



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. Ocampo, J. Chevalier, E. Woolery, D. Lamoree, D. Mirman, E. Lee, D. Mullane, D. Landeros

Absent: J. Judd

MINUTES (Sept. 4, 2012)

- Welcome to our new members, Patricia Cridland and Doug Mullane!
 - Survey and Round Table results – Dan
 - It appears that authentic assessment is increasing across the campus.
 - The OC website appears to still be under utilized as a resource.
 - We are still working on moving the dial from compliance to passion for the process and using the process to improve teaching.
 - Sept. 18 retreat – questions for Ginny B. and Eric K.
 - Questions will be sent out by Jason in advance for approval.
 - Proficiency update – how are we doing? – Barbara
1. Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees. **NO – response below**
 - a. Set this as a major goal, especially for departments.
 - b. Programs must select a leader to head up this requirement.
 - c. OC will begin to review quality in our next plan.
 - d. Need to set up rotation for programs, similar to the four-year review concept.
 2. There is widespread institutional dialogue about the results of assessment and identification of gaps. **YES**
 - a. Dissemination is wide, but not necessarily deep.
 - b. Faculty are identifying issues and will make improvements.
 - c. Need to make certain that punishment is not part of the plan.
 - d. Need increased dialog across departments.
 3. Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning. **NO**
 - a. Resource allocation and assessment could use greater transparency.
 - b. Provide more info to help departments share information that is discovered.
 4. Appropriate resources continue to be allocated and fine-tuned. **YES**
 - a. Institution is giving funds to support the effort (coordinator, adjunct involvement in meetings, Presidential Awards, RIE, etc.)
 - b. Connecting resources to results is not clear.
 5. Comprehensive assessment reports exist and are completed and updated on a regular basis. **YES**
 6. Course student learning outcomes are aligned with degree student learning outcomes. **NO**
 - a. Not all of the degrees have outcomes attached.
 - b. We started at the course level and we very structured in format. Less so with programs and degrees.
 7. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. **NO**
 - a. Students may not know this or be able to demonstrate awareness.



- Goals & Impacts for 2012-13
 - We will use the attached document to track our work and progress on campus over the year
- Outcomes Plan for 2012 – 2020
 - Read through for 9/18 discussion
 - Jason will work on creating a schematic to be included in the plan
- Meetings for the fall semester: 9/4, 9/18, 10/2, 10/16, 11/6, 11/20, 12/4

AGENDA (Sept. 18, 2012)

- Review Outcomes Plan
- Proficiency update – Barbara
- Special meeting with Ginny Burley and Eric Kaljumagi
 - Suggested questions below...

College

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?
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?)
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?
4. Do either of you have concerns or thoughts about where we go next as an institution regarding institutional-learning outcomes (GEOs)?
5. How is the College progressing at aligning resource allocation with assessment work?
 - a. We have struggled to move the culture away from compliance towards authentic assessment and measures. Might forcing a connection between funding and outcomes assessment draw a similar compliant approach?
 - b. If this process is in place, is the decision-making transparent or clearly defined?
6. Is the College thinking about putting more money into assessment endeavors from PIE work (or is that the one that is already in place, and if so, is there money for it and how does a department access it?)
7. With the trying budgetary times, can we continue the strides that we have made thus far – resources for including adjunct faculty, additional researchers, coordinator position, etc. Thank you! Might additional resources be made available?

Senate/Faculty

1. What are we to do with the degrees that do not have a clear owner?
2. What is the status of the Syllabus Task Force and what are the implications for the OC?
3. How does the Academic Senate advocate for a culture of assessment?
 - a. Thank you for the award!