

PROAC Meeting Notes

Friday, March 19, 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?
Instruction PR		William Baker	present	Delia Esquivel – Student Fees supervisor
Edward Modafferi	present	Caroline Kreide	present	
Dean OIE & Admin. Services PR		Area 3		Kelly Fowler – VPI
Komal Bandyopadhyay		Aaron Gregory	present	
Student Services PR		Michael Weepers	present	
Regina Coletto	present	Craig Vilhauer	present	
Dean of Instruction		Area 4		
		Susie Williamson	present	
SLO coordinators		Bryan Donnelly	present	
Brandon Tenn	Present	Suzette Norris		
Valerie Albano	present	Scott McCall		
		Kirsty Brace	present	
Resource Personnel		Area 5		
Luis Enrique Flores	present	Jennifer Gardner	present	
Gabriela Garcia	Present	Matthew Warner-Davies	present	
Seferina Ramirez	present	Alana Perlin	present	
		LRC		
		Karrie Bullock	present	
Area 1 CATs		Denise Runner	present	
Jo Fawna Reali	present	Non-credit		
Saheba Khurana	present	Jessica Moran		

Meeting called to order at 2:05 pm

1. Comments/Announcements?

- **No changes to Feb 2021 minutes**

2. Old Business

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

- **Edward reported that we're going to be working with ITS and Curriculum so that everybody who really has a hand in the organization of Merced college Colleague database, so that we can try and get things to work out for curriculum, and also for all the other systems that Colleague touches. PROACs focus is to make sure that the organization structure in eLumen works with what Colleague tells it.**

b. Other? **NONE**

3. New Business

a. CAT report - faculty feedback on modifications to the Assessment and Program Review cycle from March 12 cohort and area meetings?

Cohort 1A – would like to have the assessments open every semester, rather than every other year, but every other year is not going to ruin anything. That way anybody teaching the same course could get together and meet and discuss what the assessment is going to be, and then they could use those until we change the questions that we're asking, we could just continue to collect data. Right now, coordinating when people are going to enter their data is kind of the problem, especially with adjuncts who often have the data but would like to enter it in the following semester. A few faculty don't know if they're doing it right - they don't know if they entered in data correctly.

Brandon and Jen are working on ideas to help with this, including assigning each course to a full time faculty Member who would then reach out to the adjuncts during the Semester, to make sure they know what they're doing and make sure they know what the questions are so more can participate. Caroline commented that the person who really needs to approach the adjunct instructor would have to be the Dean. She has always offered help in her department and does not get any responses – she suggests the Deans follow up and let faculty know to NOT ignore the scorecard emails sent by eLumen when it is time to assess a course.

Cohort 1B – the pro was one of the faculty members said hey if we go along with this plan, then I know every odd fall, I have to assess my classes.

Cohort 2A – English has a schedule on classes offered every two years and after 1.5 years it seems to be working pretty well, along with Communications Studies.

- **Max Hallman is concerned about having an SLO assessment schedule like imposed on faculty - then it wouldn't really match up with what they were doing or when courses are offered because not every course is offered every semester. Also,**
- **Caroline mentioned that there is a concern with department with one full time person to do all of the assessment would be an undue burden, but she is concerned we'll never have a complete picture when we do the program reviews**
- **Leanne Hobbes from Communication Studies suggested that “each course must be evaluated every two years, each courses schedule shall be established by the discipline faculty with the SLO assessment staggered so not everything in 1 semester.”**

Cohort 3A – strongly in favor of every other year assessment cycle and program review, however, they did have some questions on what's going to happen with resource allocation. That might complicate things because on the off year, we would lack certain forms of justification for funding requests and, in addition, the resource allocation process, they found confusing and difficult overall – clicking between different modes and then different layers of the form.

- **Faculty are considering submitting their program reviews every year so this is not a worry. They would also have a place to document advisory committee meetings and things that need to happen on a regular basis, every year.**
- **They recommend making sure the language in the Academic Senate resolution be chosen carefully to indicate that the program review is a follow up to the SLO assessment**
- **It would also be helpful for the schedule to be populated in eLumen – click generate data and not only do we get the program outcome results, but also keep track of the schedule – identify which courses has SLO data that was used to help the faculty, CATs, and Deans stay on top of the schedule.**

Edward commented that there might be sort of a transition year in terms of making those links to the resource allocation. Some programs still need to make the correct links between their goals and action plans with the resource requests in eLumen. And we are still trying to get the budget tool to work with all of the programs in instruction.

Jennifer relayed she and Brandon are working on a Canvas shell to eLumen doesn't have those capabilities in a way that is easily accessible and it gets complicated really quickly. This would also require scheduled meetings with the Area Deans to follow up on the master plan at the end of each semester to make sure we don't need to make adjustments.

Valerie stated that Gabriela can go into eLumen and set up basically everyone's assessments for a year, or more, at a time, to get the scheduled assessment plans started, and they would open automatically. If someone makes a mistake, or if a class

gets changed, that would have to be accounted for, along with any classes that did not get assessed.

Jennifer commented that there has been discussion about having a “hard reset” on the schedules for course assessments and having everything start over in fall semester. This would make it a lot easier to track everything. Multiple members felt that faculty who just assessed a course this year will not be inclined to repeat the process again. They set up a schedule in the past because they had input, and understanding this was something to be done every 2 years was pretty smooth.

