Draft Minutes

Student Learning Outcomes Committee
May 12, 2014
2:30 p.m. – Room 2411A

Present: Moh Daoud, Jose Gutierrez (ASLPC Rep), Tina Inzerilla, Marilyn Marquis, Paula Schoenecker, Scott Vigallon,

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I. Agenda Set

The meeting was called to order at 2:40 p.m.

II. Approach to Degree/Certificate Outcomes

The discussion began with Tina Inzerilla presenting an idea of how to approach writing SLO's and assessing them for General Education degrees and certificates. The Liberal Arts and Sciences degree was used as an example with Business selected as the area of emphasis. This area lists courses (related to Business and Marketing) that students can select from that will count towards completing the required number of units needed to earn a Liberal Arts and Sciences degree in Business

One idea of how to accomplish this task was to match the courses listed with those SLO outcomes that already exist in eLumen. The division dean would provide the discipline coordinator with a list of suggested SLOs, and the coordinator would then map the SLO that best matches the course.

The group felt that this approach needed an easier solution since the SLOs for the Business area totaled more than 75. With the number of courses listed under each Area of Emphasis, using the proposed method of matching SLO's from a long list of choices seemed too daunting. Another suggestion was to preselect a number of SLOs for the discipline coordinator to choose from, and only map SLOs to those courses listed as required, since not required courses are also listed.

Scott Vigallon mentioned that he had met with Lisa Everett and presented her with two ideas. One was presented by Tina Inzerilla, and the second was to create a generic SLO that could be used for all disciplines that had courses listed under each area of emphasis. This would save time, and be the quickest way of completing the task at hand. Discussion ensued with rewording and coming up with a generic SLO by merging two examples presented earlier during this session of the meeting.

Ways of motivating faculty with having them complete their SLO's was once again up for discussion. (See Agenda Item VIII.)

III. Approval of Minutes

MOTION made to **APPROVE** the draft minutes from April 7, 2014
MSC: M.Marquis/M.Tarte/APPROVED

IV. Administrative Update

No report

V. eLumen Update

Please see Agenda Item VII for eLumen update information.

Tina Inzerilla mentioned that the President had been approached by faculty and asked if it was required that SLO data be entered into eLumen. His response was that it was not necessary. Tina and Scott Vigallon will meet with Dr. Russell to clarify this information.

VI. SLO Network Conference Update

Tina Inzerilla attended a SLO Network Conference on May 2, and participated in Roundtable Discussions that included the following topics:

Professional Development
Institutional Practices
Embracing SLOs in the Classroom
Faculty Involvement
Assessment Tools

She learned some of how colleges handle:

- Assessments – Assessments conducted at some colleges ranged from 2, 4, and even as long as every 6 years.
- Documenting SLO dialogue – One college stated that a recorder was used at meetings, and the audio was then uploaded on the Wiki.
- ACCJC's definition of dialogue – The question remains at other colleges as to how ACCJC's defines dialogue, and what it considered evidence. It was defined as each accreditation team member having their own definition, and who is assigned to your college.
- Some colleges have as many as 10 flex days a year – Some colleges opt to have 16 week semesters as opposed to 18. If the calendar committee elects to include more flex days, the outcome leaves faculty with less teaching days.

VII. <u>Review Program Planning Update Template</u>

After the Town Meeting six (6) breakout sessions were held, one of which was focused on Program Review and Program Level SLO's. Tina Inzerilla and Teri Henson (Co-chair of the PRC) collected feedback using some to make revisions to the SLO template.

At this meeting the SLO committee went over the modified template and reworded some areas to make clearer the type of answers the questions were intended to draw. The following sections were discussed:

- Assessment results and how those results identify the need for improvement;
- DE courses and how those results compare to face-to-face course;
- Changes in a discipline's course as a result of an SLO assessment;
- Changes in lab or number of units as a result of an assessment, including examples;
- The need for additional resources as a result of an assessment;
- The type of measurements used to reach a consensus within a discipline when multiple sections are involved;
- The type of methods used for documenting SLO dialogue.

Changes made to the SLO portion of the program review template will be adapted to conform to the SAO section of the template.

VIII. <u>Completing SLO, Assessments, and Degree/Certificate Outcomes</u>

Members of this committee asked their division faculty if they would benefit from having SLO committee members stop by during their office hours to assist them with completing SLO's, assessments, and degree/certificate outcomes. The following were some responses:

- Writing SLO's are not part of the faculty job description, and should not be considered a part of their evaluation;
- Creating more work for faculty, and anything having to do with faculty evaluations are FA contract issues;
- SLO activists could input the information into eLumen during office hours or the second half of the Town Meeting for those colleagues who have not yet completed the work, and receive compensation (as suggested by the President);
- Work with the Tech Committee to come up with a Class-Web easy-to-use feature on the Final Grade Roster so that when grades are entered the outcome is automatically reflected. Provide a space for the instructor to write an explanation based on the results. Also, an added column could be inserted for the instructor to explain how the results will be used.

Discussion included:

- Place the responsibility back onto the faculty by scheduling flex days solely for working on SLO's and assessments;
- Give faculty one (1) year to complete SLO's and assessments, courses not completed within that timeframe will become inactive until SLOs and assessments are complete;
- If faculty keep resisting, writing SLO's and assessments may end up as a contractual issue;
- Compensate SLO committee members $2,500 for each SLO, Assessment, and Degree/Certificate Outcome they complete for those who have not or will not complete for their own courses.

IX. <u>Next Meeting</u>

Monday, September 8, 2014

<u>Adjourned</u>

4:40 p.m.

C. McCauley