

**De Anza College  
Minutes for December 14, 2012 Meeting**

Purpose: SLO Steering Committee Meeting

Location: Don Bautista Room

9:00-11:00 AM

AGENDA TOPIC	PURPOSE	LEADER	OUTCOME	ATTACH
Fall work: ICC Task Force Update	I	Ramirez	<ul style="list-style-type: none"> <li>▪ The assessment tool has been completed, and is currently ‘beta testing’ in team members’ courses.</li> <li>▪ The team will meet to discuss their experiences with the assessment tool at the beginning of the winter quarter, and we plan to distribute the tool to select faculty across the campus immediately thereafter</li> </ul>	
Fall work: TracDat Update	I	Pape/Haynes	<ul style="list-style-type: none"> <li>▪ Mary has offered ‘help sessions’ at the Academic Senate office throughout the quarter               <ul style="list-style-type: none"> <li>○ This will continue in the winter, w/ a schedule TBA. Promotional ideas were discussed                   <ul style="list-style-type: none"> <li>○ Distribute a memo about the availability of drop-in help to dept. chairs</li> <li>○ Announce drop-in help at division meetings</li> <li>○ An announcement from Academic Senate</li> </ul> </li> </ul> </li> <li>▪ 15 TracDat accounts have been prepared for FHDA district programs</li> </ul>	
Fall work: ACCJC Follow-Up	I	Ramirez/Pape/Haynes	<ul style="list-style-type: none"> <li>▪ While we are largely pleased with the commission’s follow-up report, some concern has been expressed about inaccuracies in its description of our SSLO efforts</li> <li>▪ These concerns were addressed via B. Murphy’s follow-up letter to B. Beno.</li> </ul>	
This year’s work: Partners in Learning Conference	I	Ramirez	<ul style="list-style-type: none"> <li>▪ Toño has submitted a proposal for the conference, representing the interests of campus SLO efforts.</li> </ul>	

<p>This year's work:</p> <p>Spring 2013 SLO Convocation</p>	<p>D/ A</p>	<p>Ramirez</p>	<ul style="list-style-type: none"> <li>▪ Date set for 4/26/2013—date has been submitted to master calendar, and room has been reserved</li> <li>▪ Promotion and activities should be determined, along with choosing the next ICC for assessment <ul style="list-style-type: none"> <li>○ The steering committee strongly endorses Global, Cultural, Social and Environmental Awareness as our next ICC to be assessed</li> <li>○ A vote will be explained and proposed at first Academic Senate meeting of the quarter (Mary will attend)</li> <li>○ A representative from the SLO committee will follow up with the Senate in week 3 to collect feedback/vote</li> </ul> </li> <li>▪ The format of the convocation was discussed at length, and the following idea proved popular: Instead of contracting an off-campus keynote speaker, we will open the convocation with a discussion panel comprised of 3-4 members of our own campus community who do extensive work in GCSEA. For a post-panel activity, a few ideas on are on the table: <ul style="list-style-type: none"> <li>○ Recent survey data suggests that students perceive the college to be 'weak' regarding the application of curriculum to 'real world' concerns. We might have M. Newell present this data to the convocation attendees, and design a series of discussion questions around the data (and how we might improve in this regard).</li> <li>○ R. Bryant approached this in an interesting way: Given that the majority of our students are <i>not</i> achieving transfer/certification, it's worth asking ourselves what <i>their</i> 'real world' concerns are. Why are they at De Anza, and how can we more explicitly show how their work here is linked to their own lives?</li> </ul> </li> </ul>	
<p>Future work:</p> <p>Public visibility of SLOs</p>	<p>D/ A</p>	<p>Pape/Ramirez</p>	<ul style="list-style-type: none"> <li>▪ At present, SLO statements are not visible in the 'public' course descriptions. This raises some questions: <ul style="list-style-type: none"> <li>○ Why is this, and should we continue with this policy?</li> </ul> </li> <li>▪ The steering committee agrees that SLO statements should be made visible to the public, and endorses doing this via the following strategy: <ul style="list-style-type: none"> <li>○ We will set a date in the fall of 2013 at which all SLO statements will be made publicly visible. Faculty will be informed of this date via an info item from the Academic Senate.</li> <li>○ SSLOs/AUOs will be made visible via inclusion in APRU documents.</li> </ul> </li> </ul>	

