

**MNHS Division DRAFT
Meeting Minutes - April 1, 2009**

Day, Time, Place: Wednesday, April 1, 2009, 8:00 to 9:00 a.m.
 Members Present: David Boyajian, Judy Eckhart, Ralph Ferges, Candi Francis, Takashi Nakajima, Denise Rudy, Steve Spear, Jay Wiestling
 Recorder: Debra McBrayer
 Guests: Michelle Barton, Perri Brock, Mary Cassini, Patty Deen, Art Gerwig, Judy Wilson

| Information/Discussion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Call to Order | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Item | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. SLOs | <p>Student Learning Outcomes Focus on assessment. Implement SLO. Assessment cycle. SLOAC. 3 a, b, c general education outcomes. Programs=defined as certificate or degree. Rubric=where at in implement process? Three parts, planning, program review, and SLOs. Stage 1, Awareness, started, defined. Stage 2, Development framework, strategies, organizational structure, leadership groups, Academic support, Senate Stage 3, Proficiency since 2002. Stage 4, Sustainability The accreditation team will like be back soon. PC has over 1700 courses. SLOs must be written for all three levels: course, program, and institutional. SLOAC Cycle: Reflect → Define → Determine How to Assess → Assess, collect evidence → analyze and evaluate → review and modify Outcomes must be measurable. How is the assessment done? The assessment must be linked to the Learning Outcome. What does it look like? How many? Identify kernels, not everything can be assessed. Establish level of surveys 70%, chart own success rate. Doesn't need to be numeric assessment. What does an "A" look like? What does an "F" look like? Case base questioned. Specific questions scores: Learn, know, do value. Goal: Where you want to go. Objective: How you get there, Outcome, What shows they arrive? Course → sequential courses. Evaluate /assess. Streamline questions. Visit www.Palomar.edu/learning outcomes. The MNHS Division representative is Richard Albestiqui-Dubois.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Student</th> <th>SLO 1</th> <th>SLO 2</th> <th>SLO 3</th> <th>SLO 4</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>X</td> <td>X</td> <td>X</td> <td>\</td> <td>A</td> </tr> <tr> <td>2</td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td>A</td> </tr> <tr> <td>3</td> <td>X</td> <td></td> <td>\</td> <td>X</td> <td>B</td> </tr> <tr> <td>4</td> <td>X</td> <td></td> <td>X</td> <td>\</td> <td>B</td> </tr> </tbody> </table> <p>Strategy versus tactic. See examples: Bakersfield, the College of San Mateo.</p> | Student | SLO 1 | SLO 2 | SLO 3 | SLO 4 | Rating | 1 | X | X | X | \ | A | 2 | X | | X | X | A | 3 | X | | \ | X | B | 4 | X | | X | \ | B |
| Student | SLO 1 | SLO 2 | SLO 3 | SLO 4 | Rating | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | X | X | X | \ | A | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | X | | X | X | A | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | X | | \ | X | B | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | X | | X | \ | B | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Adjournment | Meeting adjourned at 9:30 a.m. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

