

CAC Minutes, Monday, September 22, 2018

Attendance: Madeleine Murphy, Teresa Morris, Stephanie Roach, LK, Kevin Sinarle, Andrew Young... need to add more

Approval of agenda and minutes

Introducing the student representative, Andrew Young

Announcements & Discussion

Madeleine, Tarana Chapple, Mike Claire, Sandra Comerford, and Kim Lopez met with the accreditation liaison. Madeleine outlined the assessment process from CAC. The accreditation liaison appeared to be completely fine with that process; in fact, he was encouraging. He cannot pre-approve the process, but he saw no red flags.

- Teresa remarked that she is hopeful that many SLOs on course outlines can be re-thought with the information we produce through this method of assessment. This method could also reveal what students need to know within a sequence of courses, will help us when course objectives come from outside, like CID, and will help us distinguish between SLO and course objectives.

The Assessment Handbook and TOC

Together, the committee members went through the handbook.

- Madeleine proposed that ideally the Assessment Handbook will have a “how-to” function and that it will be available as a webpage but also as a single .pdf.
- Teresa noted that Learning Communities need guidance, too, and that they should be a “third stream” in the assessment handbook. Stephanie noted that Tarana Chapple brought this issue up at the ASLT meeting, too.

Research question: Teresa proposed that we should put a question regarding equity in the “Research Question” section. Kevin asked if a research question always needs to align with SLOs. Teresa proposed that the handbook should also discuss long-term versus short-term research questions.

- Teresa asked whether the handbook should encourage people to ask new questions as asking the same question for 15 years may avoid more relevant, difficult, or urgent questions. Stephanie proposed recommending that people rotate through outcomes. Focus on one one year, another the next, and so forth. Madeleine proposed that we write that the point of assessment is continuous improvement, so the question is not “are you continually failing?” but “what will move you forward?” Also, perhaps Academic Senate can announce priorities.

Samples of Methods for Gathering SLO Data

- Madeleine wants to get examples in addition to the English example for the section “Methods for gathering SLO data.” Stephanie proposed that since we are working with

an equity lens, we should look at examples that show that lens in action. Faculty are interested in what this looks like. Teresa asked if this an appropriate place to put a small FAQ about getting institutional data.

- Madeleine noted that we are not disallowed from using grades as part of assessment. For any data, as Stephanie noted, it comes down to the question asked whether data will make sense or not.

Madeleine will make amendments as noted and asked committee members to review the handbook and to prioritize the section on Program Review before we reconvene in October.