

Chabot College
Student Learning Outcomes and Assessment Committee

May 4, 2010
12-1 pm, Room 3521

Attendees:

<input type="checkbox"/> Carolyn Arnold	<input type="checkbox"/> Adrian Huang	<input checked="" type="checkbox"/> Jennifer Lange	<input checked="" type="checkbox"/> Bruce Mayer
<input type="checkbox"/> Gloria Meads	<input type="checkbox"/> George Railey	<input type="checkbox"/> Norberto Ruiz	<input type="checkbox"/> Harjot Sawhney
<input checked="" type="checkbox"/> Patricia Shannon	<input type="checkbox"/> Michelle Sherry	<input checked="" type="checkbox"/> Steven Small	<input type="checkbox"/> Carole Splendore

Chair: Jennifer Lange/Patricia Shannon

Note Taker: Patricia Shannon

The meeting began at 12:00 pm.

Meeting Minutes will be approved through email to maximize meeting time.

The meeting was concluded at 12:55 PM.

1. Feedback from Divisions from Flex Day 4.28.10

Some disciplines had made plans in advance to pursue other activities than SLO work, and did this in the morning. They liked having the time to talk. There were problems of “correcting issues.” There is a continued need to work with the adjunct faculty.

Bruce thought his morning session with Carolyn on the use of results went well. The “screen” in eLumen needs to match expectation. This means that on the actions screen, where one is to check the radio buttons of actions to take, those prompts need to be changed so as to reflect actions such as revise pedagogy, and revise curriculum.

There is a big question as to how to maintain and incorporate assessment into your routine. A great idea: Rubrics can be used in class for formative assessment.

The comment arose that the Deans need to “enforce/request/pursue” that assessment is a continuing process.

2. Ideas as to Improvements to make, from Flex day 4.28.10

It was hard to know which session to attend.

Better follow up on attendance is needed. How do we know how many attended? We did have sign-up sheets and feedback forms, but some were forgotten. Did they sign in at their Division meeting? Where were people? Only half the people came to the sessions!

Is there a better way to get feedback on the sessions? By asking for Abdullah for help with online surveys, or through Survey Monkey?

We need a better process with the Staff Development Committee to ascertain who does what, in advance. Also with the administration too, to arrange for food and rooms.

How do we observe each other teaching? A new, brilliant idea emerged!!!:

Use Variable Flex activities, and then lead up to orchestrated Flex activities. Use variable flex time in early Spring to ask faculty to observe at least three other faculty while they teach in their classrooms. At the spring Flex Day, we will ask faculty to dialogue about the teaching.

There would be a speaker on the Science of Learning, and new pedagogy at the October 26th Flex day. Then there would be the 6 hours of variable Flex in the late Fall or early Spring to observe other faculty. Then the March 3rd Flex would include a morning session in which small groups discussed what they had observed, followed by an afternoon session where faculty could “close the loop” on their outcomes by choosing a new pedagogical (or curriculum) change to make which was inspired by the earlier activities.

3. Kudos for the Flex day 4.28.10

The opening session was brief and focused, and was kept down to only 30 minutes!

The flow of the day was OK.

Carole did a great job on organization – PLOs.

Jennifer logistics – need to review, to make it easier to arrange next time.

4. Proficiency: What does it look like:

Now that we are in the Developmental Stage as outlined by the ACCJC/WASC rubric, the group again reviewed what the Proficiency Stage would look like at Chabot:

	<u>Description</u>	<u>Marker</u>
1. SLO's (CLO's) are...	≥ 90% set/agreed on (written, matched)	Statistics
2. Assessments are used...	recorded accessible to faculty routinely	"Close the Loop" Record
3. Dialog is ...	ongoing active, broad participation	"Close the Loop" Record Engagement survey?

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|--------------------------|---|--|
| 4. Decision-making is... | transparent
data-driven | IR reg. - Curriculum
- IPBC/Budget
- Facilities
- Program Review
- Use a rubric? Checklist? (e.g.) |
| 5. Resources are... | easy to identify | in what way is data driving
decisions (e.g. hiring) |
| 6. Alignment between... | CLO » CWLG » PLO relationships
are clear | CLO » PLO maps
PLO » CWLG maps
CLO » CWLG maps
Need to review "Area" relations |
| 7. Students... | may be aware of CLOs
rubrics assessment
provided <greater improved> | mapping records of SLOs
CLOs on syllabi
learning retention/success
engagement evaluation forms |