

Institutional and Program Assessment Council (IPAC) Meeting Minutes

March 6, 2024

2:00–4:00 p.m.

LIB-201

Co-Chairs

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

- **Call to Order: 2:04pm**
- **Attendance: Adam Kahn (Co-Chair), Erlyana Erlyana (Co-Chair),** Sharlene Sayegh, Heather Barker, Alexandria Cordon, Michael Fender, Bruno Pernet, Sonia Wilmarth, David Sheridan, Nielan Barnes, Colleen Dunagan, Hossein Sayadi Nan Suzamura-Smith, Jun Yan, Jody Cormack.
Not attended: Karin Griffin, Alysya Turkowitz, Suh Ga Young, Juan Apitz, Yu Ding, Houng – Wei Tsai.
- **Approval of Agenda: motion to approve minutes by Sharlene, second by Alexandria agenda approved.**
- **Approval of the February 21 Minutes: Motion to approve minutes by Bruno, second by Sharlene. February 21 minutes approved.**

- **Council Announcements**
 - Remaining Spring 2024 IPAC Meeting Dates: 3/20, 4/17, 5/1, 5/15
 - Meeting after March 20th will be spring break so 4/3 meeting is canceled and next IPAC meeting will be 4/17

- **New Council Business**
 - Review of the MOU process (Jody, Adam, and Erly)
 - Next meeting back from spring break will be our first MOU voting meeting.
 - Jody will give a brief presentation on reports. The report is also brief, so please read the reports before the meeting. Be ready with questions and feedback at the meeting.
 - Adam will send reports out in the next few days for review.
 - Jody said the reports will only focus on commendation opportunities and concerns. If you see things are missing from reports based on standards, then it means standards were met and won't be added to the report.
 - Discussion centered on how program review used to advocate for resources to the program.
 - However now recommendations around resources are vaguely worded “as resources permit.”
 - Dean from college signs off on reports.
 - Environmental science review as an interdisciplinary program has two departments housed in one program. report may include recommendation to place environmental science into one program.
 - Psychology report may highlight an updated shift in FTE. In the past FTE were equal major to non-major ratio students. but now it is more students in the major that is representative in FTES ratio.

- A concern for environmental Science and policy the Bachelor of Science is conferring fewer degrees which is issue with the chancellor's program.
- Adam asked is this the only program that is in two programs. Jody cited other interdisciplinary major and minors in business and other new programs being created but it is more distinct within the programs what area they belong in
- It is important to ask the questions about the details of programs to the group.
- Adam cited that college dean is new to CSULB and that Program Director Christine Whitcraft will be at our meeting, and she is knowledgeable of campus and program. She has made some recommendation to the report that Jody has revised.
- Jody and David Relay heavily on self-study and external review to draft report.
- Erly noted that you will give presentation and chair of faculty will be able to provide their comments of the review. She added that dean(s) and chair have been sent the report all ready.

- Nuventive update: workshops took place on Thursday and Monday workshop were informative for participants and it was good for Office of Program & Institutional Effectiveness (OPIE) to know the issues in Nuventive. And make user experience better.
 - David mentioned Monday's session was very positive, Tiffanie said that there was not a lot of resistance to using the program from participants.
 - David said with Nuventive the data and program documentation can remain consistent during transitions.
 - Sharlene said she will give more workshop for more faculty and divisions in the summer. The workshops for the divisions will be more targeted to focus on the done in that area especially in student affairs.
 - Next step will be that people on IPAC will see review access in Nuvenive Sharlene will let every know when access is assigned to the group.

- Canvas and Program Outcomes (Afifa Alawi and Chad Harris)
 - Adam introduced presenters.
 - Chad started by saying that course faculty need to use the rubric for grading to collect data for outcomes.
 - Outcome must be on the rubric to collect data.
 - Rubric does take time to set up and ATS staff like Chad and Afifa can help you set-up the rubric in canvas.
 - A question was asked about the learning mastery grade book and if it is just for the outcomes will outcome on rubric be visible to students?
 - Chad said they would have to test that in the program but initially if outcome is not used for grading not sure it is seen to students. outcome has to be attached to grading for students to see it.
 - Coleen asked is there a way to add one than more rubrics to assignment? The presenters answered with no, but feedback will help to be able to help add to user experience.

