

SLO/Assessment Retreat Summary

June 10, 2025

On June 10, 2025, SLO Coordinator Paul Roscelli, along with Division Leads Katie Schertle, Nick Martin, and Hyla Lacefield, joined David Eck, Lindsey Irizarry, and Anniqua Rana for an SLO/Assessment Retreat to plan action steps for Summer and Fall 2025 in support of program mapping and accreditation efforts. The retreat focused on clarifying faculty responsibilities for SLO and PLO assessment, enhancing communication and onboarding, and identifying programs in need of targeted support. Attendees explored strategies to streamline tools like Nuventive—such as updating user roles, integrating program review content, and improving access to reporting features. The Social Sciences, ESL, and Library departments were commended for their progress. The team reaffirmed a shared commitment to supporting faculty, honoring their time, and fostering a culture of continuous improvement. The guiding principle: minimize busy work, maximize meaningful work.

Purpose of Meeting

To collaboratively plan action items for Summer and Fall 2025 related to SLO (Student Learning Outcome) mapping, accreditation, and overall program alignment. Emphasis was placed on maintaining momentum while respecting faculty time and constraints.

Goals of the Retreat

- Clarify faculty responsibilities and support structures for SLO (Student Learning Outcome) and PLO (Program Learning Outcome) mapping.
- Identify programs that have or haven't completed required mapping in Nuventive.
- Improve communication, transparency, and usability of existing systems and expectations.

Key Discussion Points

1. Reports & Data

- A report is needed to identify which programs have completed mapping and which have not.
- This will help determine targeted outreach and support.
- Some faculty mistakenly believe they've already completed the work due to confusion with past processes or locations (e.g., program review vs. Nuventive).

2. Training & Communication Tools

- Two instructional videos were created (2-min and 10-min) to:
 - Show how to use the Google form for mapping.
 - Explain the mapping process and the value of using the resulting matrix.

- Faculty need to understand the value of the mapping/matrix, particularly how it informs program alignment.

3. Misunderstandings and Barriers

- Faculty often feel overwhelmed or see new tools/processes as extra work.
- There's confusion about whether the 3-Year Assessment Plan is a strict requirement or a flexible guideline.
- COVID disruptions and faculty turnover have resulted in loss of institutional knowledge and inconsistent expectations.

Strategic Suggestions and Feedback

Streamlining & Clarity

- Consider pulling SLO-related responses from program review documents into Nuventive.
- Explore automating the transfer of data between systems or dedicating time to do it manually.
- Provide faculty with simple heuristics, like "You should be two-thirds of the way through your plan by now."

Onboarding and Orientation

- Update faculty handbooks and onboarding materials to clearly explain SLO expectations.
- Ensure Deans and full-time faculty are consistently communicating assessment expectations to new hires.
- Consider differentiated training for:
 - CTE faculty, many of whom are new to teaching and systems.
 - Non-CTE faculty, who may have different needs and prior knowledge.

Flexibility and Documentation

- Programs should either:
 - Follow the 3-Year Plan, or
 - Document deviations with rationale (e.g., curriculum changes).
- ESL was cited as a model for successfully adjusting plans mid-cycle.

Technical & System Improvements

- Nuventive roles are being cleaned up (admin, super user, viewer).
- Desired feature: A report that auto-generates a summary of SLO assessments per program to reduce manual effort.

- Investigate whether course-level SLO results can be pulled into one document for easier review and reporting.

Next Steps & Tasks

- Each rep (Nick, Katie, Hyla, etc.) will review their division's mapping status.
- Work during the session will include:
 - Verifying SLO-to-PLO mappings in Nuventive.
 - Compiling lists of programs that are complete, partially complete, or incomplete.
 - Gathering testimonials to motivate faculty by showing the process is simple and beneficial.

Culture & Communication

- Keep messaging supportive
- Highlight success stories (e.g., ESL, Social Sciences).
- Consider spotlighting well-aligned departments in newsletters and other communications.

Other Action Items

- Update orientation and training for new faculty, especially adjuncts.
- Consider Flex Day sessions on assessment as pedagogy, not just compliance.
- Reinforce that SLOs must be in syllabi and align with course outlines of record.
- Address the shift in perception post-COVID that SLO work is optional or less meaningful.

Summer Action Items and Strategy

- **General Approach:**
 - Acknowledge that most faculty are unavailable to engage during summer.
 - Avoid overwhelming communication; be tactful and strategic in outreach.
 - Provide a *gentle nudge* to motivated faculty while assuring others that follow-up will happen in Fall.
- **Communication Plan:**
 - Send targeted emails to programs missing SLO mapping with optional summer guidance.
 - Include language indicating a follow-up email in Fall for those not available in summer.

- Clarify that the message is sent *because mapping is incomplete*, not as a blanket reminder.
- Send individual messages to programs behind on mapping.
- Include a link to mapping instructions for ease of completion.
- Mention the upcoming Flex session as a resource (pending confirmation of date/time).

Fall Planning and Follow-Up

- **Email Campaign:**
 - Resume direct communication with unmapped programs at the start of Fall.
 - Include mapping resources and timeline expectations.
 - Promote Flex workshops and support opportunities.
 - **Newsletter and Narrative:**
 - Spotlight programs that made significant progress in Spring/Summer (e.g., KAD, Business, Library).
 - Reiterate the theme: *“Minimize busywork, maximize meaningful work.”*
 - Reinforce ongoing improvements and institutional commitment to efficiency and support.
 - **Matrix & Reporting:**
 - Request updates to the matrix to clearly show which courses are missing mapping.
 - Lindsay is coordinating with tech staff to get better visibility into assessed vs. unassessed SLOs.
 - **Handbooks:**
 - Review and update the Faculty Handbook and checklist to clarify expectations for new hires.
 - Communicate with Deans to ensure onboarding includes SLO-related responsibilities.
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Nuventive System Updates

- **User Roles Consolidation:**
 - Lindsey is cleaning up user roles in Nuventive:
 - **Admin:** Highest access
 - **Super User:** Editing access to specific program areas

- **Viewer:** Read-only for oversight roles (e.g., Deans)

Technology/Systems Requests

- **Form Tools:**
 - Request for a form that allows secure input and centralized visibility.
 - Need a system that protects data integrity but allows accessibility for those responsible.
 - Lindsay to explore licensed software (e.g., Formstack or other collaborative tools).
 - **Calendar Flexibility:**
 - Reinforce that while following the SLO calendar is ideal, flexibility is allowed when justified.
 - Emphasis: “Follow the plan unless you can’t—then improvise with reason.”
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Highlights & Best Practices

- **KAD:** Commended for summer availability and proactive work with curriculum expert Nick Carr.
 - **Library:** Recognized for mapping their one course fully—example of small but complete effort.
 - **Business:** Fully mapped and used as a model for others.
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Recommendations & Additional Action Items

- **Spotlight Successful Departments:** Feature them in Kim’s newsletter and on the SLO website.
 - **In-Person Meetings Preferred:** Request to prioritize face-to-face meetings for better engagement.
 - **Support for Small Programs:** Recognize that some programs with few courses can complete work in one semester; ensure this is okay per accreditation standards.
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Key Themes for Communication

- Respect for faculty time
- Efficient and meaningful work
- Clear documentation and visibility
- Peer motivation through success stories
- Narrative of ongoing institutional improvement

