1. Members Present: Steve Bitzer, Mike Bowman, Carrie Dameron, Yvette Nichols, Deb Parziale, Rachel Sherman, Dave Topham.

2. November 19, 2009 Minutes Approved
   http://www.ohlone.edu/org/sloacomm/20092010/20091119minutes.pdf

3. **Role of SLOAC Committee in Course and Program Assessment and Review** -
   Brief discussion about faculty resistance. Encourage faculty to create program reviews that are realistic, meaningful, and sustainable. Program Reviews become meaningful when faculty can use the data to actually ‘see’ that students (in aggregate) have learned (e.g. met program outcomes). Data collected can be used to reinforce program strengths (and celebrate) and to make improvements as needed. The Chemistry Lab Safety Project is a good example. Kudos to Yvette Nicholls and Maru Grant for their Learning College week presentation.

4. **Program Assessment Plan** - Discussion with general consensus:
   a. **Assessment** is:
      i. Establishing Student Program Learning Outcomes.
      ii. Gathering data to determine if students (in aggregate) are ‘learning”, e.g., are they accomplishing each outcome?
      iii. Making improvements based on the data collected. (This step demonstrates the value in the process)
   b. The **Program Assessment Plan** will be included in the CurricUNET Module on the SLO Assessment page:
      i. **SLO Assessment (Program Level)**
         1. List expected student learning outcomes at the program level.
         2. Assessment of each Program SLO
            a. Indicate program assessment strategies used. Check all that apply:
               i. Rubrics
               ii. Capstone course
               iii. Portfolio
               iv. Culminating project
               v. Performance assessment
               vi. Skills assessment
               vii. Department testing
               viii. Placement tests used for course entry and exit decisions
               ix. Vendor or industry certification examination
               x. Other (Describe)
b. Describe the criteria and standards used to appraise student work collected with selected assessment strategy.

c. Assess student success in reaching program SLO using qualitative and quantitative data.

d. Describe revisions in curriculum or teaching strategies used to promote student success made since last program review. The help box contains assessment ideas to consider.

3. Future Action - select one:
   a. Current level of student learning maintained.
   b. Strategies to promote improved student learning. Specify.
      i. Include information on future plans to assess an outcome. Include how, who is responsible, and timetable for completion.
   ii. SLO Matrix (Assessment at both course and program level)
      1. The program review process asks faculty to include an SLO matrix. The goal of the SLO matrix is for faculty to develop a cohesive curriculum by aligning course outcomes with program outcomes. Faculty are asked to verify that course SLOs, content, assignments, and evaluation contribute to student success at the program level.
      2. This will be our first round of course assessment. This also contributes to program assessment. Any improvements made in course curriculum or pedagogy will be included on the program SLO assessment page.
      3. Some faculty may be conducting an assessment of a course outcome that leads to completion of a program outcome. This is to be encouraged!
      4. Later agenda: discussion on when we will be asking faculty to conduct regular assessments of all course SLOs by data collection and making improvements in the courses. Rachel is exploring an option to include an additional page in the Curriculum CurricUNET module to summarize these assessments and improvements.

c. College Goal #1: Complete an assessment of student learning outcomes for all courses and programs. Objective #1: By 2013, complete an assessment of student learning outcomes for all courses and programs. We have asked all programs to complete an assessment plan by the end of this semester. Currently programs that are scheduled to do their reviews this year are working on this goal.

d. Program Reviews must be Realistic, Meaningful, and Sustainable!

5. Professional Development Opportunities
   a. February 2010 - Assessment and CurricUNET Program Review (I)
      i. Drop-in Sessions - Fremont Campus -1407:
         1. Tuesday February 9, 16, and 23rd from 10 – 11 am – with Deb Parziale
2. Thursday February 11, 18, and 25th from 3 – 4 pm – with Rachel Sherman

3. Bring your questions and programs reviews. We’ll help you develop an assessment plan and use the New Program Review CurricUNET Module!

   ii. Designing and Aligning Outcomes, Assignments, and Assessments Workshop – Fremont Campus – 1407 - Wednesday February 17 and repeated 24th Facilitated by Deb Parziale - Workshop content will be universal with application to participants!

   iii. Individual and group meetings can be set up to meet your time schedule and needs by request. Contact Deb at dparziale@ohlone.edu or Rachel at rsherman@ohlone.edu

   iv. Send workshop topic requests to Deb at dparziale@ohlone.edu. I will develop that workshop and will offer it at a time that fits your schedule.

b. Deb is developing a Program Review Manual with inclusion of Camtasia instructions.

6. **Next Steps:**
   a. First priority: Complete an entire cycle for one Program SLO, e.g., collect data, analyze, determine strengths and areas for improvements, make plans to implement revisions in curriculum or teaching techniques to, implement these revisions and reassess.

   b. Next priority: Complete an assessment plan for all other Program SLOs.