SLO Meeting Minutes
May 26, 2011
LB 205, 12:20 – 1:30 pm

Present: Tina Andersen-Wahlberg, Jayne Campbell, Stacy Jazan, Sarah McLemore, Alice
Mecom (Chair), Rosemarie Shamieh, Tim Vale, Kirk Vaughn

Absent: Roger Bowerman, Dora Krannig, Jenny Krestow, Maria Kretzmann, John Rome, Dave
Martin, Shant Shahoian, Rory Schlueter, Charlotte Schulten

Proxies: None/Guests: None

Approval of Minutes: N/A

INFORMATION ITEMS:

1. http://www.surveymonkey.com/s/2011POWERawards - Recognize yourself or
   colleagues
2. Continue referring yourselves or colleagues who can share best practices
   throughout Fall – Spring 2011-2012.

NEW BUSINESS:

1. Sarah McLemore circulated her campus inventory as a result of her WASC assessment
   academy work and proposed that we create GCC general goals and statements about
   proficiency in SLOACs as well as templates for assessment plans for each division.
2. Plan for Institute Day: Divisional "assessment plans" (aka timelines), criteria for quality
   assurance, other? **An outline of Institute Day and fall activities is attached to these
   minutes.**
3. eLumen (Tina): Fall training workshops: eLumen pilot testers should plan training
   sessions with their divisions this fall.

OLD BUSINESS:

MSU (Schlueter/Shamieh) The SLO Committee requests that the administration go to the Guild
negotiation table to ask that faculty participation in SLOACs be included in the contract.

The administration says they are currently negotiating this.

OTHER:

1. Program Review SLO Page: Could include the divisional "assessment plans" as well as
   "course to program linkage". Rosemarie Shamieh will pilot-test the draft document with
   her division.

STAFF DEVELOPMENT TIMELINE FOR SLOAC PROFICIENCY
2011-2012

The activities will be designed to accomplish the following:

1. Divisional assessment plans (timelines) that outline assessment cycles for all courses and programs by 2012 and linkage between course and program outcomes.

2. Creation of "quality assurance" criteria for GCC SLOACs.

   TBD:
   a. Assessment tools reflect best practices as described in professional literature of teaching and learning, i.e. CATS (Classroom Assessment Techniques)
   b. Assessment tools and outcome statements are appropriately aligned and consider the expected level of Blooms taxonomy.
   c. Assessment techniques are cyclically re-defined and/or refined based on structured dialogue.
   d. List of "tips" from Ed (# of students, etc)

3. Measurement of faculty perception of SLOAC quality.

4. Sharing and showcases of best practices.

I. Institute Day:

   a. Announcements:

      a. GCC General Goals and Statements re SLOAC proficiency
      b. Proposed (?) GCC Quality Assurance Standards
      c. Overview of Staff Development Strategy and Activities

   b. Activities during the divisional meeting time, either on Institute Day or the meeting closed to it:

      a. Short pre-survey on faculty perception regarding quality of their SLOACs
      b. Short pre-survey on faculty feedback regarding the proposed quality assurance criteria
      c. Completion (?) of template for the divisional assessment plans

II.   Fall Workshops:

   a. One on each quality assurance criterion
   b. Creating divisional assessment plans
   c. "Wagon wheel" of best practices dealing with assessment techniques and challenges (i.e. engaging adjuncts, realignment/revisions, transitioning from compliance to inquiry-driven assessments, simplification)
   d. Linking courses to programs
   e. Responding to assessment results and reporting into Program Review
   f. In-service with Tech Aviation, PE, Business, VPA (divisions with many programs)
   g. eLumen training by pilot participants

III.   End of Fall:

   a. Short post-survey on faculty perception regarding quality of their SLOACs
   b. Short post-survey on faculty feedback regarding the proposed quality assurance criteria

IV.   Spring Institute Day:

   a. Report on findings and areas of improvement; new strategies; address Core Competency findings