Semester CAT Duties**

We envision using the Canvas Shell with the instructional program review coordinator and SLO coordinators as the teachers and the CATs would be the students. Notifications would go out about when to remind your faculty to do this, this and due dates for a program review the due date. And, yes, you can get your homework done early. Jennifer and Brandon will be working on this over the summer, but the figure below shows a rough outline with a possible schedule. We would like to get some more feedback on this.



Hopefully the CATs will be able to post the two-year assessment plan for the cohort, and notifications could be sent out to have a meeting with your Dean, and potentially lead faculty, and double check to make sure the courses are being offered and assessed. At the end of the semester we can do a wrap up to confirm everything was completed and check off that semester prior to moving on to the next one. And if it doesn’t get done in that semester to plan for completing it.

Michael W. asked about the course coordinator role for the CATs. The idea for this role was to see if we could assign courses to a full time faculty member to help coordinate the process, especially for courses that are taught just by part timers, and make sure the assessments get done without burdening the CATs trying to keep track of everything in the process.

Caroline K. pointed out that faculty in her cohort were **unhappy** with full time faculty having to supervise several sections and it's a lot of work - if you have a multi-section course, it's going to be extra work on the shoulders of the coordinators. She feels this seems to be like an executive function telling somebody else what to do and it ought to come from the deans. Her role as a CAT is somebody who is a resource, who is glad to sit down and walk through this together. But in terms of getting people to do it and not ignore these emails, in her experience there, were people who just routinely ignored her. Answer – The coordinators envisioned this as a couple of emails a semester with helpful reminders and providing additional information for the adjunct instructors like letting them know which tool is being used to assess the other sections of that course. Caroline would prefer that the reminder emails come from the Deans because faculty are more likely to respond to those than one from another faculty member.

Susie W. agreed, especially with adjunct faculty who might not know the importance of the assessment process and might not know the full time faculty who is sending out that email. They have met the Area Dean and are familiar with responding to emails and requests from the Deans. Caroline would also like to make sure the College and Union iron out how to compensate adjunct instructors for the additional work load. Jennifer G. asked whether or not having it would be helpful when the Dean sends out a reminder email that it includes a contact faculty email to reach out to for additional assistance with their course assessments. This could include a list of courses with a corresponding list of full time faculty. Also, she feels that in some cohorts it might make sense to have the CAT in charge of this process and in other cohorts it might be more effective to have the Deans work on this.

Michael W is concerned about finding the time as a CAT to manage all of the programs in his cohort throughout the cycle. A Dean should be the one enforcing compliance, but different discipline faculty should be combined based on professional responsibilities. Jennifer G. would like to find a creative way of achieving the same goal, but in a way that fits for your cohort. Dean Doug Kain commented that every area is a little different, and every discipline is a little different in terms of how it will function. The Deans role is when there's an issue that comes up - the team's job is to facilitate that and he does not think they would have any problems stepping in when there's issues and also communicating with the CATs about proposed schedules for course assessments.

Jennifer G. reiterated that we should be having discussions about the course assessment process and results which play a role in the program review. Right now we have the ability to generate a table in the eLumen program review with the assessment results, but we are not generating comprehensive summaries of the results for the courses, mostly reflections by each individual faculty member who is completing their assessment in eLumen. We are not sure if CATs from outside of the discipline would have the ability to pull up all of the reflections from completed assessments and use those lead a meeting where discussions can take place. This is where discipline faculty could play a better role in the process since they are more knowledgeable about the needs for the classes in their discipline. Will B. asked whether or not we could use the discussion boards in Canvas, especially for something like English where they might have 10-15 sections of a single course offering. Trying to get all of the faculty together for a meeting to discuss the class could prove problematic with scheduling. A discussion board might solve this problem and would leave a nice record. Will also pointed out that this schedule of notices going out set up over 18 weeks is not going to work with short term courses and many of the scheduling changes that have been seen in his cohort over the last year. JO Fawna commented that many faculty for their SLO assessments as part of the final exam so they wouldn't be

able to participate in discussions about the results until after the semester is completed. It was argued that we should not have dates included in the Senate resolution, other than the two-year window for completing course assessments and program reviews, in order for this proposal to be flexible, but still keep it simple. Maybe the inclusion of weeks in this figure is deceptive and it should be listed as steps in the process so it remains continuous with multiple time frames. (e.g. 18-week or 9-week courses)

#### 4. Action Items

##### **a. Fall 2021 / Spring 2022 course assessment schedule (DUE at May PROAC Meeting)**

We would like to start working on a master schedule on an Excel spreadsheet with the next four semesters of course assessments planned out. If there is any course missing or that was deactivated note that in the spreadsheet. The preference is to try and center on assessment during the first year and program review the second, while still allowing as much flexibility as possible since some cohorts are going to need to spread assessments out over the two-year window. It would be nice to capture as much data as possible, especially if there is only one section offered in Fall and one in Spring, so the schedule could have multiple semesters planned for assessment of a single course.

Doug K. commented that having a regular meeting with CATs just to kind of get the framework set up and have a rough idea of when things are supposed to occur, and also to get the feedback (we're not going to offer it this semester or it's been canceled) will keep that pathway open and flowing would be great.

#### 5. Announcements?

##### **a. Spring 2021 meeting schedule - 3<sup>rd</sup> Friday of the month, 2-3:30pm - May meeting**

We would like to have a meeting even though it is the last day of the semester to follow up on some of these proposals and just to make sure everybody's on the same page before the end of the school year.

##### **b. CAT contract and time sheet reminders**

#### 6. Adjournment at 3:18pm.