1. Members Present: Steve Bitzer, Mike Bowman, Carrie Dameron, Yvette Nichols, Deb Parziale, Rachel Sherman, Dave Topham, Chris Chang (student), Timothy Thu (student)

2. February 8, 2010 Minutes Approved

3. Students, Chris Chang and Timothy Thu, were welcomed to the committee.

4. Role of SLOA Committee in Course and Program Assessment and Review
   a. SLOA Committee will work to set policies including:
      i. All faculty doing program reviews this year are requested to complete an entire assessment cycle for one Program SLO, e.g., collect data, analyze, report results, determine strengths and areas for improvements, make plans for revisions in curriculum, teaching techniques and/or other by the end Spring Semester 2010. Faculty completing reviews next year need to complete an entire cycle for one Program SLO by Spring 2011.
      ii. Faculty are encouraged to complete an assessment plan for all Program SLOs that are not assessed this year. The assessment plan should be written in the “Future Actions” section and include how, who is responsible, and timetable for completion.
      iii. Steve Bitzer described the assessment process being used by the math department. Steve recommends that the committee reinforce the following concepts:
          1. Constant dialog among faculty is one goal of this process and promotes improvement. Document the dialog that occurs regarding teaching strategies and assessment within the CurricUNET assessment area.
          2. The committee could identify some universal variables and share this information with others, e.g., data collection at the end of a course or program; clear determination of who is responsible for being the department PR coordinator (primary writer within CurricUNET), discussion about variables that can and cannot be controlled, discussion on topic: Do all students within a course but taking the course from different instructors or at different times of the day, have the same opportunities for learning?
      iv. The goal for assessment is to collect data, look at student learning trends over time and make changes in curriculum and teaching strategies as needed to facilitate student learning and success.

5. Course Assessment – What does this mean at Ohlone College?
a. Short discussion on this topic. Clarified how course and program assessment can be embedded courses and the SLO matrix within CurricUNET. This topic will be discussed in more detail at the next meeting.

6. Program Review Process Assessment (D)
   a. What are the successes? What’s working well?
      i. CurricUNET PR module continues to be updated as needed.
      ii. Faculty are beginning to move forward with the assessment process and share ideas with each other.
   b. What needs improvement? What are your two wishes for change?
      i. A SLOA PR facilitator could attend department meetings. Note: Rachel and Deb have offered this service through this semester. Rachel worked with the Art Department. Deb has worked with the following departments: Deaf Studies, Speech and Communication, Interior Design, Graphic Arts, Photography, Chicano Studies, History/Political Science, Psychology, Philosophy, BSM, and Engineering.
      ii. Need to determine a better method to involve Adjunct faculty into the process. Adjunct faculty can be paid up to 3 hours of flex each semester. This flex time can be used for course or program assessment. Full-time faculty can receive flex credit for assessment during Learning College week but NOT during the semester as assessment is considered part of the regular faculty responsibilities.
      iii. Need to determine how to share SLOs and assessment techniques between departments. Consider “readers” from other departments, presentations at Faculty Senate, Curriculum, Fixed Flex, Learning College Week.