

**Crafton Hills College  
Chairs Council Meeting  
March 20, 2009**

**MINUTES**

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**Chairs Council Meeting of March 20, 2009**

**Members Present:** Kelly Boebinger, T.L. Brink, Robert Brown, Tom Bryant, Brad Franklin, Jodi Hanley, Rick Hogrefe, Mark Jonasson, JoAnn Jones, Catherine Pace-Pequeno, Mario Perez, Aaron Race, Frances White, Dan Word

**Others Present:** Judith Ashton, Donna Ferracone, Cheryl Marshall, Catherine Hendrickson

**Members Absent:** Judy Giacona, Laura Wunningham

Rick Hogrefe called the meeting to order at 9:18 a.m. in CHS-237

1. **The minutes** of the February 20, 2009 were approved as submitted by consensus.
2. **Discussion of Summer Schedule/Fall Schedule Update**

Donna Ferracone reported that there will be sticky Friday for the Fall 2009 schedule. The department chairs will determine the priorities of classrooms. Donna is unsure when the Summer 2009 schedule will be printed.

3. **Discussion of Student Learning Outcome (SLO)**

Rick Hogrefe asked the committee if they have any suggestions or recommendations for the SLO. Judith Ashton reported that Valley College SLOs have all been written.

**Several questions regarding SLOs:**

Can Crafton Hills College use the Valley College SLO?  
How do you motivate people to write SLOs?

Rick Hogrefe indicated that we do not need to reference Valley College's SLO. SLO's can be looked up from other college websites.

Kelly Boebinger stated that she is looking for a starting point. Valley College would be a good place to start.

Cheryl Marshall pointed out the importance of the SLO. If a faculty member refuses to take ownership of an SLO, Cheryl needs to be notified. The Chair and Dean will write the SLOs in the event a faculty member refuses. SLOs need to be done.

**Question (TL Brink):**

The memo sent out by Cheryl Marshall about processing of SLO is confusing. How much responsibility and involvement do department chairs have in the SLO process? Do department chairs need to be consulted when processing an SLO. Do we have the power to accept or veto an SLO after it has been written? Do I have the primary responsibility for making something happen?

**Answer (Cheryl Marshall):**

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I believe the term I used is “consensus”. The way I would define that is that folks within the discipline should come to an agreement on what the SLOs are. The chairs should not be writing them all. It needs to be a discussion among colleagues. I understand that doesn’t always work, but that’s where it needs to start. If you cannot reach a consensus, we need to get the Dean and myself involved so we can decide how we should handle that particular situation. This is the way it should start. Some examples, Valley College SLOs are already out. I have asked to be provided some examples. We don’t need to re-create the wheel. Make a note of what other folks have done. How do we tweak, modify or edit it for our curriculum. We do not expect a perfect SLO. Writing an SLO will be a learning process. We need to review our assessment method and evaluate how well we are doing as instructors and as a college. Define it the best way you can. What are student’s primary expectations and objectives and what can they achieve upon completing the course or program? One other point, we will be sending out a ‘**survey questionnaire**’ to determine the level of service as stated on the SLO. Be honest and voice out any concerns or complaints in writing.

Donna Ferracone announced that the CTE folks will focus on assessing all SLOs. Our main focus will include the following:

- Did we assess the SLOs?
- Did we discuss the assessment?
- Did we decide to make a change or not make a change?
- Are all changes documented?

**Question (Tom Bryant):**

Is the workshop a sample or a total? Rick Hogrefe answered ‘Either/Or’.

Is it an entire test or a sample question on a test? Rick Hogrefe answered ‘Either/Or’.

Cheryl Marshall pointed out that it doesn’t need to be a test. It could be an activity or a portfolio. Regardless of your choice of assessment method, it will have plusses and minuses. She also stated that we do not offer every single course every single term. The accreditation commission expects us to assess everything and it is not possible to do that in a two year period. She would like to aim for assessing what we have now. How are we going to prepare a response to the accreditation commission? We want to show that every discipline has an assessment and that everybody is involved.

Kelly Boebinger gave a sample of an assessment method. Kim Salt and Kelly were told to do just one course. She was able to go back to her previous roll and grade sheets to assess classes from previous terms. You can use several methods of assessment for each class.

Rick Hogrefe stated that Kelly’s sample would work, but one can probably use the grade sheet if you are the only one teaching a section of a course. In cases where there is more than one person teaching a course, you cannot be confident that everybody is using the same method. The rubric is important. Alluding to Kelly’s comment, we have to come up with a way to clearly communicate. The plan is to come up with a clear way of documenting once we complete a cycle. E-Lumen itself is not going to be enough to do the assessment. There is always criticism about the binder method. Valley College used the binder method and it worked for them. We may not be fully responsible but we have been appointed to turn in a binder for every discipline by September. We must submit a binder in every discipline from Accounting to Theatre Arts.

Cheryl Marshall pointed out that if you do not want to do a binder, there is a box in e-Lumen where you can place your discussion marked with the date. You can print those out as evidence. A discussion or dialogue box is an

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option. We want to gather everything whether it's in e-Lumen or a binder. **The main focus is to get it done.** The Chair's role is to lead. There is a certain amount of authority and responsibility. When you get to a point where you cannot reach consensus, get the Dean and the Vice President of Instruction involved. Cheryl will request for a website for all SLOs.

Catherine Pace-Pequeno stated that her department has a binder in every course which has the SLO, the assessment and the rubric. She was able to pull that notebook with their minutes. She highly recommends a notebook other than e-Lumen. She also stated that part of the problem is that we do not know enough about e-Lumen.

Rick Hogrefe noted that what e-Lumen does is to compile statistical data more quickly. If you choose e-Lumen, it will provide second choice as evidence. Entering the data is really easy. He expressed concern because there is no documentation of what has already been done in the past. They made it clear that they want "Minutes".

Judith Ashton pointed out that a framework reporting has been set up. If you leave for the Summer, turnover your assessment results so that Gary will have your rubrics, SLOs and assessments. When you come back in the Fall, you have your reports to discuss the results of your assessments during the meeting. It might be helpful to come up with simple, easily accessible and consistent forms.

**Question (Rick Hogrefe):** Are we supposed to turnover our documentation cycle to Gary?

**Answer (Judith Ashton):** No. You turn that over to the Deans.

Rick Hogrefe stated that we can accomplish a lot quickly especially on courses where we offer multiple sections. There are two reasons why we are doing this: to meet an accreditation standards as well as improve the way we teach students.

**4. Announcements**

Rick Hogrefe announced that there will be free lunch today. The Professional Development Committee is hosting a soup bar over at the Crafton Center from 11:30 – 1:30 pm.

Judith Ashton reminded everyone of the opera opening on "Elixir of Love" on March 26, 27, 28 at CHC Finkelstein Performing Arts Center at 8 p.m. and Sunday, March 29, 2 p.m.

Tom Bryant announced that the "Suburbia" event will be held at CHC Performing Arts Center on April 24 – 25 at 8 pm. Tickets are \$10 General and \$5 Student.

**5. Future Agenda Items**

Fall 2009 Schedule Update  
Academic Exceptions Report  
Charlie Ng of Administrative Services will be present to talk about finances and budgets.

**6. Facilitated Assessment Workshop (OE2-300)**

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Rick Hogrefe informed the committee that there is a facilitated assessment workshop in room OE2-300.

**7. Adjournment**

Meeting adjourned at 10:13 a.m.

Next meeting is on Friday, April 3, 2009 at 9:00 AM. The meeting will be held in room CHS-237.