Cohort 4A – strongly in favor of every other year assessment cycle – allied health assesses all the time anyways. Bryan pointed out that a lot of the courses under safety are on a different cycle because they are offered as needed, but the 2 year cycle would be good because you know it's coming up, and you pretty much teach all your courses at least once every two years and then there's the rare when that comes up that's not on that cycle and you just catch it during that when you do it. They do have issues with adjuncts completing assessments. Likewise he can plan things out with the budget and it's doable

Claire Alvarez sent an email with comments that she is concerned about the resource allocation process and needing to request things annually especially the LVN program where grants are almost non-existent. They have been able to apply for and receive monies for online resources to support students and student success through the gta. There will be no further funds allocated to the lvn program from the source, which was worrying her. She has always requested resource allocation annually for the lvn program to fund this expense 25 to 32,000 a year because of the allocation from the cta it's always been denied. The issue is with the yearly program review with regard to the resource allocation. Nursing is an expensive program but student success is highly dependent on variety of resources that can be made available to them, in addition to the regular face to face offerings. Students benefit greatly from 24 hour access to resources and she would greatly appreciate it if we would still be able to fulfill our college mission statement by having the ability to request funding on an annual basis, even if we do program review every two years.

Michael also pointed out the where Auto Tech was able to get resource directly related on information from an SLO assessment that appeared in their program review, he is concerned that in an off year we don't have the ability for generate that type of information to justify a request. Keeping the document open in eLumen for 2 years and having the ability to update it every year might work for this. Also, this could be an incentive for program that would like to receive Perkins funding if there was a prerequisite that they submit information like their advisory minutes into eLumen at the beginning of the year. They would still be in the 2-year cycle along with everyone else to complete their program reviews.

More discussion took place related to the number of course assessments that take place in different Areas. Will pointed out that having a schedule has resolved many of these discussions in English because if you sign up for it, they know in advance that's the SLOs to be assessed for all of the sections and not just one section.

Jennifer outlined how one of the reasons for doing a reset was because scorecards did not get generated in the past, and the schedules for course assessments were not complete. Having every program do their course assessments next year would provide plenty of data to work with in the program review in the 2nd year.

Will commented that a lot of classes don't fit into that schedule because they are not offered every year. With an alternating annual schedule, by the time we get done with that second year, everything has now been assessed and you have a really robust data set to put in the program review.

Valerie commented that if it's difficult to link the process for an area that needs funding in a special way then maybe we can work or you guys could work piecemeal and say okay for area one, this is what they're going to do, and for this area this is what they're going to do, and really that's what ACC JC wants to see is that there is integrated planning and integrated processes happening across campus.

Caroline wanted to know if we can schedule courses to be assessed every 2 years in eLumen so it will generate the scorecards automatically. Jennifer responded that we can, but if there are any changes, say the faculty changes their SLOs after 2 years, then the scorecard that was generated previously does not take that into account, and it would have to be deleted and then a new one generated, which will include the new SLOs. Jo Fawna asked whether or not it could be the CATs responsibility to say hey these updates need to be applied. Concern was expressed that not all CATs are up to date on curriculum changes and tech review.

Brandon pointed out that it seems like cohorts are on board with the two year window and the question is how do we split up the courses amongst the two years and that's the discussion we're having.

Cohort 5A – Art has quite a few resource allocation requests at times because of tools and different things like that. There was some concern at first about how it would affect you know the theater and music and all those type of things that people need. But we were Okay, with the idea of getting more information in the system more data would allow us to be able to do a more. And everyone was pretty much fine with the two year assessment cycle, we have some courses that aren't taught quite so often like more rare but we're Okay, with the idea of once they're taught we just do it immediately that year, and just put it on the list that didn't seem too problematic to anyone. We were okay with a campus wide reset - we're all going to start with all of our most offered courses in the fall of this year. But I think in our

area, we do have quite a lot of courses like people have said, we each teach - and there's been conversation about the workload. I do think there's a misnomer that people have that they if a courses offered only one person needs to assess it or something so we need to be better at getting the word out on that because I don't think I told them all that and some of them knew and some of them were kind of surprised at that idea.

Brandon mentioned that no matter how we go about splitting up courses, the first two years of this, it's going to feel incomplete, but the second program review that we're doing 4 years from now - then we know from that point on every time a program review happens it's going to be the data from all of the courses in that program is going to be set up into the program and then the cycle is going to be definitely a lot more continuous.

Edward pointed out that classes which are missed in the 2 year cycle – this can be one of the action plans in the program review in eLumen, so you could track it and make sure that one is assessed in the cycle.

Valerie commented the idea is that we want to take the stress of tracking off of the coordinators and there is a plan in place that makes sense for each area , for each cohort and when these anomalies do pop up that's when the coordinators can step in and say okay we're documenting it here and program review it's going to be documented here and proactive and they don't spend their time pulling their hair out tracking eLumen data - we need to demonstrate ongoing continuous assessment and improvement and response to assessment in our programs.

There was discussion about course assessments that have not been completed, and whether or not there should be a firm deadline in place to facilitate tracking. One reason for a campus wide reset is all of these years, up until now, our assessment process hasn't been continuous. We've got a new plan this last one wasn't working very well and we're going to do from now on, for our accounting purposes, we're going to start with this new two year cycle does that make sense, and this also needs to take into consideration our accrediting cycle and reporting what is going on with course SLO assessment reports and program review

The formal meeting ended here because it was 3:37pm....the rest of the agenda will need to be discussed at the April PROAC meeting.