Members present: Laurie Chin, Jennifer Taylor-Mendoza, Jane Jackson, Kevin Sinarle, Madeleine Murphy

1. **Approval of agenda** – approved, though we switched the order, discussing the institutional plan first (waiting for members to arrive to give input on the ILOs).

2. **Approval of meeting summary from February 2017:** Did not get around to this (time constraint).

3. **Institutional plan (draft) – Discussion**

   Jennifer, Madeleine and Laurie reviewed a very very rough gesture at an outline of a plan for 2017-2020.

   Why a plan? – As an ASGC subcommittee, we don't need an institutional plan. But because we're also in ASLT, the SLOAC is indeed making a plan, because that's part of institutional planning.

   The general shape – separating goals for "data reporting" (i.e., the regular semesterly collection of data), "assessment" (actual activities that make a difference), and faculty support (using resources etc.) – seemed OK.

   We discussed breaking out communication "objectives" into their own goal, and this seemed like a good idea, since this is part of rebranding and publicizing the new role of assessment. Other groups have done this, viz ASCSM. It's hard to reach everyone on campus about what we're doing – so many things going on that we don't know about. Also, whom are we trying to reach out to? Whom are we trying to educate about SLOs? Laurie mentioned that SLOs help give a brief snapshot of a course, and this led to a useful discussion as to how (and if) students make use of SLO language. (Interesting

project here: what do SLOs do for students?) Consensus was that we should focus on educating faculty about SLOs rather than students, though we also want the assessment process to be visible and engaging for students too.

Question: What do we mean by PD-related? PD = professional development: we want assessment activities to be part of the CAE brief. Suggestion: A student "think-tank," maybe (this would engage students!) about learning outcomes, self-reflection, etc.

Question: For data reporting, can we integrate SLO results reporting into WebSmart? If it were compulsory and easy, people would do it. – JTM explained that this indeed is the new reporting approach we're shooting for: a grade-style reporting strategy, where everyone reports SLO results along with grades. We'll be going to ASGC and to the division meetings to let people know, and explain why this isn't as bad as it sounds, but – as per the report Madeleine prepared last year – should actually be less hassle rather than more. – What about reporting, though? In the short term, this is not a faculty problem: people can pass off their SLO results to the administration, our data entry person, and we'll figure it out. In the longer term, we are trying to adapt Tracdat to look just like WebSmart, so that faculty can just easily enter grades in one and then the other. (And maybe there are even better data solutions.)

Madeleine will continue to work on the draft, and the narrative, with JTM on Thursday 4/13. The revised version will be circulated to CAC members.

4. **Chair updates** – didn't happen (ran out of time).

5. **ILO revision**

   Madeleine took our last draft to ASGC, and got some feedback:

   a) They liked the new ILO on independent learning
   b) For the "creative" language, they preferred adding the creativity classes to communication and critical thinking respectively, as sub-headings.
      - We liked the new language for "Effective Communication" that reflects art

or creative writing.

- We revised the preamble to the "Critical Thinking" bullet; the original was a bit wordy. We went with something simpler.

- didn't like the "different perspectives" line. We played with language reflecting the kind of critical thinking that the creative process requires. Jane described it: applying formulas and rules, analyzing details, synthesizing new ideas based on a close understanding of the art form. Madeleine will work a bit more on this, perhaps running it by some other artists, and circulate some new language round the committee for review. Madeleine and JTM will take it to ASGC for their 4/25 meeting so we have a bit of time.

We looked also at the new intro language, explaining and defining ILOs. Looked at different colleges' language. We liked it, though with some amendments.

Next meeting back in 15-155!

Meeting ended 2:30.