<p>Future work:</p> <p>Thinking toward “sustainability”</p>	D	All	<ul style="list-style-type: none"> <li>▪ At our last meeting, we resolved to discuss the following: At one point, discussions of student equity were new to the campus conversation, and encountered some of the kinds of resistance that have been seen in response to SLO work. This prompts an interesting set of questions: (1) How did ‘student equity’ become a part of the campus culture (such that it is now taken for granted as a core component of decision making) and (2) How can we learn from this as we progress toward a sustainable outcomes assessment process at De Anza? <ul style="list-style-type: none"> <li>○ Some suggestions from core group discussion:</li> <li>○ Our student equity efforts’ success is deeply tied to the extent to which they are student-driven. When the benefits of equity work are transparent to students, they become involved in integrating the work into the campus culture. Making SLO’s visible to students could help in facilitating their ‘buying into’ the work. <ul style="list-style-type: none"> <li>○ During the meeting, R. Bryant suggested that the SLO steering committee should have a student representative. The committee unanimously agreed. We will approach the DASB about this.</li> </ul> </li> <li>○ Assessment work could be more specifically integrated into the process of interviewing new/prospective faculty. This might convey to prospective hires that the campus expects involvement in assessment work.</li> <li>○ It’s worth considering strategies for more pointedly tying APRU questions to assessment work. Similarly, we may want to begin thinking about the specific role that assessment work will play in the comprehensive program review process. <ul style="list-style-type: none"> <li>○ The CPR might feature a distinct subset of questions focusing specifically on SLO work.</li> <li>○ We might want to consider developing a tool to be implemented at the spring convocation, asking faculty to suggest potential ties between the APRU and their SLO work.</li> </ul> </li> </ul> </li> </ul>	
<p>Future work:</p> <p>Ramping up our AUO numbers</p>	D	All	<ul style="list-style-type: none"> <li>▪ AUO assessment faces a challenge distinct from those faced by SLO/SSLO work. Namely, there is not a long-term planning process (such as the Comprehensive Program Review process) in which to embed (and thus drive) AUO work. <ul style="list-style-type: none"> <li>○ In order to address this, an AUO-specific convocation has been proposed.</li> </ul> </li> </ul>	
<p>Question for consideration and discussion at our next meeting</p>	D	Ramirez	<ul style="list-style-type: none"> <li>▪ Now that we have been deemed ‘proficient’, it may be a good time to begin thinking about assessing the SLO process itself. In particular: What data do/can we gather to show that SLO work does in fact improve student success?</li> </ul>	

Administrative Reps	SLO Coordinators	SLO Team Members	Shared Governance Reps
<del>Christina Espinosa Pieb, VPI</del> <del>Stacey Cook, VPSS</del> <del>Donna Jones Dulin, VPCS</del> <del>Letha Jeanpierre, VPFES</del> Marisa Spatafore, Marketing Rowena Tomaneng, AVPI Mallory Newell, IR Gregory Anderson, Deans Mi Chang, AS & Curriculum	Mary Pape, SLO Coordinator Tono Ramirez, SLO Coordinator Jim Haynes, SSLO Coordinator	Anu Khanna, Curriculum Co-Chair Jackie Reza, Staff and Organizational Development Coleen Lee-Wheat, Dean Randy Bryant, Academic Senate VP	<del>Karen Chow, Academic Senate President</del> <del>Rich Hansen, FA</del> <del>Lois Jenkins, Classified Senate President</del>