



## Academic Senate for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

ASCCC Educational Policies Committee  
Minutes  
March 9, 2019  
Los Angeles Pierce College

Chair Bruzzese convened the meeting at 10:05 am.

Meeting attendees.

- Anna Bruzzese (chair)
  - Sociology, LA Pierce College (Academic Senate President)
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- Greg Burchett
  - Biological Sciences, Riverside City College (Curriculum Committee Chair)
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- Julie Clark
  - Mathematics, Merced College (Academic Senate President)
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- Christy Karau-Magnani
  - Management, Sierra College
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- Craig Rutan
  - Physics, Santiago Canyon College (ASCCC Secretary)
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Discussion Items:

- Update about/further plans related to addressing Resolution S17 9.1<sup>1</sup> (Update to the Existing SLO Terminology Glossary and Creation of a Paper on Student Learning Outcomes)
- Scheduling of future meetings
  - Next committee meeting will be on April 15, 2019 via Zoom

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<sup>1</sup> <https://www.asccc.org/resolutions/develop-resources-guidance-relevant-student-centered-funding-formula>

- Announcements
  - Area Meetings<sup>2</sup>
    - March 22
      - Area A (San Joaquin Delta College)
      - Area B (Monterey Peninsula College)
    - March 23
      - Area C (Citrus College)
      - Area D (Norco College)
  - Spring Plenary (April 11-13 – Millbrae)<sup>3</sup>

#### Updates on Resolution S17 9.1<sup>4</sup>

- Charge - SLO Terminology Glossary<sup>5</sup> revision
  - A charge of this committee was to update the SLO Terminology Glossary.
  - The committee worked on this document through Fall 2018, submitted a proposed update to the State Academic Senate, and the update was approved (with minor changes) in January 2019.
  - Educational Policies Committee charge completed.
- Charge – create a paper on effective practices for SLO Assessment
  - Previously, there was a resolution (F10 9.06<sup>6</sup>) to adopt the Guiding Principles for SLO Assessment Paper<sup>7</sup>
  - Discussion on whether to (a) revise this document, or (b) create a new document ensued. Would faculty surveys be needed in researching either option?
  - The committee agreed that that the guiding principles contained in this paper are still very relevant, so there is no need to update it but there may be a need to make the field aware that the paper exists.
  - F10 9.06 called for specific recommendations, and the Guiding Principles paper offers generalized recommendations.
    - Guiding Principle #3 states “*Student learning outcomes and SLO assessment should be connected to the overall culture of the college through the college vision or values statement, and college curriculum, planning, and budgeting processes*”. This is found on page 12 of the document.

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<sup>2</sup> <https://www.asccc.org/calendar/list/events>

<sup>3</sup> <https://www.asccc.org/events/2019-04-11-150000-2019-04-13-230000/2019-spring-plenary-session>

<sup>4</sup> <https://asccc.org/resolutions/update-existing-slo-terminology-glossary-and-creation-paper-student-learning-outcomes-0#ftn1>

<sup>5</sup> [Final SLO Glossary \(January 2019\).pdf](#)

<sup>6</sup> <https://www.asccc.org/resolutions/adopt-guiding-principles-slo-assessment-paper>

<sup>7</sup> [https://www.asccc.org/sites/default/files/publications/SLO-paper-Fall2010\\_0.pdf](https://www.asccc.org/sites/default/files/publications/SLO-paper-Fall2010_0.pdf)

- Discussion on this committee creating papers on:
  - Specific Professional Development
  - Incorporating equity components to assessment efforts.
  - Academic freedom versus assessment efforts.
- Committee decided to propose an outline. Prior to submitting it to the Executive Committee for approval, Anna will contact John Stankas to see if he agrees with the direction suggested by the committee. If approved, the outline would be formally considered in Fall 2019 and used as the basis for authoring a paper. Overarching discussion centered on focused implementation.
  - Title "Sustainable Institutional Assessment"
    - Overview of SLO assessment across California CC's to date.
    - The "Culture of Assessment"
    - Professional Development for faculty, staff, and administration
    - Academic Freedom and Assessment concerns (i.e. common finals)
    - Comparable data collection and analysis
    - Resource allocation relating to assessment
    - Summary – assessing the assessment and persistent unresolved issues.
- 2019 Student Learning Outcome Symposium<sup>8</sup> breakout findings:
  - Christy and Anna talked about their presentation at the SLO symposium.
  - Christy presented to the committee detailed notes on the discussions at the SLO symposium.
  - Topics discussed:
    - It was a packed house – attendance was higher than expected.
    - An overarching theme or concern from attendees – Professional Development.
      - There is general agreement that until colleges devote resources for faculty professional development opportunities, faculty will in large part be unaware of the ultimate significance of assessment.
      - Valencia College was noted for their exceptional work with competencies.

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<sup>8</sup> <https://www.asccc.org/events/2019-01-25-160000-2019-01-26-010000/2019-student-learning-outcomes-slo-symposium>

- If the Academic Senate formally recommends competencies, then colleges may formally adopt competency training.
- Shared definitions
  - One concern raised is in the development of a common “language” of definitions due to a multitude of differing discussions and terminology.
- One college requires an 8-week course for all new faculty hires in assessment as part of their employment.
- Possibility of researching what colleges have made significant gains in professional development, and share their efforts – versus “re-inventing the wheel” statewide.
- Accreditation Standard 2A9
  - This standard specifically states that units are granted to students based on SLOs achieved.
  - General consensus that colleges don’t achieve this goal.
- Perhaps include in future publications:
  - Skills/competencies
  - Professional development experience
  - Design of professional development courses
  - “What are you “teaching” faculty?”
  - How is it working?
- Perhaps there is a need to “formalize” recommendations.
  - Assessment as key component in planning process.
  - Assessment as key component in addressing equity.
  - The disaggregation of data in defined assessment.
  - Incorporation of equity components in SLOs and assess accordingly.
- Concerns over adequate assessment of DE delivery.
  - Should more rigid assessment of DE delivery be incorporated, or is this an exercise in futility?
  - Discussion regarding the differentiation between course/program assessments vs. evaluation of faculty specifically.
  - General sentiment is that currently there seems to be a “check-box” level of assessment, rather than the ability to have meaningful assessment, if faculty in general don’t understand what assessment is, and how it should be integrated.
- Rostrum article

- In Fall 2018, the committee decided to write an article for the Rostrum.
- Christy drafted an article entitled "*The 4<sup>th</sup> Pillar: Guiding Questions to Focus and Define Faculty Involvement*"<sup>9</sup> and submitted to the state.
- The article has been accepted and is in final editing prior to publication.
- Planning for the Spring Plenary breakout
  - Julie, Anna and Greg will co-present. They will connect via Zoom on April 5 at 9 am to plan their presentation. The slides will also be circulated to all committee members for their feedback.

Meeting adjourned at 1:15 pm.

Respectfully submitted,

Greg Burchett

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<sup>9</sup> [4th Pillar GP article FINAL.pdf](#)