

Institutional and Program Assessment Council (IPAC) Meeting Minutes

Apr 17, 2024

2:00–4:00 p.m.

LIB-201

Co-Chairs

(Erlyana.Erlyana@csulb.edu and Adam.Kahn@csulb.edu)

- **Call to Order: 2:02pm**
- **Attendance: Erlyana Erlyana (Co-Chair)**, Sharlene Sayegh, Heather Barker, Alexandria Cordon, Michael Fender, Sonia Wilmarth, David Sheridan, Nielan Barnes, Colleen Dunagan, Nana Suzumura-Smith, Jody Cormack, Karin Griffin, Jun Yan, Yu Ding, Hossein Sayadi
- **Not attended:** Adam Kahn, Alysa Turkowitz, Suh Ga Young, Juan Apitz, Houg-Wei Tsai, Bruno Pernet
- **Approval of Agenda:** Motion to approve agenda with corrections eliminating May 15th meeting date and corrections of minutes approval for March 20th by Sharlene second by David. Agenda approved unanimously.
- **Approval of the March 20 Minutes:** postpone approval of minutes to May meeting.
- **Council Announcements**
 - Remaining Spring 2024 IPAC Meeting Dates: 5/1- last meeting is May 1st question posed to the group will all new college know of new members. Sharlene will work with the committee to invite new members chosen to IPAC from the colleges to this final meeting. The meetings on May 1st will be an organizational meeting, summary of accomplishments for IPAC and general discussions on subcommittee assignments.
- **New Council Business**
 - Program review
 - Geography (4/17) (Time certain: 2:10 PM)
 - Suzanne from Geography guest
 - Jody started with a presentation on MOU. Her presentation reviewed the following items.
 - Program overview
 - Program review timeline,
 - Last program review in 2014. Department's MOU items are ongoing, and some MOU items are completed
 - Reviewed commendations
 - Changes in GE pattern changed enrollment in program.
 - Reviewed concerns
 - Graduate headcount application to enrollment yield down currently 6 student degrees a year
 - Space changes to Liberal Arts-1 so there is a lack of lab space and departmental rooms.
 - Reviewed Opportunities
 - Recommendations reviewed.

- Dual enrollment of courses at high school may be an issue because of policy and logistics. Not off the table because more review of policy is needed to see if this could be possible.
- MA degree confer 6 or more instead of 10 a year because of concerns of thesis faculty needed to meet this recommendation.
- There is concern on how to plan for growth when space is limited and hard to be allocated.
- Figure out the GA space as an MOU with Psychology but still adjusting to agreement.
- Questions from MOU
 - Suzanne from geography had questions about report response and current data for reporting Jody said to check in with Tiffanie
 - Suzanne reviewed minors and majors offered in degree program
 - Suzanne opened it up to questions:
 - Karin commented on retention of master's degree why are they stopping out? Is that a part of the thesis work. Suzanne response was due to the 2-year thesis process being very extensive for students and sometimes it takes longer to complete so students are not stopping out of the program it is taking longer to finish.
 - Jody mentions we may need to go back to roadmaps, so degree completion timed is based on part time and fulltime. Roadmaps will help students to have a choice and departments to project when students will finish. It is not an attrition issue; it is about the time to graduate.
 - Suzanne reviewed MS program elements.
 - Michael asked about meta Major what is it? Jody answered with it's an option to try and combine different disciplines to offer some interdisciplinary degrees. This can assist with low conferring degrees. She continued by pointing out that geography's enrollment is not low however if enrollment number are reflecting lower data than what was reported in the self-study. There is an opportunity to maybe combine some programs with similarities and then still have those degrees then be options within a common core so that they can still maintain that disciplinary study but then they'd have the higher degrees conferred because of the common core for the degree in the meta major.
 - Nielan asked about Environmental Studies and Policy (ES&P) as a hanging opportunity, why it was not carried over to recommendations. is it the faculty hiring recommendation in ES&P also separate related to relationship because faculty works for each department.

- Suzanne expressed concern of separating ES&P from geography into its own program we are integrated into the ES&P and helped create parts of the program. We would like to stop loans and borrows of faculty in ES&P. faculty hires are examples of this integration.
 - Heather highlighted and asked are certificates offered in post baccalaureate and undergraduate? Suzanne answered with correct post bac certificates can be attained after graduation however our department encourages students do a graduate degree at 30 units if they apply to the certificate as a postbac student.
 - Jody will give a presentation to geography on the MOU. Suzanne and Jody also expressed that they want to have IPAC consult department staff on the Nuventive software and Sharlene said she is happy to work with chair during the summer.
 - Suzanne asked about dual enrollment and outreach recommendations. She expressed concern about not having the capacity to meet these recommendations because geography course lower division are not really a part of the GE pattern anymore which takes away the opportunity for students to take this type of discovery course that can lead to the major. Jody replied that the recommendation can be more to find more opportunities within outreach programming to discover major.
- Discussion: Heather asked BA & master are together in this program review, is that always the case? Sharlene answered with sometimes but also with accreditation review can also be separate but will still come to this group. We are trying to get all on the same cycle program review and program accreditation
- Jody moved to approve Geography MOU pending changes to MOU Nielan second council approved MOU pending changes discussed
- Incoming program review
 - CNSM Advising (TBD)

- **Council Adjournment: 2:35pm**

- **Sub-Committee Meetings**

- *Program Assessment Subcommittee*
 - Presentation of Outcomes module
 - Colleen demonstrated use of Outcomes module in Canvas including creation of rubrics to include SLOs, PLOs and how to align them with ILOs
 - Discussion
 - Many of PASC members did not have access to PLOs and ILOs yet (if they are not Department Chair)
 - Not all unit has PLOs posted in their website

