The Board invited Ross Egloria to speak about assessment. Ross began by asking what guided each of the General Education (Gen Ed) areas. Courses in the Foundations and Diversifications areas are governed by a system agreement, as are WI and HAP. Courses in the Speech (formerly O Focus) and E Focus areas are governed by HCC requirements only.

Ross noted that courses subject to specific campus requirements come under less scrutiny, in the context of assessment, than do those subject to system agreements. However, the key issue for courses in all areas is cross-linkage—the matching of SLOs to the hallmarks pertinent to a given area (e.g., a course receiving a DH designation would need to have SLOs aligned with the Humanities hallmarks.) Ross also noted that where multiple instructors are teaching sections of the same course, their syllabi should include a common set of SLOs, and that there should be a common question or set of questions used to assess coverage of the hallmarks. It should be noted that this does not preclude instructors from developing additional SLOs if they so choose.

Comprehensive assessment does not need to be done every semester or every year; SLOs can be assessed selectively on a cyclical basis. However, it is important that faculty representing a discipline or a division develop a well-articulated plan for how that assessment will be done; this plan and the course/discipline assessment that flows from it become important pieces of evidence for the campus’ self-study.

Ross suggested doing the cross-linkages first (SLOs to Hallmarks) as this will be a huge task, especially for courses certified for Diversification.

Ross also commented on the conflation of “competency” vs. “outcome.” An outcome is generally broader, while a competency is more focused or specific, pointing to a particular knowledge- or skills-based aspect of the curriculum. He noted that ACCJC prefers outcome-level assessment. There was a discussion of the use of knowledge surveys as an assessment tool; it is considered of legitimate although somewhat limited use, since it measures student confidence rather than actual competency in relation to course content. However, faculty may continue to use it, and Ross will work with Kara and Jennifer to refine their respective knowledge surveys.

Jerry Saviano reported that all courses in the Foundations area have now been re-certified for another five-year period. Marcia Roberts-Deutsch indicated that faculty members teaching WI
courses will again participate in an assessment of student writing samples this year. Kara Kam-Kalani reported for courses that fulfill the campus’ Speech requirement.

With reference to the curriculum flow-chart, Jennifer Higa-King discussed the sequence of review and approval for Gen Ed courses, noting that review by one or more of the Gen Ed areas must precede submission of a new course proposal to the Division Curriculum Committee. It was agreed that the Chair or Chairs of the appropriate Gen Ed area(s) would sign on the “Articulation Board line of the cover sheet, and that Jennifer, as overall Gen Ed Chair, would sign on the “General Education” line.

The Gen Ed Board will schedule another meeting to discuss its general mission and function, and how to document its meetings, including what information should be posted for campus-wide information.