



Student Learning Outcomes Committee Meeting

March 21, 2016 / 2:30 pm / 2411A

LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC Planning Priorities

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

Meeting Name

Members (voting):

Chair: John Ruys

Administrators:

Roanna Bennie- Absent

Don Miller – Absent

Faculty Reps:

Ann Hight

Gina Webster

Marty Nash

Adeliza Flores

Kimberly Tomlinson

Catherine Eagan

Classified: Scott Vigallon

ASLPC: Gergana Gospodinova - Absent

Members (non-voting):

Director of Research and Planning:

Rajinder Samra - Absent

Guests:

Minutes

1. Call to Order

Meeting called to order at 2:32 pm

2. Review and Approval of Agenda

MOTION to APPROVE Agenda

MSC: K.Eagan / A.Hight / APPROVED

3. Review/Approval of February 1, 2016 Draft Minutes

MOTION to APPROVE Draft Minutes from February March 7, 2016

MSC: A.Hight / G.Webster / APPROVED

4. Upcoming SLO Workshops

John Ruys

The Statewide Academic Senate will be sending two representatives who will be in attendance at the April 6th Town Meeting, and have both previously presented at the Curriculum Institute. They have been made aware of the discussions that have taken place in this committee, and will present material related what the SLO committee would like them to cover with the faculty. They will be sending PowerPoint to have loaded up beforehand, and we'll have an idea of what their presentation will be covering.

Some of their presentation will cover the difference between outcomes and objectives, present various examples from multiple disciplines of outcomes, and strongly worded SLO's. Program learning outcomes and how faculty have used program outcome data to make changes in their programs from pedagogical changes or research allocation based.

The presentation will help with responding to the recommendation from the accreditation. Based on the timeline, we have until November to respond so the SLO committee will need to come up with a general agreement that will provide faculty general guidelines regarding outcomes versus objectives, from being written as broad to discrete, and specific. Using the State Academic Guidelines would be a good beginning as many other colleges are using that as well.

On April 15th the ACCJC will be holding an introductory workshop on Outcomes Assessments. Approximately 20 faculty from LPC are planning on attending. Members of the SLO committee who will be in attendance will share information at an upcoming SLO meeting.

5. ACCJC Annual Report**John Ruys**

The ACCJC Annual Report is due March 31st and the VP of Academic Services is asking for feedback from this committee by March 27th. What is needed are success stories of how assessment data, of any sort, was used to make improvements. Some successes found were things such as Math Jam, the English department creating an assessment on quote and source integration, and from that creating new assignments, and the editing of the RAW website. Also, the development of ENG 104W as a support course for students in ENG 104 could be included.

A plan for following-up with the ACCJC's recommendations was shared with the committee. The conclusions written by the team listed a number of items, and those considered important for this committee to work on before the report is due were underlined. A mapping matrix was developed breaking down the Conclusions/Recommendations; What the College Is Doing; and the Action Needed, which made it clearer to determine what was still left to accomplish. Evidence needs to be collected and provided to ACCJC to show what the college is doing or has done to meet the recommendations. The April Town Meeting will help complete or at least fill some information on the matrix. Three workshops will be scheduled during April into May to help faculty complete the writing of their SLO's.

A discussion ensued about the suggestions of adding to the SLO section in the program review template. Suggested was asking faculty for the number of courses assessed the prior year, the number of courses the following year, and the year after that. What were those courses, and if they were multiple sections – what percent? This would meet the three year cycle established, and give faculty time to assess each course. This would provide the ACCJC with evidence of what is being assessed and a sampling of data.

6. eLumen 6.0 Update**Scott Vigallon**

Scott reported that he had left a message for the eLumen representative since he and John Ruys have been waiting to hear when the upgrade was to begin. The last meeting with eLumen was very productive and it seemed as if things would begin moving forward. Scott does know that the college is to take the eLumen link offline so that the data can be migrated and the system updated. Scott and John will then be trained and move forward from there. After one month a call was received by Jeannine Methe who stated that after speaking with the eLumen representative, migration will proceed to the new eLumen and all that is needed a copy of the data from Ethan Castor to do the set-up.

Scott participated in a Webinar and the new version of eLumen will be able to all of the SLO's and integrate it into eLumen. Which means that all the SLO's that go with course outlines and course proposals will be put into eLumen directly. eLumen is supposed to have a curriculum module that will be hooked up to the State. What Scott is not certain about is whether CurricuNET is abandoned or somehow "connects" to eLumen.

There is another Webinar scheduled for Wednesday that will provide more information on the integration of eLumen into Canvas. The question of how often SLO's should be assessed will also go away because when faculty are grading they will be assessing at the same time, although this will only happen if Canvas is used. No decision has been made as to whether the colleges will or will not be using Canvas.

7. Feedback on Draft SLO Handbook**John Ruys**

The feedback from committee members:

Under the guidelines for Course Level SLO's the question of whether all course SLO's were to be assessed each and every time, or if focus was to be placed on only a few at a time was not clear. What needs to be made clear is that if there are 2-3 SLO's per course, each has to be assessed at least once during the 3-year cycle in all sections.

When a course has SLO's in multiple sections, on page 15 it mentions embedding assessments within the course such as embedding the same question in all classes across those courses versus each instructor deciding how best to assess that SLO. The suggestion to rewrite this section so that the decision to use the same assessment for each section, or have faculty who teach the same course decide on how the course will be assessed is clear.

Another section that was suggested be written was the one referring to why letter grades are not used as an assessment, and refers to attendance and participation being counted as part of the grade.

On page 15, the section referring to Formative and Summative Assessment needs an introduction as well as the ones that follow.

Discussion continued briefly on the various part of the draft handbook before moving on to the next agenda item.

8. Working with IPC on Core Competencies

John Ruys

John attended the latest IPC meeting and came back with an idea presented by Rajinder Samra. Just as he does for institutional set standards, he will willing to put together a multiyear average of our core competency data – either a 3 or 5 year average. Meeting 95% of what is set would mean we have met our core competency set standard. If we fall below the set standard the IPC would then send the data to this committee for review and we would then analyze why the average set was not met and make a recommendation. The data would be sent annually to the SLO committee for review.

Right now the IEC reports report on Core Competency data. Having the SLO committee examine the data would give the SLO committee more information with which to guide assessment practices. It was suggested that Core Competency data should also be discussed at Town Hall meetings to encourage a wider dialogue about student achievement of the Core Competencies.

9. Update on SLO's and Curriculum Process

John Ruys

The addendum process that will be used between the Curriculum and SLO committees for approving SLO's that have been attached to course outlines on record was presented to the Curriculum committee. The committee supported the proposal. Course SLO's will be collected, reviewed, and feedback given by the SLO committee on a trial basis to see how if the process will need to be changed.

10. Administrative Update – No report

Roanna Bennie

11. Adjournment – Meeting adjourned at 4:18 p.m.

12. Next Regular Meeting – April 4, 2016