Outcomes and Assessment Committee
January 27, 2014
3:00–4:30 p.m.
E-215

Meeting Minutes

MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Representing</th>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Bosler</td>
<td>Faculty</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mary Cousineau</td>
<td>Faculty</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Barbara Durham</td>
<td>Faculty</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Langston Johnson</td>
<td>Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carol Kimbrough</td>
<td>Faculty</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Kelly Locke</td>
<td>Faculty</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Stephanie Low</td>
<td>Management</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Peggy Mayfield</td>
<td>Faculty</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Kathy Mendelsohn</td>
<td>Management</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Rhea Mendoza-Lewis</td>
<td>Faculty</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Cheryl O’Donnell (Chair)</td>
<td>Faculty</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Melissa Stave</td>
<td>Faculty</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Guests

CALL TO ORDER: The meeting was called to order at 3:10pm

ACTION/DISCUSSION/INFORMATION ITEMS

I. Review/Approval of Minutes from December 09, 2013

The 12.09.13 minutes were approved as written.

II. Dean of LS&R and Coordinator Report

Kathy began her report by stating that she sent an e-mail to all full-time faculty and their deans reminding them that ALL SLO and PLO Assessment Summary Reports should be saved in the appropriate folders on the R Drive by December 3. She further discussed the SLO naming conventions for SLO and PLO assessment reports to allow for easy access to the External Team in April.

Faculty flex day survey results were discussed; most adjunct and full-time faculty agreed that the activities provided a good opportunity for discussion among faculty regarding SLOs and PLOs. About half of the respondents agreed that they are clear about assessment tools and procedures for SLOs and PLOs; however, comments indicate that faculty want training on refining and
assessing SLOs and PLOs and on rubrics. The good news is that 24 percent stated “I get it completely,” so at least we know the committee filled out the survey!

Kathy and Cheryl have had several phone meetings with eLumen representatives. Based on discussions with them and with faculty/staff from other schools using eLumen, we are proposing that a core group of at least ten faculty and three staff be trained on eLumen; those participating will receive training, input data, create reports, and train others. A stipend will be offered to those faculty who participate. Tentative plans are for the pilot group to begin their training in Spring 2014 and then to begin training faculty in Fall 2014. Once the data upload is complete (by the end of January), Hartnell staff will input all SLOs and PLOs. After that data has been input, the pilot group can begin training. Funding for pilot participants will be through the Title V grant; Kelly Locke added that it is appropriate for Title V to fund training on eLumen because it is all data and research which is the type of information that Title V uses. Faculty members of the O&A Committee indicated that they would prefer to input their own outcome assessment data.

III. Core Competency Assessment

Cheryl displayed on the screen the supplemental questions addressing all core competencies that will be included in the CCSSE survey to be administered in Spring 2014. Additionally, a survey of the supplemental questions will be administered to those participating in the graduation rehearsal in Spring 2014.

IV. Develop process for revising SLOs

The Committee reviewed with proposed CurricUNET model proposed by Carol Kimbrough. Currently, SLOs “live” in CurricUNET and are “attached” to the course outline of record, although they do not appear in the course outline Word document. It was agreed that it is important to ensure that that SLOs and PLOs are identical regardless of where they are listed. It was also agreed that SLOs and PLOs should not be changed frequently. The group decided that a simple form (“low-tech” process) should be created on which the SLO/PLO change could be requested. This form would require discipline agreement regarding SLO/PLO changes and would be submitted to the Dean of Academic Affairs (LS&R) who would ensure changes were made in the appropriate locations and that appropriate faculty/deans.

Timelines for changes to SLOs and PLOs should be “driven” by Curriculum Committee and catalog deadlines, which would ensure that faculty would have access to the most current outcomes to include on their syllabi. The Committee unanimously approved these concepts. A draft form will be presented at the February 10, 2014 meeting with the following language:

“I certify that this change was discussed and approved by the dept.” (on form)
“Your SLO/PLO change has been has been entered>” (in reply e-mail from LS&R Dean to full-time faculty and area dean)
Area Deans need to provide adjuncts with SLOs
PLO deadline = catalog deadline – same step process for PLO changes —— Ruby
V. The semester looking forward (if time allows)

While these topics below require more discussion, the Committee agreed that it should provide guidance and mentoring to faculty in SLO/PLO development and assessment. One committee member indicated that it was during the SLO activities that she realized how poorly SLOs are written! The Committee felt that providing assistance without being prescriptive was important.

   a. Core Competency assessment activities
      1. Surveys
      2. Authentic student work/assignments
   b. Website
   c. Review of current SLOs for quality (?)

VI. Adjournment

The meeting concluded at 4:35 p.m.