

CAC Minutes 2/26/2018

1. **Attendees:** Teresa Morris, Madeleine Murphy, Stephanie Roach, Ellen Young, Danaya Daily, Kevin Sinarle, Anniqua Rana
2. **Minutes:** November 27 2018 minutes coming at the next meeting
3. **Updates:**
 - a. **Mapping** -- Will help us with GE, faculty recruiting, etc.
 - b. **Accreditation for Academic Senate event** was useful and encouraging because it sounds as though SLO assessment will be left up to the colleges, so long as we are regularly asking questions about it, and following through at the college level. Accreditors will likely give us leeway, to form approaches at the college level. They are trying not to be prescriptive. We should begin with a research question. Some requirements of the accreditors have been removed. One takeaway: We might review the role of the CAC (see last item).
4. **ILO assessment** - ideas for a student discussion
 - a. [View CSM ILOs](#)
 - b. What kind of things should we ask students to talk about? It needs to be something appropriate for first year students (Year One for example); Avoid intimidating questions. Want to capture difference between first year students, and students who are more advanced
 - c. Research question is undefined but might be related to critical thinking, or a single ILO/section of an ILO.
 - d. Example of critical thinking (or whatever), and ask the students to engage. Specific tasks like this can be helpful. Consider the amount of time students may have base on their homework/finals/paper load (choice of dates such as Spring Break). Specific activity would be useful, so students don't have to commit to something out of class.
 - e. Recruit: In class / required activities as opposed to students signing up recruit professors in targeted classes -- classes typically taken by students who are nearer to completion of their educational goals
 - f. Topic choice: Specific topics that is relatable to most students (transportation/commute/traffic), but not a topic that is a trigger (DACA, immigration, etc.)
 - i. Pick something not overwhelming, that seems approachable
 - ii. Specific questions that are manageable -- traffic example and variations; research "sitting is the new smoking"; ranking task of issues in the Bay Area; etc.
 - iii. Take note of themes that come up such as equity/inequity, environmental impacts, etc.
 - iv. Will there be a moderator to help direct questions, and pull additional information out of the students?

- v. Provide students with context for how they might approach the answer to the question...if you are doing a project for the classroom, etc. etc.
- vi. Class presentations write up

5. **Committee reorganization: Revisioning the CAC**

- a. **What is the committee role?** Part of it is documenting the assessment process, but we need to define this for our CAC. Professional development, etc. Mapping outcomes for Curriculum -- what is the relationship here. Faculty inquiry group documentation is another idea. How can PD committee help coordinate with CAC.
- b. Link to groups driving institutional change, Guided Pathways, PD, etc. --perhaps create an online document of some sort (blog, Canvas, etc) associated with these in order to keep conversations in one place.
- c. Restructure of AS subcommittees is coming, please provide input.