- Need to check with ATS how they get the PLOs for each unit
 - Need another hands-on session for PASC members
 - Requires some heavy lifting in the beginning, but it will be more efficient in the long run.
 - May start with a few courses and faculty first
- Review of CHHS Chairs' Assessment meeting
 - The meeting with CHHS went relatively well.
 - Not all unit attended, but the attendees were engaged, asked questions and proposed some good suggestions
 - There was a request for a follow-up meeting from FCS Department
- Plan for the remaining Colleges
 - Will continue to schedule the meeting with the remaining Colleges (COB, COE, and CNSM) in the Fall.
- *Institutional Assessment Subcommittee*
 - Discussion of written communication rubric. The discussion in the meeting mainly centered around the rubric categories.
 - Committee started with taking a quick review of rubric and Heather mentioned to review oral communication rubric side by side to written communications rubric to maintain consistency.
 - First suggestion provided was to not label left hand side of letter categories and use AAC&U labeling convention.
 - Michael also suggested placing a period after the letter, so it is not looked at as much as a grade and more like a category.
 - Heather reviewed out loud categories under the AAC&U Value Rubric for written communication to see how it aligns with the first draft of our rubric.
 - Context and Purpose for Writing
 - Includes considerations of audience purpose and the circumstances surrounding the writing task and then the capstone says demonstrates a thorough understanding of context audience and purpose that it is responsive to the assigned task and focuses on all elements of the work. This definition aligns with B in our rubric.
 - Content development
 - Use relevant and compelling content to illustrate mastery of subject conveying the writers understanding and shaping the whole work. This could be B in rubric as well. Heather mentioned how some of these may overlap so a good way moving forward would be to mark rubric where categories may align to the rubric. choice could be to combine them or should we leave them separate. She mentioned how A and F in rubric could be put together.
 - Genre and disciplinary conventions
 - AAC&U capstone level says demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and or writing task including organization content, presentation formatting and stylistic choices this definition

is similar to G in rubric group agreed. Michael asserted also it relates to G it doesn't quite have the exact same critical comprehension text because of the summary here G needs to have more about field and genera type writing. Group also agreed on this point.

- sources and evidence
 - discussion centered around row F a comments was made that for the discipline and genre of the writing acknowledge original ideas of others through paper attribution could kind of have a little bit of F in it too. And that E& F in the rubric should be combined into one row. The group said and agreed the first half of the criteria F needs to be placed into the sources and evidence in E and the latter half of F is more the context & purpose.
- Control of syntax and mechanics
 - AAC&U definition was this is graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free. Group agreed that this definition was better than definition in rubric currently.
 - Group said to remove C from rubric because who would have access to material for this measurement.
- Heather mention that our group should remember that the rubric will be applied in lots of types of writings and instances so to maintain a macro view of this rubric
- Below is how rubric began to change
 - E& f combine – sources & evidence.
 - A Content development
 - B Context and purpose of wiring
 - D control of syntax and mechanics
 - G Disciplinary conventions
- Group agreed compared to AAC&U rubric definitions were sufficient
- Heather asked if we can revisit row G to make it even more clear. She highlighted if group liked the wording for critical comprehension of various genres. Karin and Heather brought up the GVAR as an example in relation to this measurement.
- Sonia asked what was the GVAR Karin answered her questions.
- Group discussed using AAC&U capstone definition – which is demonstrates detailed attention to successful execution of a wide range of conventions particular to a specific discipline and a writing task including organization content presentation formatting and stylistic choices
- Michael mentioned that because if it's a discipline specific who's your audience if you're doing history you write for historians and a historical genre science you're expected to write in a different way to address a different audience. Karin added how in a scientific paper you would present your observations or findings from say an actual experiment and follow the conventions of your field. Based on this point group decided to

collapse B context and Purpose into G genre and disciplinary conventions bringing categories to 4.

- For audience appropriate audience and genre appropriate voice structure and conventions for different types of readers and audience you just have to get the right language and tone.
- conventions use of appropriate audience and genre voice structure in conventions
- G has genera and disciplinary conventions defining category with; uses appropriate voice structure and conventions for audience and genre
- Removing C all together
- D seems fine no changes
- Combine E&F clean up the language to be sources and evidence go for use of high quality credible relevant sources to develop ideas that are appropriate for the discipline and genre of writing acknowledges the original ideas of others through proper attribution and citation systems and styles.
- Keep everything E and first line of F to define- Integrate credible, relevant sources into written work.
- Getting rid of context purpose because we are combining it in G combine B & G
- G- is uses audience and genre appropriate voice structure and conventions- context, genera, discipline
- A – content development – definition will be: uses appropriate relevant and compelling content to illustrate and mastery of the subject conveying the writers understanding and shaping the whole work.
- Points brought up about this definition was that it doesn't have additional definition beyond content. The group discussed how content comes from somewhere so how you would define that pulling together ideas well-formed sequence of ideas content should show and how well they fit together how logical they are.
- A is about constructing and organizing the work evidence to support ideas A is measuring that quality level of ideas.
- Quality must be important to content what's quality content, what's subpar content?
- Definition for A could also be - the quality of arguments and evidence to support ideas and engage the readers. Sonia says it is too subjective.
- This is about the content of the writing in the style it was written and presented to reader. Another suggestion is to add engagement in definition
- Heather posed these questions for the evidence and ideas engaging the reader that what it is and then we can talk about how you do it well and how you do it poorly or is that not what it is? She suggested to change the last part to what it says in A to support ideas expressed in written work so instead of engaging the reader it's to support the ideas expressed in written work
- Final A definition- Through develop content using the logical progression of ideas (analysis, argument, evidence) expressed in written work.

- The group agreed to these 4 categories for initial next draft.