

Student Learning Outcomes and Assessment Committee
Monday September 15, 2008
Room 2122, Newark Campus

Minutes

Carrie Dameron called the meeting to order at 12 noon.

Present were:

Carrie Dameron, Chair
Rachel Sherman, Chair of Curriculum Committee
Chris Warden, former Chair of Curriculum Committee
Steve Bitzer, Math
Yvette Niccolls, Chemistry

The meeting began with welcome and introductions.

Agenda:

- Welcome & Introductions
- Review of Minutes from May 7, 2008 <http://www.ohlone.edu/org/sloacomm/>
- Review goals for 2008-2009
- Finalize committee charter
- Discuss education of committee/faculty, etc
- Definitions for "assessment, evaluation, outcomes" and other SL focused terminology
- Begin assisting instructional, student services and administration with their SLOA and reviews.

Introductions were conducted and everyone was welcomed to the meeting.

The minutes from May 7, 2008 were reviewed. Chris Warden moved that the minutes from May 7 be approved. Yvette seconded. 5 votes in favor, 0 votes opposed, 0 abstentions.

This was followed by a discussion concerning how a Program is defined. Chris Warden cited examples of how different campuses have disagreed on the definition of *Program*. Since the History Department at Skyline College does not actually lead to a degree or certificate, they claim to have no History Program; therefore, the History Dept at CSM does not do any Program Review.

It is critical that Program Review be linked closely with the budgetary requests and considerations of each Program.

Below are the Student Learning Outcomes and Assessment Committee Goals, 2008-2009

1. Finalize Student Learning Outcomes and Assessment Committee Charter
2. Prepare WASC annual report on Student Learning Outcome (due in Spring, 2009)

3. Educate Ohlone Community on Assessment terminology/techniques and use with Student Learning Outcomes.
4. Assist Program reviews for 2008-2009 including Instructional, Student Services and Administrative Services with focus on assessment of current student learning outcomes or implementation of student learning outcomes.
5. Support and Provide ongoing education for committee members in order to support the new growth and district commitment to student learning outcomes and assessment.
6. Implementation of student learning outcomes in accordance to the districts most recent self study and recommendations from WASC.

All six of the goals were reviewed and discussed briefly.

All members are asked to please review the committee charter at the following link:
<http://www.ohlone.edu/org/sloacomm/>

It is urgent for Ohlone College to strengthen the SLO's of our Programs and to develop sound assessment strategies. Most important is that the assessment process lead to improvement of the Program.

The education of committee members and faculty is a high priority of this committee. Ideally a member of each department needs to attend the SLOA Committee meetings, particularly those

- soon scheduled to start Program Review
- currently doing Program Review
- who recently completed Program Review

There are three facets of Ohlone College which need to develop SLO's as part of their Program Review:

- Academic
- Institution Student Services
- Administration

The committee considered carefully the vocabulary below:

Assessment is aimed at *improving the teaching/learning process*. It is the systematic collection, analysis, and interpretation of information, which provides continuous feedback about the success in reaching the stated objectives, goals, and learning outcomes. Everyone is involved in the assessment process.

Goals are aimed at facilitating teaching and learning within the *college system*. They are global and broad measurable statements that clearly focus on the philosophy and purpose of the college, programs, and services.

Student Learning Outcomes are *student* focused. They are global and broad measurable statements that clearly state the knowledge, skills, abilities, and attitudes a student has attained upon completion of a course or program and upon receiving student services.

Learning outcomes:

- Focus on what the student can do
- Demonstrate the student is competent
- Include a measurable expectation
- Use active verbs (Bloom's Taxonomy)

Objectives are specific *incremental steps* that clearly work toward the accomplishment of the goals and student learning outcomes. They are measurable and short-term in nature.

Evaluation is the judgment of a *student's work* to determine the learning achieved, the grade earned, and/or the graduation requirements satisfied (for Course Outline use).

For example, what would be an SLO for Security? The SLO's for Security Program must emphasize what the student learns or how the student behaves, not what learning or behavior of the security officers. Therefore an appropriate SLO for the Security Program is that the students learn where and how they can contact security during an emergency -- they should know that you can use any pay phone on campus to call security (free of charge).

Each committee member is asked to further expand the definitions in preparation for the next meeting. It was recommended that perhaps the most important vocabulary word would be Planning (could also be called "implementation). If the Program Review and subsequent assessment does not lead to improvement in the program, then what good is it?

It was suggested that there be a Fixed Flex activity at the start of the semester in which each department utilize their data to select one or more areas that could be improved in their Program – they would implement a change that is designed to bring about that improvement. This links together the Program Review with ongoing efforts to improve programs.

This committee agreed to meet regularly on the third Monday of each month. The next meeting will be on Monday October 20 at 12 noon in Room NC 2212.

Meeting was adjourned at 1 pm.

YN