

**Attendance:** Kris Abrahamson, Micca Gray, KC Greaney, Anne O'Donnell, Nancy Persons, Eric Thompson, John Weser

Meeting called to order at 1:15 p.m.

1. Minutes from February 20, 2014 meeting were approved.
2. Report from Academic Senate Liaison: Eric Thompson
  - a. GE SLOs: The following 3 resolutions passed the Academic Senate:
    - i. **Resolution #1:** *The Academic Senate resolves to adopt the Project Learn Steering Committee recommendations for General Education Student Learning Outcomes on a provisional basis in order to allow time for dialogue with all constituencies – students, faculty, and staff.*
    - ii. **Resolution #2:** *The Academic Senate resolves to include General Education and Institutional SLOs in the course outline of record, to be identified for any new courses and for existing courses over the next six years during the usual curriculum review cycle.*
    - iii. **Resolution #3:** *The Academic Senate directs the Project LEARN Steering committee to explore aligning the General Education SLOs and the Institutional SLO's in order to make degree and institutional SLO assessment more feasible and sustainable. Any proposed changes should be shared with all constituencies – students, faculty, and staff.*
  - b. Ac Senate President's Award will be awarded to Anne O'Donnell (note: shared with co-recipient Melissa Kort)
  - c. Senate will be considering resolutions in support of providing monetary awards for completion of SLO assessments:
    - (1) \$20 per assessment and/or (2) each assessment receiving tickets for a lottery; winning lottery ticket could earn cash prize of \$1000, \$500, \$250 for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> place draw.

Mixed discussion ensued with some excitement about support of moving assessments along, but serious reservations as to whether these were appropriate approaches, i.e., \$20/assessment could mean close to \$50,000 – could the money be better targeted or better used elsewhere; lottery – how would the individual (e.g., adjunct faculty) see any benefit from money going to the department's general fund?

Additional discussion followed on the topic of speeding up the pace of SLO assessment. Suggestions included holding additional FLEX workshops. (one is scheduled for the PDA Day in Fall, 2014), sending further targeted emails (see communication, below), using funds to pay adjunct to complete SLO assessments.

3. Report from SLO Coordinators:

WANDA: (submitted in absentia prior to Project Learn meeting)

- Met with Modern & Classical Languages to help with the SLO Assessment discussion and had follow up talks with individual faculty. They've made good progress in understanding what assessment entails (embedded as opposed to "Project"). Terri Frongia and Mai Nazif, incoming co-chairs, show a lot of good leadership in this area.
- Updated the SLO website to include Rebecca Perlroth's contact information and add GE Outcomes page.

- Met with Rebecca to clarify her role—she will work with Sciences and AG/Natural Resources on assessment.
- Met with various faculty informally to discuss, give examples, etc. regarding course and certificate/major assessment.
- Currently working on presentation for DQP conference, May 1-3, on how our GE outcomes were developed and will be applied. Rebecca and I will attend. If anyone has suggestions regarding the DQP presentation, please let me (Wanda) know.
- Currently organizing Major and Certificate “maps” into consistently titled PDFs for upload into SharePoint.

ANNE:

- Wanda and Anne met with Liko re: setting up site on Sharepoint to post department Major and Certificate Maps.
- Responded to multiple requests for updated lists of where departments are in terms of % of course, major, and certificate assessments. In the email exchange, there have been updates to department “current” list of courses, though this is not a well-controlled process. Suggestion was made to have Kathy Mathies send updates of both course in-activations and new course approvals on a monthly basis. Only departments can report on which courses are “active” but not currently being taught.
- Many assessments coming in are re-assessments of courses with one or more assessments already in Sharepoint. This is good in that it represents “ongoing” assessment, but would still like to see at least one assessment of at least one SLO for each course. Still have almost 900 courses and 20 disciplines across all clusters (except Library) with NO posted assessments.  
Discussion: some new instructors are not getting COR and don’t know about SLO’s or SLO assessments. This highlights the importance of new faculty orientation, especially for adjuncts. DCC is making a checklist for new hires.

#### 4. Aligning General Education SLOs with Institutional SLOs

DQP: Conference in San Diego in May at which 15 schools will be presenting what they’ve done so far re: grant funded work with DQP. Wanda and Rebecca will attend. Current feedback is that SRJC has one of the most ambitious projects (taking on the entire GE pattern) and is doing a good job. Kudos to Kris Abrahamson for providing the leadership and for doing so much of the project work.

Accountability Report requires GE assessment as of Spring 2013, meaning SRJC is held accountable for both Degree and GE outcome assessment.

iLOs apply to all students; GE outcomes are specific to Degree students

English – specific outcomes related to GE requirement

Academic Senate Plenary Resolutions in opposition to ACCJC Standards, requesting changes and requesting removal of ACCJC from Title 5 have been proposed.

Discussion: is there a choice of accrediting bodies?

Lots of concern, but SRJC needs to proceed as if ACCJC will be the accrediting body and we need to meet their standards. Sometimes visiting accreditation teams make individual interpretations or decisions/recommendations; the process can be inconsistent.

ACCJC is ultimately the decision maker; the team is advisory only.

Discussed the pros and cons of simplifying the GE SLO outcomes by combining with iLOs, including simpler assessment (self-reported improvements and potential of losing some quality) vs. keeping specificity with separate iLOs and GELOs (more clarity)

There was consensus that written and oral communication should be practiced and could be assessed across the curriculum.

Committee consensus was to keep two lists of outcomes:

(1) Institutional Outcomes (iLOs) and (2) degree/transfer student learning outcomes (GELOs)

Committee continued with work editing "SRJC General Education and Institutional SLOs (April 16 2014 DRAFT)". 20<sup>th</sup> Century skills are missing, including mention of ethics and collaboration. Items renumbered.

Next Meeting: will discuss similarities between different LO's and consider heading names, e.g. SRJC = "Critical Thinking" vs. "Analytic Inquiry".

#### 5. Communications for April/May

Kris will plan to send out one more email by the end of the semester.

Anne will send out one additional email to ALL STAFF by May 1 asking for (1) identification of courses that have not been taught recently and that are not likely to be taught in the next year (2014-15) and (2) inactivated courses (Kathy Mathies). Getting an accurate picture of both inactivated and newly approved courses will help ensure accurate reporting in terms of ongoing commitment to assessment.

#### 6. Meeting adjourned 2:52 pm

Respectfully submitted

Anne O'Donnell

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