

Chabot College
Student Learning Outcomes and Assessment Committee

March 2, 2010
12-1 pm, Room 3521

Attendees:

<input checked="" type="checkbox"/> Carolyn Arnold	<input type="checkbox"/> Adrian Huang	<input checked="" 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 checked="" type="checkbox"/> Norberto Ruiz	<input checked="" type="checkbox"/> Harjot Sawhney	<input type="checkbox"/> Patricia Shannon	<input type="checkbox"/> Michelle Sherry
<input checked="" type="checkbox"/> Steven Small	<input checked="" type="checkbox"/> Carole Splendore		

Chair: Carole Splendore

Note Taker: Harjot Sawhney

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. Flex Day Preparation

Carole thanked the committee for their research into PLOs. She did not want the committee to continue to provide examples, those found will be disseminated, but our focus now is in providing access to websites of examples. In support of Flex Day, the committee went over list of websites that have examples of good program level outcomes. This list will be uploaded on college website for everybody to look at.

2. Assessment Policy

The committee worked on refinement of assessment policy. Bruce Mayer provided an excellent chart for unit/slos requirements. The policies should now read as follows:

- 1) All active courses should be assessed within an approved schedule.
- 2) When a course is assessed, all SLOs for that course are assessed within that scheduled semester.
- 3) For courses with 0 to 1 unit, at least 1 SLO is required.
For courses with 1 to 2 units, at least 2 SLO's are required.
For courses with 3 or more units, at least 3 SLO's are required.

- 4) In courses with 1-2 sections, all sections need to be assessed
- 5) In courses with 3 or more sections, 50% or more of the sections need to be assessed.
- 6) If possible, faculty will assess in sections that represent these variations:
Day/evening, Full-time/Part-time faculty, Day of the week, Time of the day
- 7) In sections with 30 or fewer students, record assessments for all the students.
- 8) In sections with more than 30 students, record assessments for at least 30 students.
Choose the first 30 or the last 30 in the alphabetical roster/eLumen list.
- 9) Within the schedule, every Full-time instructor assesses a minimum of two sections every semester whenever his/her course is active in the SLO cycle.
- 10) Every Part-time instructor assess in their section(s) whenever their course(s) come up in the schedule.

The experimental courses such as 99 series, 49 series, follow same Policy #2.

The goal for policy #7 is that everyone must participate in SLO assessment for active courses.

Jennifer Lange talked about the biology and chemistry 5 unit courses that are offered once a year and may be offered by different instructor that year. She proposed assessment schedule for Biology Subdivision.

For cross-listed courses, such as courses offered in PE department, the committee was unable to decide since enough information was not available. The committee wants a presentation by PE instructor to give more insight into cross-listed courses. Carole will continue to look into this.

3. Closing the loop

We discussed that we would prefer to document closing the loop by a report run from eLumen, rather than by requesting faculty to submit a form. Carolyn Arnold explained "ACTION PLAN in eLumen". Each instructor can go into eLumen and select the ACTION PLAN item (for example request more funds, change slos, etc.) on what they would do/request as a result of assessment analysis. If a report could be run which shows the # of sections, in which courses, that had completed this page (or the ASSESSMENT ANALYSIS page, which has the three boxes where an instructor makes confidential notes to themselves about the assessment, the analysis, and the action) then we would have good, numeric, anonymous data on which courses had closed the loop. Carolyn and Carole will continue to look into this with the eLumen folks.

4. Miscellaneous

The committee wants to make sure all active courses have SLO's. One can check it on the main page of the SLOAC website to see which courses has SLOs and which do not. There are three lists on college website – one about Spring '10, one about Fall '09, and one about Spring '09. It will soon be correlated into one. There is another list, the green list, which was last updated in August '09, but is soon to be updated and expanded. It lists the actual SLOs and shows which CWLG's they are aligned to.

Carole Splendore and George Railey have had a successful meeting with the leadership/point people of the English Department to go over the outline of their SLO and Assessment plans and cycle. The assessment cycle will be completed by 2012. They have an excellent plan which has been years in development, and is centered around Fall to Fall persistence in their developmental courses, to start at least. Elective courses will fall later in the cycle. They can slightly modify their existing rubric to fit how the college has configured eLumen. The determination was made that English has an excellent process already in place, which will be expanded to include more sections and faculty. It was acknowledged that due to the large number of sections of the developmental courses, and the excellence of their already developed inquiry, that English would not be required to have the same sample size standard in relationship to what % of courses show assessment.

It was mentioned that Nursing and Dental Hygiene department has their own pre-existing assessment systems which helps them to achieve excellent success rates for students. It has been the SLOAC's policy to accept their pre-existing documentation, and not hold those disciplines to our own (less rigorous!) college-wide practice and policies.

Copies of "Developing an Assessment Schedule", "Developing a Program-level Outcomes Curriculum Alignment Matrix", "Chabot College Program-Level Outcomes Curriculum Alignment Matrix", and "Chabot College Discipline Course-Level Assessment Cycle Form" were distributed to committee members for review. Carole welcomes feedback on these draft handouts that will be provided to faculty and deans on 3.19.10 Flex Day.