Present: Kelly Brautigam, Steve Brewster, Shelly Dawson, Jim Elton, Rebecca Kessler, Denise Kruizenga-Muro, Mike Medina, Scott McLeod, Amita Naganand, Nicolas Robinson, Rosemarie Sarkis, Rana Tayyar, Jude Whitton, Jarrod Williamson.

Absent: Sharon Alexander, Kathy Brooks, Sofia Carreras, Debbie Cazares, Scott Hernandez, Jasminka Knecht, Melissa Matuszak, Scott McLeod, William Phelps, Kelsie Shockley, Rhonda Taube.

I. Approval of the Agenda - unanimously approved (12:13 PM)

II. Approval of the Minutes - unanimously approved (12:14 PM)

III. Reports
- EPOC : Strategic planning newsletter was sent out yesterday. Denise shared the following take-aways about Mapping Day on Jan 26th.
    i. Assessment is the final pillar of the 4 pillars (part of Learning).
    ii. Find guided pathways on the college website Strategic Planning > Guided pathways.
    iii. The course offerings have been organized into eight clusters based on student feedback.
    iv. The complete program map is due on May 1 with details of terms 1-4.
    v. EduNav is software that offers guidance to students towards particular GE courses. Faculty may need to include GE courses in the software that they think work best instead of being completely guided by the software. EduNav training may be available in May (?).
- Accreditation:
  The training on Monday, Feb 26 was well attended and received, with a collaborative feel. The VP from ACCJC presented and answered questions. Key takeaways from the training included:
    i. Accreditation will be vested in the strategic planning structure that includes all necessary stakeholders
    ii. The college's mission statement will be the lens through which we will conduct the self-evaluation and will be integrated into relevant standards
    iii. Start by parsing the standard to understand the intent and purpose; then identify good evidence associated with that standard
    iv. Use an appreciative inquiry approach that acknowledges success and how we can build upon them

       v. Productive teams that cultivate engagement, participation, and communication are essential to getting the work done

      vi. Standard worksheets will be used for the initial drafts, which will capture narratives and evidence in bulleted form

     vii. Self-evaluation needs to be relevant, concise, and parsimonious (roughly 150 pages or so compared to 354 last time)

- IE-LC/Program Review:
PRaP is due on March 31st. Wendy (McEwen) had a good workshop on PRaP and step-by-step document on accessing Nuventive Improve and adding new initiatives and updates. Steve (Brewster) mentioned that PRaP is organized in themes which ties together work at the department level with the work at the College level, and that Wendy is willing to come to departments for the workshop. The Guided Pathways map is due in the beginning of May.

- Program Assessment Workgroup (PAW):
Some courses are not attached to a program, for example, French and Italian courses. In this case, Jude suggested that the department come up with 2-3 sentences for each course, a recommended sequence for the courses and when they should be taken, providing a kind of pathway. One anticipated problem was that it would not be easy to answer what jobs one can get with French etc. Denise provided an example where she pulled a line from college catalog and added jobs for a particular English course.

IV.   Old Business

- Assessment Summit: The Assessment Summit will be held on March   23rd between 9 am – 3:30 pm to reflect on where RCC is in terms of Program Review. Dr. David Marshall is the speaker. There will be two breakout sessions on service area outcomes and PLO assessment. There will be an Escape Room activity between 1:15- 2:45 pm.   RAC members help is needed at the March 23rd Summit from 10:15-11:15 am. Attendance of about 75 people is anticipated.

  All RAC members are invited to attend and share testimonials and their department's journey through assessment and what they learned from their experiences with SLO and PLO assessments. Personal invitations for the assessment committee will be printed, and digital personal invites will be provided so that the committee members can spread the word about the Summit. Perhaps departments could provide headcount of attendees for planning purposes. Specifically, help is needed between 10:15- 11:15 am; room monitors are needed for four different tasks, and items are needed for ten gift bags – tee shirts, lanyards, gift cards etc. Steve volunteered to post informational resources on LibGuide (class subject guide).

- Final SLO Assessment: The final SLO report shows 82% completion. Some disciplines might be under 50%; the RAC may reach out to ask what can be done to help. One faulty member said that it is a time-consuming task and a burden for

some, which is why they might not be complete. One suggestion was to bring adjunct faculty into the meeting to discuss assessment and indicate that input of Tracdat data is part of the job. One barrier to data input is the lack of consequences if departments / people do not enter the data. Common comprehensive exam across sections of the same class is one option, but not easily adopted in some departments.

V.   New Business
- PLO Assessment: The PLO Assessment was sent out, including ADT and GE assessment. Some of the work has already been started or done with respect to SLOS connected to programs. The program level outcomes map individual courses and whether they introduced, developed or mastered a concept.

VI.   Other
- Assessment and Program Review Drop In Sessions. Wendy is doing Assessment and Program Review drop in sessions. Please share the information with your departments and promote PLOs. Adjunct faculty can get compensation for the training.
- Summit is college's PLO assessment kickoff. Be sure to encourage departments and stress the importance of PLO assessment.
- SLO Symposium update.