



Create a campus culture where SLOs are understood and valued and where assessment functions as a resource leading to improved instruction, curricula, programs, and/or services. (2011)

Bldg 6-144 • 2:30-4:00pm

Outcomes Committee

Present: B. McNeice-Stallard, P. Cridland, J. Chevalier, E. Woolery, D. Lamoree, D. Mirman, E. Lee, D. Mullane, D. Landeros, J. Judd

Absent: J. Ocampo

Guests: V. Burley & E. Kaljumagi

MINUTES (Sept. 18, 2012)

- Review Outcomes Plan
 - We discussed the plan and debated how specific it should be and what should be included.
 - Should it be connected to C&I and curricular review?
 - Should it be conceptual or prescriptive?
 - Needs to be approved by Academic Senate and C&I
- Special meeting with Ginny Burley and Eric Kaljumagi
 1. We have spoken with Terri and LeAnn about including outcomes assessment as a part of the 4-year course review process. What are your thoughts about this type of process, including making qualitative evaluations of SLOs and assessments?
EK – authentic assessment is sustainable, too much can impact the faculty. Sustainable evaluation may require resources for changes.
VB – forwarded a 3-year evaluation cycle, one that allows for authentic evaluation and pedagogical changes. Try not to create something that is too new or onerous.
 2. What are the consequences of not doing assessment? (I.e. What if an area/department/faculty member refuses to make a good-faith effort to complete their assessments?)
VB – qualitative reviews could be done by the OC.
EK – model will have to be shared with campus and spot-check of work should be done. Remember, ACCJC is still reviewing their requirements.
VB – many resources are required across campus; should limited resources go to those areas that tend to their outcomes and meet student need?
 3. How is the assessment process going and where do we need to go for the future to achieve “Sustainability” as defined by the ACCJC?
EK – set expectations first, then decide on enforcement (teeth). Should be part of department planning.
VB – use the process for positive results, avoid negativity. Appears that process is gaining critical mass.
 4. Do either of you have concerns or thoughts about where we go next as an institution regarding institutional-learning outcomes (GEOs)?
EK – likes the current process. As we use the CSU model, what universal concepts are they intended to meet? CTE programs reviewed every two years; degrees do not face the same review process.
 5. What are we to do with the degrees that do not have a clear owner?
EK – believes the OC should work to assess the outcomes for the degrees that are cross-departmental.
 6. What is the status of the Syllabus Task Force and what are the implications for the OC?
EK – expects the taskforce to meet at the end of Oct. Jason & RIE is working with College to get a link to SLOs that are easily accessible.
 7. How does the Academic Senate advocate for a culture of assessment?
EK – believes we have a culture of quality, which requires reflection, which is informed by assessment. Does not see a “culture of assessment.”

AGENDA (Oct. 2, 2012)

- Proficiency update - Barbara
- Review New Outcomes Plan