

Chabot College
Student Learning Outcomes and Assessment Committee

March 16, 2010
12-1 pm, Room 3521

Attendees:

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

Chair: Carole Splendore

Note Taker: Carole Splendore

The meeting began at 12:00 pm.

Meeting Minutes will be approved through email since that saves our meeting time.

The meeting was concluded at 1:00 PM with all agenda areas covered.

1. Our Assessment Policy as it relates to PE

The committee had previously revised its policies on the required # of slo's per units of courses:

For courses with 0 to 1 unit, at least 1 SLO is required.

For courses with 2 units, at least 2 SLO's are required.

For courses with 3 or more units, at least 3 SLO's are required.

Carole had spoken with the PE Assessment FIG leader, Jeff Drouin, and made him aware of these changes even though PE had written 3-4 outcomes per one unit course. It was agreed PE instructors could delete down to two outcomes each for these courses, preferably after having moved through the first round of assessment and determining by that process which slo's were the most and least useful. It was acknowledged that determining the # of slo's per course was a decision best made by reviewing the course curriculum, but assigning a value to units was the most clear, simple, and straightforward way to determine and communicate a stepped system.

2. LAC Hours

Carole explained that her hours were almost up for the semester, and asked for feedback on how and to whom to delegate the task of SLOAC meeting stewardship. The committee agreed it not best to take turns all around, but to assign the task to a small group of persons (T3) who had an overview of the goals, planning, and situation surrounding the committee.

3. SLOAC support of Flex day 3.19.10

The committee members discussed what rooms would be occupied by which divisions and disciplines. Gloria offered to help MEDA and Health, Bruce and Jen (previously) offered to help Math and Science, Carole and Trish to help SOTA, Steven offered to help Technical Areas.

4. Tips for the Flex day 3.19.10 presentation

The committee reviewed the Flex day 3.19.10 webpage and attached materials and forms. The committee asked very relevant questions, which are typical of what other faculty would be wondering. **This advice was very good**, and Carole wrote down her and Bruce's answers, so that she could incorporate this material into the Flex day materials and presentation. The feedback included:

Clarify that we are not assessing PLOs and why. There will be no rubric. It's a way of looking at your curriculum, and seeing if it is supporting the goals of your program, where you are teaching this material, and at what levels. (Steven)

Lead them through this as it were an envisioning exercise (Gloria)

2 PLOs don't need to encompass the whole program, but they should be closely aligned to CLOs, if you don't have those CLOs maybe you should (all)

Not all CLOs need to feed into a PLO to be valid (all)

YEAH TEAM!