College Assessment Committee

Meeting Summary

Tuesday October 6, 2015

2:00-3:00 p.m.

Bldg. 15-155

Committee Members-Present: Jane Jackson, Teresa Morris, Madeleine Murphy, Jennifer Taylor-Mendoza, John Sewart, Grecia Mascareno, Lilya Vorobey

Committee Members-not present: Denaya Dailey, Lakshmikanta Sengupta, Tabitha Conaway, David Locke, Kevin Sinarle

Chair: Madeleine Murphy

Note-Taker: Madeleine Murphy

1. Review Agenda-*Approved*

2. Review of Meeting Summary from September 1 2015- *approved*

3. Chair report

   A. GE-SLO pilot assessment. – Madeleine has contacted division deans to get volunteers. So far we have participants from Language Arts, Bus/Tech, and Athletics. We still need volunteers from Math/Science and Creative Arts/Social Science; Madeleine has sent a follow-up email. The goal is to get a list by the end of next week (10/17).

   We reviewed the process for the GE-SLO assessment. The new assessment cycle might have some teething problems – Madeleine was talking to Karen Wong from Skyline to see how their workshops are handled. But it should be helpful for establishing a context for SLO assessment, and helping faculty see how their courses align (or don't align) with General Education SLOs.

   B. Research questionnaire: Madeleine shared the list of questions she's proposing to ask of SLO faculty, in an effort to find out about how we're using our SLO assessments (to establish a college-wide assessment calendar). We added some questions -- about program assessments, service faculty (counseling, etc.), ease of revising SLOs, and so on. We'll also collect some assessment instruments (i.e., capstone assignments, quizzes, questionnaires etc.) Madeleine will take the questionnaire to the divisions, to get names of SLO contact people, and meet them individually. Discussion focused on the ways this can be made useful to faculty.

   C. Faculty toolkit: In September, Madeleine had asked for some feedback. Suggestions:
   - To distinguish between policies and training - right now, the toolkit includes both, but the distinction needs to be clear.
   - To format the toolkit so that the essentials stand out (when to assess, important rules for assessing, etc.) Perhaps an FAQ format. When this is on a website, most of this will be linked.

Final question: John Stewart asked if we wanted to retire the GE questionnaire, since we're starting a new assessment process. We discussed the drawbacks of the self-reported questionnaire, but agreed to keep it in place until the new routine had settled in for GE assessment. We still need to get a program review process in place (program also relies on self-reported questionnaire).