Attendees: Shannon Myers, Chris Tarman, Joanne Benschop, John Thomford, Mary Beth Headlee, Nadia Khan, Janelle West, Jonathan Fohrman, Nick Mortaloni, Elise Fanney, Chelsea Chavira, Krista Byrd, Ashely Davis, Alison Phinney, Beatriz Palmer, Laura Davis, Julie Graboi

Recording Secretary: Aracely Ragazzo

Meeting called to order: 3:32 p.m.		Meeting adjourned: 5:02 p.m.

Agenda Item	Action This column is for important information (e.g., actions/tasks to be completed or significant dates).	Motions This column is for motions made.
Approval of Minutes		
		Fohrman moved to approve the minutes dated September 6, 2022, West seconded; motion carried. Barker and Davis abstained.
I. Call to Order & Introductions		
II. Changes or Additions to the Agenda		
III. Co-Chairs Reports/Update		
	Tarman – Fifth Friday recap. Presented the CSLO assessment summary report at the event. Shared a few issues that have come up and changes that will be made. Will be inputting the 2017-18 TracDat data into Anthology for departments that have not assessed SLOs in a while. Myers – Summary of Fifth Friday event. There seemed to be a slight resistance to SLOs in general. Overall, it was very	

	positive. This will be Myers's last year as chair.	
IV. SLO Coordinator Reports/Update		
	Benschop (SLO Coordinator) - Can integrate work-based learning into courses and SLOs. Transparency and telling them how the skills are relevant to them. Can relate an assignment to a SLO.	
V. Student Services SAO Update		
	Mortaloni – Student Life and Leadership and Associated Student Government are assessing the core competency of creative thinking this year. Have completed preassessment as part of their onboarding process.	
VI. Action Items		
A. Welcome		

B. Accreditation
• OAC Website and Portal
  o Where can we find CSLO forms etc.??
  o Check A-Z index…Anthology called Campus Labs
  o Direct links to dashboards
	Myers – volunteers will need to start looking at the OAC public website and SharePoint to update the sites. Would be working on the third Tuesday of the month. Update A-Z index so "Anthology" is also shown. The website workgroup will review the information that needs to be updated and decide on organization and design.
	Tarman – Starting at the end of the week, the self-evaluation report will go through college governance. Would like the committee members to take a read through Standard IB (Institutional Effectiveness) and IIA3 (Learning Outcomes). In Standard IIC there is an area for SAOs.
	ISER feedback link will be posted as an announcement to the OAC canvas site.	

C. Core Competency Mapping on CORs	Thomford – At the moment, we are using Excel documents for mapping. Trying to find a way to tie the mapping to the course outline of record. CurriQunet	

	would probably have a problem having core competencies be mapped. When CSLOs are created or modified, they need to be mapped to CCs. Myers – Can possibly have this as a goal	
D. Creating SLO Processes to Reinforce Teaching and Learning Recap	Myers – The fifth Friday event had a student panel. The student panel showed that CSLOs and their purpose was not passed on to the students. Davis shared in the experience of the CSLO purpose not being shared with the students. Palmer shared that CSLO are written in a very academic language, missing the contextualized learning. When students read the SLO, it is difficult for them to understand what to take from it. May help a student to have some real-life examples. Khan volunteered to provide sessions for faculty on how to create student-centered outcomes using student friendly language. Fanney suggested putting a student friendly version of the CSLO in the syllabus alongside the existing CSLO. Tarman core competencies may be one way to make the CSLO more student centered.	

	Benschop - Instructors need to reference assignments to real world relevancy. West shared that at the event it was nice to have time dedicated to do the work. There was good conversation about using multiple assessments to measure achievement on SLOs. Myers – one next step is providing continued support with Anthology and helping faculty become more comfortable with value rubrics. Benschop shared some ways in which departments can assess programs. Could make an assessment that would be a response type of assessment for the programs. West suggested a variety of workshops that are specific to where in the process a faculty member may be in their SLO work. Benschop – If/when rewording SLOs, need to have not just friendlier language, but relevancy language.	

E. Planning
    • Goals
    • Quality Focus Essay
    • Spring 5th Friday
    • Assess OAC Committee
	Myers – would be good for everyone to read the Quality Focus Essay. Flex week proposals for workshops.
	Tarman – Agrees it would be good for the committee to review the quality focus essay. At the end of every academic year, it would be good to reflect on goals. There is a good roadmap for the new chair coming in.
	Spring fifth Friday – some ideas for topics, how can we integrate with student learning, what's the next step?
	Fohrman – Tie learning outcomes in with Guided Pathways in	

	meaningful way. How can the focus of student success be shown? Can share some success stories and can build on the success of our core competency assessment practice. May want to look at our transfer institutions. We are a piece of that staircase. Show how we tie in with the transfer institutions that are using much the same core competencies and value rubrics. Recommends we focus on Guided Pathways and the scale of adoption assessment. Myers – Could be helpful to have a model of a class to show how people incorporate SLOs into assignments. Could also help faculty deconstruct their learning outcomes to make them more student friendly. Committee members shared the importance of bringing together learning outcomes, core competencies, assignments, and career skills. Fohrman – one thing that would be important is to be ready to have a process to look at the changes of the Essential Learning Outcomes and how to potentially align to those. Byrd – served as faculty liaison with Guided Pathways. There was strong encouragement that a CSLO be developed with a career related hint. Career skills need to be flushed out and talked about more generally. Shared that not all courses thought it would be beneficial since not all courses are specific to a career, such as general education (GE) courses. Myers – all the CCs can be mapped to some sort of career. Would be beneficial to show how all courses, including GE courses, are relevant to a career. Palmer – need to emphasize the gleaning of employability skills. It can come across as pushing certain students toward specific careers. Glean from each class so	

	we have jobs along the way to a long-term goal.	
F. Switching to a 3-Year Cycle of SLO Assessment (vs. 6-year)		
G. Core Competency Assessment Workgroup Report		
H. Redesigning the Student Experience / Guided Pathways-- how OAC can contribute to institutionalizing the RSE/GP framework through policy, procedure and practices https://docs.google.com/presentation/d/19NRVCIY9zhhQ-FWjc4fDBv-vsEAJXvs4/edit#slide=id.p18		
VII. Discussion & Information Items		
A. Future Potential Topics • Faculty SLO Liaisons • OAC inclusion in First Fridays for new faculty		
VIII. Adjournment		