

Project Learn minutes: September 18, 2014

Meeting called to order: 1:05 pm

Introductions: Josh Adams, Dean, Business and Professional Studies; Micca Gray, Library; Andrea Alexander, Disability Resources; Rebecca Perlroth, SLO Assessment Co-Coordinator, Geology/Earth and Space Sciences; Anne O'Donnell, SLO Assessment Co-Coordinator, Food and Nutrition/CFS; Eric Thompson, Humanities/Religious Studies, Academic Senate liaison; Kris Abrahamson, Dean, Liberal Arts; Wanda Burzycki, Accreditation Co-Chair, College Skills.

Kris Abrahamson reviewed committee meeting procedure. Standing agenda will include review/approval of minutes, communication, reports, including SLO coordinators and Academic Senate liaison, and discussion of identified topics for the month. This fall, a major topic will be getting the college ready for the accreditation site visit in March, 2015.

Minutes: MS/approved with correction: coordinator Rebecca Perlroth's reassigned time is 20%.

Academic Senate: Eric reported that progress with SLO assessment has been at the forefront of Academic Senate Executive Committee meetings.

On PDA Day, Eric stood in for the Academic Senate President and gave a robust call in support of completing course, major and certificate SLO assessments. In response, he received both positive and negative feedback. Discussion followed on how to work with "non-compliant" departments or faculty.

Some reasons identified for why faculty are resistant to documenting SLO assessments:

- philosophically opposed to documentation; some believe assessments could result in shift of support away from liberal arts to CTE areas;
- some believe the paperwork is a burdensome waste of time
- some think the process is complicated and that they don't have the time
- many courses are taught only by adjunct; completing SLO assessment isn't in their contract

Proposed responses:

- At this time, we can't change the accreditation standard related to SLO assessment, and SRJC could be penalized/sanctioned if we can't show that we've met the standard
- encourage and help faculty make the assessment meaningful so it's not a waste of time; share examples of assessments that have made a difference in the learning process
- educate faculty that assessments need not be anything more than they're already doing, that assessments can be embedded into assignments or exams that faculty are already evaluating
- remind chairs that FLEX credit is available for completing assessments and provide procedure for requesting pay for adjunct instructors to do assessments, if they have no FLEX obligation. Possibly work directly with adjuncts to help develop assessment plan that would only require the instructor to report assessment results.

SLO Coordinator Reports:

Anne O'Donnell presented to the Academic Senate and to DCCIM (Dept. Chair and Instructional Managers). Both were well received, though DCCIM was too brief. Kris will look into making SLO assessment an agenda item for a future DCCIM meeting.

Anne is now tracking CTE vs. non-CTE work, as needed for CTE funding reports. Numbers of SLO assessments continue to increase, but are still far below acceptable levels (courses: 62%; certificates and majors: 33%). Discussion about how to improve followed. There was agreement that the initial approach should be to work with, not around, the chairs to get to adjunct instructors; however, Josh indicated that deans could work within their clusters with individual faculty. Any insight as to how to approach individual departments with low % of assessments completed would be appreciated by the SLO coordinators.

Rebecca Perloth reported that she and Anne met in August to develop a plan. Writing and posting department SLO assessment plans in PRPP was identified as a high priority. Rebecca has been working with departments to put plans in detailed chart form and post to PRPP. Some reported that they like the plan, now that they see it. While Anne's focus is CTE, it was agreed that both would work where they could be most effective. Rebecca has been working with her "neighbors" in Ag/Natural Resources and Applied Tech. Horticulture is revamping all majors and certificates and asked if they had to assess them if many would be changed or deleted. Kris reported that many of the courses would not change and would be part of the new majors or certificates, so assessing the current majors/certificates is needed. Rebecca also worked with Gary Pasqualetti in Applied Tech, who expressed willingness to get assessments done.

Final accreditation report will be submitted by November, 2014. Push to complete SLO assessments needs to be this fall. Wanda suggested that some assessments planned for fall final exams could be counted in this report. Anne suggested this be done with caution to include only those by faculty with a strong track record of previously completed assessments.

September Communications: Email to be sent in late September with update of SLO assessment progress, with numbers. Include report of percent of colleges that have received sanctions related to lack of SLO assessments. Discussion ensued re: including a bar graph of % completion, by department, cluster or discipline, which could "out" specific faculty. There were mixed opinions but agreement that messaging should remain positive. Josh pointed out that Deans are getting reports of % SLO assessment completion by cluster, and had no objection to this info being shared more widely.

One suggestion was to ask Dr. Chong to send a strong letter urging completion of assessments. It was agreed that communication has to be kept short. Information with details about incentives should go in a separate communication, as many don't scroll down to read more lengthy emails. Clarification: 700-level course SLO's need to be assessed. Community Ed courses don't need SLO assessments. SLOs for programs such as MESA can be part of a student service assessment.

GE/Institutional Outcomes: Kris reviewed history of JC's involvement with grant funded DQP (Degree Qualification Profile) project. At the end of 2013-14, Project Learn committee reviewed GE SLOs and Institutional SLOs and sent recommended GELOs to Ac. Senate. Senate gave provisional approval, allowing for more dialogue during 2014-15. Assessment of ILO's covered assessment of some, but not all of GELO's. How will we assess the others, especially #8 – applied learning? Add to Student Survey? Assess at the course level? CTE programs commonly have field experience that allows assessment of application of learning in the "real world" at the course level.

Adjourned: 2:45pm

/ao