



Meeting Notes – December 6, 2012 Educational Effectiveness Council

ATTENDEES	Becky Beal, Luz Calvo, Patricia Drew, Jiansheng Guo, Sharon Green, Xinjian Lu, Lindsay McCrea, Alan Monat, Susan Opp, Aline Soules, Donna Wiley, Jim Zarrillo
ABSENT	Caron Inouye, Sally Murphy

AGENDA ITEM	
1. Introductions	
DISCUSSION	Members introduced themselves.
CONCLUSIONS	
2. Review of charge	
DISCUSSION	Opp led the members through the Institutional Effectiveness website, discussed what the accreditation process is. The WASC Handbook of Accreditation is undergoing review. There has been a national emphasis placed on accountability and WASC will be looking to see what processes and procedures we have in place that are sustainable. Opp emphasized that assessment has been taking place, there has been support for assessment efforts on campus for at least 10 years. It is unevenly implemented. EEC members will not be doing assessment, they will be reporting on college efforts regarding assessment. Opp acknowledged that every college is different, and EEC is not being prescriptive in how to administer assessment.
CONCLUSIONS	The goals for assessment this year are: each program will have program goals and student learning outcomes; programs will review the catalog language and update it where needed (outcomes should be phrased as action verbs); each program will develop a curriculum map. Opp will send the Chancellor's Office definition of program objectives.
3. Regular meeting time	
DISCUSSION	Donnelly will send out Doodle poll to find a meeting time.
CONCLUSIONS	
4. College Reports	
4a. CBE	CBE programs have objectives and maps, they will be revising them. They use rubrics and collect data. AACSB recently requested that they revise their assessment process, including more frequent data collection. The college is working under a one year deadline from AACSB.
4b. CEAS	CEAS is accredited by both the CCTC and NCATE, which require them to gather, analyze and use data. The college holds monthly assessment meetings; they have developed signature assignments, use standard rubrics, and Task Stream. In odd years they collect and analyze data, and develop program improvements; in even years they implement the improvements; then the cycle repeats. KINE curriculum was recently revised and they are just starting to collect data using pre and post direct assessments.
4c. CLASS	Each department in CLASS has developed an assessment plan. There are great differences between department plans and implementation success. Guo stated that the most important part of assessment is closing the loop. There is a college binder which includes assessment records from 2003-2006.
4d. COS	COS has assessment plans on the web but many of them need to be updated. ENGR and NURS both hold program specific accreditation so their assessment plans are more fully developed. Curriculum mapping needs to be addressed.
4e. LIBR	Soules shared an excerpt from the Information Literacy Program five year review report which was submitted to CAPR ion spring 2012. She mentioned that there are only two courses offered with the LIBY prefix. The Library has to work in concert with other programs that address information literacy in their courses.

5a. What is the best way to get feedback from programs on assessment efforts?

DISCUSSION	Opp mentioned that Jody Servatius has been helping develop an RFP for an electronic platform that will include rubrics, portfolios and analytics. Blackboard service pack 9 has rubrics that work, and programs will begin to pilot the new functionality in winter 2013.
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CONCLUSIONS	Jody will be invited to an EEC meeting.
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5b. Rubric to evaluate effectiveness of program assessment

DISCUSSION	
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CONCLUSIONS	
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Committee members will reach out to all their college programs to alert them that their learning outcomes need to be reviewed and updated.	All	
Committee members will also advise programs that they need to develop curriculum maps. Our office will provide support if needed.	All	
Doodle poll for monthly meeting	Donnelly	ongoing