I. Call to Order
Promptly at 2:30 p.m.

II. Roll Call


Members Absent: E. Bagg (excused), P. Creason (excused), S. Gulati (excused), B. Harrell (excused), M. Singhal

III. Agenda and Minutes
Subcommittee approved Agenda (4/13/10) and Minutes (3/16/10)

IV. Public/Faculty Comments (must pertain to item[s] on the agenda)
No Public/Faculty Comments at this time.

V. Old Business
A. Outreach Update
   1. Newsletter – Karen
      The April newsletter is well on the way. It is a real team effort.
   2. Faculty Handbook – Emily & Robert
      No update at this time.
B. Course Assessment Plan Update – Kim
   - 65% of courses have been submitted.
   - 35% more courses still need assessment plans turned in.
   Discussion followed, members were appointed to continue providing support to the departments’ still needing help.
C. Program SLOs Update (inclusion)
   As of last Friday, 13 program SLO assessment plans have been turned in. It is imperative that the program SLOs have either all direct assessment measures or a combination of direct and indirect. 2 to 5 SLOs per program will make it manageable. SLOs must be measured directly. Please remember that when using the templates, KEEP THE PROMPTS IN. The Academic Council has set benchmarks to reach accreditation proficiency by 2012. The ACCJC is mainly interested in what we are doing with the results. Subcommittee members felt that for the May newsletter, it might be a good idea to show a visual for outcomes and showing progress of benchmarks.
   Kim called up and talked about the SLO assessment blueprint (from ’09) so we could see where we should be by Phase IV (October 2012) to make LBCC 100% proficient.
D. GEO Initiative Update
   Final curriculum maps are currently being developed. We are fairly well on track.
E. Curriculum Guides & SLOs Update – Patricia
   No report.
F. SLOs & Syllabi Update – Meena
   No report. Waiting for syllabi template (sample suggested format) for faculty use.
G. Instructional Program List Anomalies Update
   1. Liberal Studies
      a. Liberal Studies Degree Program Handout
      The subcommittee took time to look over this new handout that proposes the assessment responsibility (Curriculum Committee) and suggested outcomes and assessment tools for this program; Kim apologized to the subcommittee, adding that this document was just completed.
A member asked if the Honors Program would also fall under this category, but it does not. The Honors Program does not confer a degree, and the Liberal Studies Degree Program does. This was LBCC’s #1 preferred degree. Going back to what Dr. Wallech had said, it is REALLY TOUGH to align with the CSU’s. Last page, 2nd paragraph—The one LEAP outcome that doesn’t align with a VALUE rubric needs to be more specific. New wording will be submitted to the AD/GE for endorsement before going to the Curriculum Committee.

2. Work Experience & Learning Communities Update – Eva & Emily
   No report.

H. E-portfolio Update – report April 13th – Seth & Amit
   This work group now consists of Kim, Amit and Dena Laney from the Technology Plan group. This report is still in the works because this group is still investigating products and possible alignment with recommendations in the Technology Plan. Use of this product would seem reasonable at the Program Level and higher along with use for DL.

I. SLO Officers Update
   It was presented verbally at the last Academic Council meeting and no action was taken.

J. TracDat Help Button Check Update – report April 27th – Dave
   Dave is getting access to the TEST AUTO APP (Outcomes). Look for the question (?) marks; these are our ‘help’ buttons.

VI. New Business
   A. Getting Results presentation (Emily) – The Getting Results website is funded by National Science Foundation, made specifically for community college educators as professional development course. This website features different modules with practical information and highlights examples of best practices in community colleges across the country. Emily shared Module 6: Assessing Teaching and Learning and talked about the ways to accomplish communication in writing and assessing SLOs & assessing course assignments. She shared that each module begins with an introduction and intended outcomes, videos, discussion questions, and readings. She outlined the Assessing Student Learning portion of module 6 and discussed formative and summative assessment. She then went on to speak about “The Guiding Principles of Assessment”, and what to think about. For example, a rubric could be handed out at the beginning of an assignment in order to help the students know how the assignment will be evaluated.

VII. Training and Review (Bring Your Binders!)
   A. Program Level Outcomes Assessment
      The subcommittee continued training on the development of program level outcomes based on an example.
   B. SLO Glossary (inclusion)
      The final Academic Senate Assessment Glossary was distributed for reference binder inclusion. This continued with a review of all appendix references.

VIII. Informational Items

IX. Next Meeting
   Tuesday, April 27th, 2010, 2:30-4:30 p.m., L-255

X. Adjournment
   Promptly at 4:30 p.m.