

Learning Assessment Committee Meeting
Friday, April 4, 2008
1-2:30 pm in T-750

Present: Vina Cera, Cheli Fossum, David Mitchell, Mae Frances Moore, Louis Quindlen, Kathy Williamson

1. Updates:

Student Services: are continuing to respond and to date, approximately one half or slightly more of sections have turned in outcomes.

Departments: Cheli has met with the PE chair, and he has spoken with the faculty and handed out assignments for both updating CORs and writing of SLOs and assessments. It should be understood that the PE team sports classes are under the aegis of Student Services, rather than the VP of Instruction.

ACCJC Report due 4/18: Cheli has received approximately 25-27% of the total active courses (approx. 800 – including new courses) and these will be in her interim report. General responses are still slow, she's hoping to get a few more before the 18th, but compared to where we were one year ago, we felt that we'd progressed significantly.

2. Information Campaign:

We looked over the logistic plans from minutes of the last meeting, with an eye to prioritizing our efforts for greater faculty involvement.

Discussion of strategies:

- We know that there are a lot more SLOs out there that have not yet been submitted for Cheli's approval and submission to the Curriculum Cte. Their submission will have to be encouraged
- The Deans must get more involved in pressuring chairs and faculty
- Cheli to attend one of regular Deans' meetings to push the need
- Somehow meet as a college – perhaps use a Flex Day – Elnora to help set this up
- Revive the idea of the “Boot Camp” brought up at least a year ago – this should be tied to getting funding for the entire process – the Chancellor has received our requests for \$ resources, and has stated that he first wishes to see the April 18th report. We should be ready to push the funding requests along with the report, figuratively on the 19th.
- In response to a question as to whether the college receives a response to our 4/18th report, the answer was , “No,” rather that it was more a self assessment tool for ourselves to look over their rubric and gauge where we were in the process.
- despite our efforts over the past year, many P/Ters still don't have a clue regarding how SLOs/assessments are tied to accreditation. Since writing and distributing newsletters and informational flyers is very time consuming and has not proven very effective, we tried to come up with some other approaches
- Creating, distributing and evaluating another survey to assess the general college awareness of why we're doing all this, in order to compare it to the initial survey done a

year ago, was rejected for now. Though it could show how far we've progressed, it was considered too time intensive to undertake at present.

- Prepare and distribute a very simple, eye-catching flyer, something like "No SLOs, No Jobs!" One round of flyers would go out generally to everyone. A second could be more targeted to depts. that have given no or too few responses.

- We should attempt to find out which colleges locally have actually lost accreditation and why, and publicize this.

- P/Ters could possibly be made aware that with the new State education budget cuts, the only place the college has room to make cuts is in the number of sections offered – this translates into fewer classes for P/Ters. Therefore, being active and productive dept. members is a plus in terms of status.

- Cheli has had a hard time keeping up with getting back to all the SLO submissions that do come in – especially with those that are poorly constructed, since they require several meetings and are very time consuming. This is also having the effect of slowing down the documentation process. It was suggested that we could possibly mimic the Curriculum Cte. process of having some of us filter the submissions first, dealing with some of the time involved in helping with the poorly constructed ones. Several of us volunteered to help.

- In light of the above, another suggestion for a quick, simple flyer was, "Objectives are NOT Student Learning Outcomes."

- Get Deans to help us set up meetings with depts. who are not participating enough

- Talked more about getting resources for a "Boot Camp" some time during the summer. This would give us a concentrated time and room to focus on SLO completion, and to reward successful efforts with monetary incentives.

- Cheli will talk to other local SLO Coordinators to see what successful measures they've taken

- We talked a little about some of our very large depts. Our new Humanities dept. alone is larger than all of Merritt college. Perhaps because of their size, and the fact that SLOs are much more difficult to draft in this area, they should have their own SLO coordinator??

- We weren't clear as to how our newly adopted GE outcomes were incorporated into our Educational Master Plan, and how these were all addressed and would appear in the Standards Committees' reports. Cheli will look into this.

Actions to be taken:

- meet with Deans and depts. to have them come up with their own realistic goals for a percentage or number of SLOs/assessments to be completed

- Recommend to Senate that all syllabi must now include SLOs/assessments. If none exist, then they be directed to the 'special' opportunities offered at various times (especially the Boot Camp and special Flex Day, if we can get those going) by the LAC, where they can finish the process.

- Cheli will meet with the VP regarding:

 - requiring SLOs in all syllabi by Fall

 - short, informational flyers as addressed above

 - planning a special Flex Day for Laney

 - increasing efforts to get funding resources for our process