1. **Approve Minutes:**
   
   [Link to minutes document](http://toolkit.cs.ohlone.edu/~jond/ohlone/SLOA/SLOA_meeting_11_19_09/SLOA_minutes_10_15_09.doc)

2. **What happened since last meeting:**
   - Deb, Jon, and Rachel met with Deans and shared the deadline
     
     Well received – Dr. Browning wanted to make sure that the Assessment Tracker Tool allows flexibility for designing any type of rubric.
   - Deb, Jon, and Rachel met with the GE Committee and shared the deadline
     
     Good comments warranted changes to the deadline doc and video, such as one, clarifying that the assessment example is only one of the many strategies available and two, assessing a course SLO should be the responsibility of all full-timers who teach the same course.
   - Will have met with Senate by Wednesday:
     
     To the question “What should be our strategy for encouraging ALL full time faculty to meet the deadline for Spring?”:
     - Convince the instructors that they will directly benefit from it
     - Use a big stick
     - Join the suit from the union against Academic Senate against the requirement to do assessment.
     
     Impression from Senate participants last night was that the majority resisted the idea of doing assessment.
     
     Potential solution: Have the process be driven from the top, like PIO

3. **Need to publicize our 2012 schedule to announcements now – discuss the following draft and agree on wording:**

   ![Image of draft email](http://toolkit.cs.ohlone.edu/~jond/ohlone/SLOA/SLOA_meeting_11_19_09/SLOA_minutes_10_15_09.doc)

4. **Deb unknown the myths of the Assessment Committee:**

   - cameron@ohlone.edu, spaziale@ohlone.edu, idegal@ohlone.edu, sherman@ohlone.edu, abizer@ohlone.edu, ynicolls@ohlone.edu
Tracker versus analyzing the data or even the strategy collecting it:
The assessment tracker is not a miracle tool solving all debates between qualitative versus quantitative assessment strategies nor magically demonstrating without a doubt whether the data is valid or not.

All it does is ‘take the data’.

What it will attempt to do is at least accommodate folks categorizing the data they collect in the form of rubrics and proficiencies.

Example of a three part rubric with 4 levels of proficiency - everyone’s data will probably end up within some deviation of this.

http://toolkit.cs.ohlone.edu/~jond/ohlone/SLOA/SLOA_meeting_11_19_09/rubric_template_2.doc

Other features of this tabulation tool:

- Usernames (ohlone mail format) and passwords given out individually to instructors asking for it – how is done in curricunet?
- The instructor usernames and passwords will only work for the programs they specify upon requesting the password.
- Instructors will see all assessment strategies, rubrics, SLOs, for all courses and certificates for the programs they associate with.
- Program will allow any number of rubrics, from zero (for assessment related directly to the SLO) to many (SLO broken down into several categories) but with only four proficiencies (which can at least be renamed)

5. Need workshop on assessment strategies, qualitative versus, quantitative, etc.?

Discuss pros and cons:

pros: 
cons: lengthens the debates and procrastinates doing it and collecting the data

6. Need of workshop on analyzing data?

Discuss pros and cons:

pros: will make folks realize they need to produce data
cons: another procrastination instead of doing it and collecting the data

7. Need of workshop on rubrics?

Discuss pros and cons:

pros: Folks don't know much about this?
cons: too much at this point
8. Meeting dates for Spring