



Meeting Notes – February 28, 2013 Educational Effectiveness Council

ATTENDEES	Becky Beal, Luz Calvo, Patricia Drew, Caron Inouye, Xinjian Lu, Julie Marty-Pearson, Lindsay McCrea, Alan Monat, Susan Opp, Aline Soules, Donna Wiley, Jim Zarrillo
ABSENT	Jiansheng Guo

AGENDA ITEM	
1. Introductions	
DISCUSSION	Julie Marty-Pearson introduced herself and mentioned that she participated in the WASC Assessment Leadership Academy and has worked in other institutions of higher education in assessment roles. She is planning to implement a graduate student internship program to help staff the assessment office.
CONCLUSIONS	
2. College Reports	
2a. CBE	Lu reported that Vish Hegde has agreed to represent CBE on EEC, but was currently teaching a class during the meeting time. CBE is having a college faculty meeting on March 5, to get everyone in the same room to discuss the college assessment plan. Faculty are being encouraged to attend assessment conferences. The recent request for updated catalog copy has led to a discussion of terminology and definition of terms. Some faculty think the campus is asking for changes that conflict with AACSB requirements.
2b. CEAS	Zarrillo met with KINE and HRT, and they are working on SLOs. He posed the question if all SLOs need to be content specific, or if it is enough that an SLO relates to an ILO. Program SLOs should reflect the ILOs, but major SLOs should also be more than general education, they should include some content specific expectations. Master's SLOs can be virtually the same as Baccalaureate SLOs, but they should be addressing a higher level of skill as defined by Bloom's Taxonomy. Beal wondered if chairs might be more appropriate personnel for EEC membership. Some of their duties do overlap, but the need for peer level communication must also be addressed. Through peer interaction EEC members can provide a communication avenue, build bridges with the associate deans and faculty, and help develop a culture of assessment by becoming part of the community of assessment leaders.
2c. CLASS	Calvo said in CLASS they asked for a February 22 deadline for updating SLOs, 24 departments have responded, 9 remain. The catalog request was sent to department chairs and many of them did not share the information with faculty. This reinforced the urgent need for better on campus communication and sharing of documents. Drew said the CLASS faculty have a 3/22 deadline for updating curriculum maps and would like to have the templates under development in APGS available by then.
2d. COS	Monat reported that COS is using the assessment funds provided by the Provost. The college EEC reps been reaching out to departments to help with SLO development, curriculum mapping, and assessment plans. McCrea indicated that samples of good assessment tools would be helpful. EEC members all agreed that an Assessment 101 session would be very helpful. Inouye reported that Biology is having a mandatory faculty meeting next Friday and she will report back.
2e. LIBR	Soules reported that there is disagreement within the Library Faculty on the role played by the Academic Senate regarding Information Literacy curriculum. The Library has looked at their SLOs and expanded the scope of ethics to include plagiarism. They plan to address how to assess this.

3. Retreat on Assessment of Learning

DISCUSSION	Drew and Beal attended the WASC Retreat on Assessment in San Jose. They had a debriefing meeting with Opp and Donnelly which led to development of the schematics discussed in Agenda Item 4. Drew reported that a very important factor is be sure there is faculty buy-in, that it is understood that assessment has value, it can help improve student learning, it is not just for WASC. Faculty are sometimes fearful of assessment until they gain a better understanding of how it can be used.
CONCLUSIONS	Faculty development is very important to development of a culture of assessment.

4. Draft of Learning & Assessment Guide

DISCUSSION	Based on the feedback from Drew and Beal APGS developed graphics to show various roles and responsibilities of faculty, EEC members, and Academic Affairs. Members made some suggestions for clarity and improvement. Also mentioned were curriculum mapping templates under development. Members are interested in having these available as soon as possible.
CONCLUSIONS	Finalizing the Learning & Assessment Guide would be very helpful to faculty.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE