



Create a campus culture where outcomes are understood and valued and where assessment functions as a resource leading to improved instruction, curricula, programs, and/or services. (2016)

Online • 1st and 3rd Tuesdays • 2:45-4:15pm

MINUTES - June 2, 2020

Attendance:

x	Fawaz Al-Malood Associate Dean, Business	x	Jason Hayward Professor, Counseling	x	Loni Nguyen Co-Chair Professor, Biological Sciences
x	Christina Cammayo Professor, Nutrition and Food	x	Chris Jackson, Professor, Kinesiology	x	Lina Soto Associate Dean, Counseling
x	Peter Gend Co-Chair Associate Dean, Arts Division	x	Parisa Mahjoor Professor, Chemistry	x	Annel Medina Tagarao Educational Research Assessment Analyst
x	Mary Ann Gomez-Angel Professor, Adult Basic Education	x	Kenneth Miller Professor, Electronics and Computer Technology		Vacant Professor, Arts Division
x	Barbara Gonzales Professor, Library and Learning Resources Division	x	Doug Mullane Professor, English, Literature and Journalism		Vacant Student, Associated Students

I. Approvals

- A. Agenda for June 2, 2020 meeting
- B. Minutes for May 19, 2020 meeting

II. Old Business

- A. President's Award Application
OC members voted unanimously for the Transfer Center; Loni will forward this to President's Office
- B. Report from CDE Request for Adjunct Compensation (May 28, 2020)
16 adjunct and 6 FT faculty met on May 28, 2020 5-7pm to discuss course SLO and methods to improve delivery
- C. Recommendations for next year
 1. Membership: need to find student rep; Doug Mullane has referred one student, Andrew Chacon; Loni will follow-up in August
 2. Goals: here are some possibilities (more professional development for assessment, start a faculty learning community on assessment, start a book club on assessment, link assessment cycle to PIE)

III. New Business

- A. New Request for Adjunct Compensation from Music: approved, will forward to VPI
- B. Courses w/o SLOs: division deans notified, will follow-up in one year for updates
- C. Competency-Based Education: current trend in higher education, some students who already have specific skills will finish certain programs faster by demonstrating skills instead of taking required courses; will require faculty support and large financial commitment
- D. Chapter 5 of *Outcomes-based assessment for learner-centered education*-discussion

Alignment with ACCJC Standards

I.B: Assuring Academic Quality and Institutional Effectiveness—Defines and assesses learning outcomes

II.A: Instructional Programs—Collective ownership over the design and improvement of the learning experience