



by Coleen Lee-Wheat and Jim Haynes, SLO Coordinators

**Time Period: Week of: June 7-11**

<b>Topic</b>	<b>Discussion</b>	<b>Action/Concern</b>
Title III	Lydia and Jackie Reza are working towards providing more help for Staff Development. Title III grant money can be used for assessment in Developmental Courses/Basic Skills.	A job description is being developed such that a grant funded position in the Staff Development office could help free up Mary Kay England. That person could also help as an assessment resource person for developmental classes.
ECMS	Review of Coleen's data base in comparison to the ECMS system	Coleen conducted a comparison. Anu Khanna, Coleen and Mi Chang added missing courses. Instructors were notified that there were errors and that the remedy was on its way. A minimum amount of faculty distress was noted.
ECMS potential	Commercial product vs homegrown	Bradley suggests that we invite several vendors to show us their products. Then we choose the best features. He believes that a home grown product has many merits. And that there is a strong possibility he can create the programming that we would like. Anu will follow up on this project. Byron Lilly is also interested.
ACCJC Mandate, IIA.6	<i>The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.</i>	Anu will be working with the Curriculum committee to create a format for Program level SLOs to be incorporated into the College Catalogue next Fall. The work must be completed in February in order to be incorporated into the Catalogue.
Meeting with Rich Hansen	FA executive council declares that they will not support any mandates that SLOs must be included on course syllabii	This statement came out without consultation with the SLO team at De Anza. The team was greatly concerned with the interpretation of the declaration by the faculty. Did this mean that faculty were not supposed to participate in the SLO process? Do they know if that the change to a new accrediting body was happening now? This could be a breaking situation. The implications for not being able to meet ACCJC expectations as stated: <i>"The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The</i>

		<p><i>institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline could jeopardize our accreditation.</i></p> <p>On June 8, Jim Haynes, Anu Khanna, Coleen Lee-Wheat, met Rich Hansen. It seems that the declaration came about because Foothill's academic senate mandated that SLOs be placed on course syllabi. They are also trying to make a statement that will prevent the Administration from implementing future evaluations of faculty based on SLOs. Rich will be writing an explanation of the FA's stance in the FA news. He will share a draft of the document with the De Anza SLO team before it is published.</p>
Meeting at Division Council June 10, 2010	SLO"Team created and brought forth a statement of concern about the FA council's declaration And asked for support from the College for the OBPR process and the SLO work and the accreditation process.	The Division Council's June 10, 2010 meeting minutes will reflect the College's position that the work that has been done towards Accreditation will continue. The Administration will not evaluate any faculty member relative to SLO work. Rich Hansen stated that the FA fully supports the concept that the faculty has a responsibility to participate, to the degree they choose to, in the accreditation self-study and the processes that are associated with accreditation.