DRAFT-October 19, 2011

Think about these proposals and please come prepared to share your own ideas! Please pay special attention to red print as it represents an update from the 10/10/11 meeting.

FPD Credit for WEAVE Facilitation (Maybe this title becomes "Assessment Facilitator" so it denotes more than data entry and covers any changes to our data management program that may be made in the future?)

Suggested job description of Facilitators-
Please consider what needs to be added or subtracted from this list and ask yourself the following questions:
Are these expectations too high?
Will faculty buy into this?
What is the best way to both cover the bases for collecting, aggregating, and documenting SLO course level data?
Does dividing the responsibility according to number of courses and sections per division make more sense than using a matrix to figure out who gets FPD credit?
Would be able to divide responsibility equitably division by division?
Would a formal application process foster or be a roadblock? (We might need a rubric to equitably decide who is chosen to fill these roles .)
What are the pros and cons to each approach; matrix or standard credit?

    1- Collect data from course instructors
    2- Aggregate and enter SLO data
    3- Lead/facilitate discussions related to data analysis and action plans
    4- Enter action plans and supporting documents/evidence
    5- Attend required # of training hours in data entry, analysis, assessment
    6- Complete an online application to be selected for this role

If we stayed with the idea of using a matrix:

    7- File an online form with flex plan at beginning and end of the year which:

- specifies the number of courses and sections they will be facilitating (including the CRNs of the actual courses)
- has a section to be completed at end of the academic year to provide documentation for flex plan completion/states both the actual work completed and the specific training (from #5 above) completed
- has a sign-off from SLO Committee

Since we bounced around the idea of "Jr." SLO Committee members who would provide some of the oversight for course level SLO work, yet not be required to attend SLO meetings, maybe the "Assessment Facilitators" are these Jr. members? Maybe the number of facilitators per division depends upon the number of courses and sections the division offers and these duties are more of an "assignment" for those in that role than a "choice"?

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I am thinking as long as we are revising committee membership and member roles, this should play into the "big picture" of that revision. Here is what I am thinking of as SLO Committee faculty member roles:

Look at the proposed changes in membership (separate page):

Do the proposed changes appropriately represent the stakeholders in this process?
Does this facilitate the work of the committee? How?
Does the layer of "bureaucracy" added equate to improved communication and functioning? How?
Do these added responsibilities seem fair in light of our idea that this become a truly "working" committee like AP&P and that members be compensated with similar FPD credit?
Would it make sense to "go electronic" and hold meetings in a computer lab like AP&P? Or could we accomplish the same thing by meeting in a room with computer/Internet/projection capabilities?
What would be the best way to assess how whatever changes we make are working and when should we assess? (I would really love to see that this committee writes a formal set of outcomes as assesses/documents them. Good modeling and good to improve our practices!)

There would be 1 committee member per division plus reps from Student Services, operational, and classified areas and the "usual suspects". (See proposed committee membership attached.)

Support the work of the Assessment Facilitators, including one on one training, reminders of deadlines and due dates, etc.

Report back to divisions with SLO-related issues and also report any division-specific questions/issues back to SLO Committee.

Facilitate PLO work for programs within the division, including leading discussion, revision, and data entry.

Run reports as needed for the division and facilitate dissemination of SLO-related data for program review, accreditation reports, etc. related to the division. This is not meant to replace the work of the research office, but to be another gateway for data access.

Facilitate, with other members of the committee, SLO-related events at Welcome Back Day, both Fall and Spring.

Facilitate, as part of a team, at least two other SLO-related training events during the academic year.

Attend SLO Committee meetings regularly and participate in review of proposed SLOs/PLOs, procedures, etc, etc.

PLEASE be prepared for lively discussion! Give this some thought and consideration, write down any additional info we need to consider and think of other questions we need to ask. When we are considering such big changes our decision-making needs to be grounded in thoughtful discussion.

FREDY…we especially need to hear from you!!!!!!!!!!!!