- Sharlene added that part of David’s work in fall was that he built specific GE outcome into his course rubric. Sharlene then explained how David worked to connect Canvas to Nuventive and course outcomes for data collection to feed data back to Nuventive to see how things are aligned to GE outcome so that when it is tagged in a class, we can collect that data.
 - Michael asked is this for everyone or by GE course. Chad said it is whatever you want to do with it.
 - Sharlene added that also as we become more informed and understand these tools it will assist us to tell the faculty and staff in our colleges of how canvas can work with the data. It is there to be informative about tools and what is needed.
 - Program review update (David and Jody)
 - Environmental Science and Policy (March 20)
 - Psychology (March 20)
 - Geography (4/17/2024)
 - CNSM Advising (before spring 2024 done)
- **Council Adjournment 2:42pm**
- **Sub-Committee Meetings**
 - *Program Assessment Subcommittee*
 - Continuation of discussion with Afifa and Chad
 - Demonstration from Chad and Afifa on creating rubrics of the Course Learning Outcomes (CLOs) and aligned it with rubrics of particular class assignments in Canvas
 - There will be a separate Canvas folder for Chairs/ Directors for creating Program Learning Outcomes (PLOs)
 - Faculty then later could align their course assignment with the CLOs and PLOs
 - Discussion on how to separate/ exclude them from assignment grading
 - Each faculty may request a follow up meeting with Chad or Afifa for their specific need
 - Discussion on the timeline of the pilot for PASC members
 - Planning for CLA Chairs’ Assessment meeting on March 18
 - Plan to have a meeting to create the agenda
 - Plan to gather more information/ inputs from Jody, Sharlene, and CLA Dean and AD
 - *Institutional Assessment Subcommittee*
 - Preparing for Student Research Competition (Sharlene)
 - Schedule: reviewed by Alexandria and schedule was passed out to group.
 - Rubric notes
 - Criteria - A
 - Adam faculty in communications department provided ten descriptors of an exemplary level 4- informative speech.

- Delivery is truly extemporaneous, avoids nervous mannerisms, appears confident in control. vocally expressive in terms of speech rate pitch volume facial expressiveness person purpose of body movements gives eye contact the entire audience speaks loudly enough well-rehearsed enthusiasm about topic.
- Jody said it will be hard to see all ten at one time on a speech. She suggested that measurement is worded as a combo or grouping of descriptors and techniques used in speech delivery.
- Michael asked to Adam what is more critical to speech. Adams says that most rubrics in communications department do not weigh the criteria but is listed and given a point if it is met.
 - Sharlene added to use word “enhance” it seems to go along with the kinds of agreement we had last time about what effort is made. Is delivery something that moves things forward so is that still part of the language that we would want to keep in the beginning part of this rubric. The skill enhances the speech such as what are the most important elements actual verbal’s, paralinguistics/ vocal variability?
- Criteria A (below is the summation of notes agreed to group for criteria and rubric scoring)
 - 4- Content of the work is removed focus is on delivery. Adam described paralinguistic as the techniques that help the speech, tone delivery rate, speech. It is verbal and non-verbal delivery techniques.
 - 1- Minimal diversity of verbal and nonverbal techniques. Substance and content of speech can be peeled away from this criterion. the content elements should go into C. Criteria A should be very focused on techniques.
 - 2- Style of delivery is distracting from the delivery of the communication/speaking situation. verbal and nonverbal delivery distracts from speech.
 - What about if we are hearing a graduate student at the speech competition? Alexandria will reach out to Elyzza about which students are graduate students.
 - 2- Developing inconsistent delivery. communication is Ineffective.
 - 3- Accomplished – verbal and non-verbal delivery techniques are favored one more than another delivery seems over rehearsed.
 - Rubric will be revised to complete at competition with spaces to identify student on rubric by first two letters of last name first two letters of first name and room of presentation.
- Criteria C (below is the summation of notes agreed to group for criteria and rubric scoring)
 - 4- captures attention provides the road map so that's the introduction uses transitions and signposts between main points

material or presentation is organized and easy to follow and then there's a conclusion that summarizes the main points

- Michael had a good write up on this to add the research methods and results of the study understood to a general audience. He added that listening to the speech we can learn about the topic even though they're speaking to disciplinary experts basically not every speech is a very specific discipline.
- He then asked is the rubric use for just competition or is it for general rubric for GE area.
- Jody said this is a generalized rubric more than a primary trait rubric. Sharlene points out we can all learn from information presented. Jody added that is the speech generalizable and is there method as to why information is given in a certain way?
- Jody added her take on 4 score with provides transitions will linking up of ideas and can be followed because it is coherent logical progression of ideas.
- 2- Michaels comments. On some ideas so the ideas fit together more clearly and comprehensively need some additional organization and clarity to work really convey their research methods and results. Sonia suggests replace research with content.
- May partially use road map but some transition not easy to follow from one point to the next.