

Project LEARN Steering Committee Meeting Minutes, September 19, 2013

In attendance: Kris Abrahamson, Wanda Burzycki, Li Collier, Micca Gray, KC Greaney, Anne O'Donnell, Nancy Persons, Susan Quinn, John Weser, Catherine Williams.

The meeting was called to order at 1:06 p.m. by Kris Abrahamson, Project LEARN co-chair. Minutes from the Aug. 22 meeting were approved with the addition of KC Greaney to those in attendance. Kris introduced Catherine Williams, faculty from the Disability Resources Department, as a new member.

Report from the Academic Senate. The resolution to reach specific goals regarding assessment of courses and programs was presented by Anne and Wanda on Sept. 4 and approved with a few revisions but minimal discussion on Sept. 18. The final resolution is attached to these minutes.

Report from SLO Coordinators. Anne reported that she did a manual analysis of the SharePoint vs. PRPP lists of assessments and found that for some departments, the number of completed assessments actually went up. She and Wanda are in the process of contacting department chairs to determine what kind of help is needed to complete course assessments, have consistent records in both the PRPP and SharePoint, assess certificates and majors, and update department plans for assessment of courses. They also said that departments may need clerical help to input into SharePoint, and Kris said that the Bailey Hall student worker could dedicate some hours to this task. Wanda will contact Corrine to update the SLO website. Both Anne and Wanda had recommendations for the SharePoint site, and asked that IT make this a priority. Kris will follow up.

The SLO coordinators and Project LEARN member John Weser will be attending an ACCJC workshop on SLOs on Friday, Sept. 20.

Communications. Kris will draft a college-wide message referring to the Senate resolution and updating everyone about SRJC assessment progress, goals, and deadlines. After committee members have provided feedback, she will send it out.

Kris also encouraged committee members, especially the SLO coordinators, to find examples and quotes reflecting how assessment has led to improvement in teaching. This kind of “inspiration” can help other faculty see the value in assessment and move forward accordingly. There was also a discussion that departments should all have plans for their ongoing cycles of assessment in their PRPPs—apparently not all do at this time. This may require the updating of the template on the website. Chairs and directors should also be encouraged to include reference to student learning, assessment, and course improvement in their minutes.

There was some discussion about how current institutional SLOs will relate to the goals and objectives developed by the Strategic Planning task force. Li and Wanda are on Strategic Planning Work Group 6, Evaluation, which will have a closer relationship with the Goals & Objectives Work Group as benchmarks and methods of assessment are developed. They will help reinforce and clarify the connection between the new objectives and SLOs.

Project LEARN Goals. Kris suggested that the committee adopt the language from the ACCJC SLO rubric regarding Sustainable Continuous Quality Improvement as the Project LEARN 2013/2014 goals. The committee discussed specific objectives, including “dialogue about student learning is ongoing, pervasive, and robust,” and how that might be documented. The SharePoint forms, descriptions in department PRPPs, and, once again, department minutes would be ways to represent that. Kris will have a draft of the goals for the next meeting.

The meeting was adjourned at 2:47 p.m.

SLO Assessment Progress Report for the Academic Senate

At the end of Academic Year 2012-13, SRJC

- Reported **34%** assessment of courses (The target was 50%, but many assessments may not have been uploaded to the SLO Assessment Archive or reported in the PRPP);
- Completed seven certificate/major assessments, about **2.5%** of the total; however, with increasing progress on course assessments it is now possible to assess many certificates/majors using a “bottom up” approach.
- Reported a well-established ongoing, systematic cycle of assessment of **100%** Student Services SLOs, with many services being assessed for the second or third time.
- Reported **100%** of institutional SLOs assessed, largely due to the Student Survey administered in 2007 and 2010, that will be administered again in Fall 2013.
- Reported **0%** completion of general education outcomes, which are now being required by ACCJC in addition to and in alignment with institutional outcomes.

ACCJC Status Report on SLO Assessment in the Western Region

- 90 colleges (out of 110) reported ongoing assessment of SLOs in **75%** or more of their programs, and 66 colleges reported assessment of **95%** or more of their programs.
- 103 Colleges reported ongoing assessment of **75%** or more of their institutional outcomes, and 96 colleges report ongoing assessment of **95%** or more of their institutional outcomes.
- 17 colleges, including SRJC, applied and were accepted to be part of a Lumina Foundation supported effort to look at degree level (general education) outcomes.

Note: More detailed comparisons with the Western Region will be available later this fall.

(Resolution on next page)

Academic Senate Resolution, approved 9/18/2013

Whereas, the ACCJC 2002 Accreditation Standards require that student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees;

Whereas SRJC faculty are primarily responsible for assessment of student learning outcomes and the use of assessment data to improve learning;

[deleted by Senate Whereas SRJC has assessed less than 50% of its courses and less than 5% of its certificates and majors, is falling behind in assessment relative to other colleges in the Western Region, and is consequently putting its Spring 2015 accreditation status in jeopardy]

The Academic Senate does therefore resolve that by the end of academic year 2014-15:

- 100% of initial course assessments will be completed and a systematic, ongoing cycle of assessment will be established;
- 100% of all certificates and majors will be assessed as part of a broader systematic, ongoing cycle of assessment;
- General Education student learning outcomes will be identified, aligned with institutional student learning outcomes, and approved by the Academic Senate.

To make progress toward achieving our accreditation goal, the Academic Senate resolves the 75% of our courses and 50% of our certificates and majors are assessed by the end of the 2013-2014 academic year;

The Academic Senate further resolves that the Office of Institutional Research is to be commended for their outstanding endeavors in assessing institutional outcomes and encourages all faculty randomly selected to participate in the Student Survey for fall 2013 to give up a small part of their classroom time to allow students to participate in the survey.