# Student Learning Outcomes Committee Meeting

May 16, 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 Present (voting):**
**Chair:** John Ruys
**Administrators:**
Roanna Bennie
Don Miller
**Faculty Reps:**
Ann Hight
Gina Webster - Absent
Marty Nash
Adeliza Flores
Kimberly Tomlinson
Katie Eagan
**Classified:**
Scott Vigallon
**ASLPC Representative:**
Gergana Gospodinova - Absent

**Members Present (non-voting):**
**Director of Research and Planning:**
Rajinder Samra - Absent
**Meeting Guests:**
Karin Spirn

## DRAFT Meeting Minutes

**1. Call to Order** — **John Ruys, Chair**
Meeting called to order at 2:30 pm — **Items 1 – 12**

**2. Review and Approval of Agenda**
MOTION made to reorder the agenda.
MSC: A.Hight / K.Eagan / APPROVED

**3. Review and Approval of Minutes April 18, 2016**
Minutes from April 18, 2016 were presented for approval.
MSC: K.Eagan / A.Flores / 1 Abstention / APPROVED

**4. Core Competencies: Mapping**
John Ruys has spoken with Matt Combs, the eLumen representative regarding the mapping of the sub-level sub core competencies. Starting with the expanded sections would be best because the data can always be rolled up to see the smaller sections, but it will have to be set up that way.

Every year this committee has reviewed the core competencies and have not made changes. During Fall Flex Day ideas for conversation with faculty could be going over the remapping, and core competency sub-levels and how those should be written. Katie Eagan is currently reviewing them so that the competencies read like SLO's rather than one word with descriptors.

It was mentioned that perhaps during a Spring Flex Day a cross disciplinary group of faculty can come together to discuss and work on the reviewing, and mapping the different core competencies.

**5. eLumen 6.5 Update: Data Migration**
A decision by the SLO committee on how to proceed with the data migration needs to be made. One option is "migration option" consisting of two migrations, which would be moving all of the existing data from eLumen 4.0 to 5.7 then 5.7 to 6.5. At the end of each migration eLumen would supply spreadsheets with missing information or errors. The SLO committee would then need to correct the information by following up with those individuals that might be able to provide what is needed during the Summer. The estimated time to complete this process is four months, under the assumption that all contacts would be available. The

course, program SLO's, and core competencies would also have to be remapped. In this case, all the SLO's, assessments, action plans, and rubrics would be migrated over. There currently is 512 rubrics with the majority of them having a 5-point scale.

The second option would be to start over from the beginning, which would have a rapid turnaround time and data available within a couple of weeks. Access to existing data or action plans would be only through the old servicer, which would require using both systems. In the reimplementation process rubrics would need to be recreated, which lead into a brief discussion about who can create them, a universal point scale, and how to work assessments using higher point scales.

The faculty will have to come to a consensus and be made aware that information regarding core competencies, and all SLO information can be transferred. Migrating the data would bring into the new system all SLO's that really should not be included, whereas creating new ones would help eliminate those and faculty would most likely be careful when reviewing and entering SLO information. Also, the definition of a SLO has changed that also makes previous entered SLO's obsolete. Offering help for faculty who work in the evening would be beneficial.

The SLO committee is recommending moving forward with the core competencies and the 5 point rubric (0-4) system under the new eLumen. The divisions all meet on Wednesday and the SLO members are asked to present and collect feedback from faculty as to whether they would prefer to have the data migrated or implemented, and which disciplines would be heavily dependent on the old data. Also, that under the new system disaggregated data is to be entered as recommended by the accreditation, except for Student Services, which will remain aggregated.

Before moving on to the next agenda item, the committee discussed and came up with answers to nine (9) questions that required answers prior to implementing the new eLumen system.

Additional information will be included in the SLO Talking Points.

**6. Accreditation Planning** **John Ruys**

A brief update was given regarding the action plan.

**7. Program Review Update Form: SLO Section** **John Ruys/Karin Spirn**

The Program Review Update form for 2016-2017 pertains to those who write SAO's and SLO's. Karin Sprin presented the document and Part One (Program Snapshot) dealt with significant changes within the program, changes in data, or program needs since the previous update.

One thing that came up in the accreditation steering committee was that if a discipline wanted to write more. Suggested that a box be added under Letter I of Part One, with instructions allowing for additional information under the SAO and SLO sections.

The accreditation team pointed out the lack of a clear timeline for assessments, which has been added to Part Two (Course-Level SLO Assessment Schedule), and clearly states that all courses should be assessed during a rotating 3-year cycle. This section covers the courses assessed during Summer 2015 to Spring

2016, the courses to be assessed this year, and the subsequent year after. The percentage of sections assessed was removed.

Part Three (Assessment Results) the suggestion was to also add a box for additional information under Course SLO data and the Degree/Certificate sections.

Part Four (Program Curriculum Map) a brief discussion ensued regarding making clearer the directions explaining curriculum mapping without adding too much more wording.

**8. SLO Liaison Positions**

Approval has been given for one (1) faculty member from each division to serve as a liaison on the SLO committee and receive 1CAH as support for faculty working on SLO's. Training will be provided for this accreditation task by the Accreditation Steering committee.

Additional information will be included in the SLO Talking Points.

**SLO Talking Points May 2016**

- Student Learning Outcomes (SLO) encompass students' ability to synthesize discrete skills using higher level thinking skills and produce something that applies what they have learned; this is exemplified through a gathering of smaller objectives and applies analysis, evaluation, and synthesis in more sophisticated ways. Look over your SLOs to insure that they meet this definition of SLOs. This is an opportunity for faculty to examine and possibly update their SLOs.
- All course syllabi should contain course-level student learning outcomes. You can find course-level SLOs here: http://laspositascollege.edu/SLO/lists/slo_list.pdf or by going to the SLO homepage and selecting the Resources link on the left menu.
- Due to upcoming changes in the Accreditation Standards, faculty will be entering course-level SLO data into elumen by student rather than by aggregating it. This will allow discipline faculty to examine student learning by various demographic variables such as ethnicity, age, and gender. SAO data will still be entered as an aggregate.
- The Accreditation Steering committee is going to support accreditation work related to SLOs in the Fall. They are looking for 1 faculty member from each academic division to serve on the SLO committee and support faculty work on SLOs. Each liaison would sit on the SLO committee and receive 1 CAH release time for that accreditation SLO work. Please send the names of interested faculty to John Ruys or Ann Hight, the SLO co-chairs.
- The SLO committee is faced with making a decision about the new elumen system. The committee must decide whether to 1) migrate the existing elumen data over to the new system or 2) implement a new system without moving the data over. The SLO committee is recommending that we implement the new system without moving the data over.

1) Data Migration

1. Gives us access to all SLOs, assessment data, action plans, and rubrics in a single place
2. Would require moving data through 2 migrations (from elumen 4.0 to 5.7 and from 5.7 to the current 6.5 system). Each migration requires that we be available to answer their questions about incomplete data
3. Elumen estimates that this will take 4 months
4. We will likely need to remap the course SLOs with the program SLOs and the core competencies.

2) Implement new system

1. We could have access to elumen within a few weeks
2. We will have to setup the system from the beginning
3. We could transfer the old rubrics over but it would have to be completed manually for each rubric
4. Our existing SLOs, program SLOs, and core competencies could be transferred into the new system but they would need to be remapped to one another.
5. Earlier data and the action plans would not be in the new system but we could still access them in the old system
6. Faculty that wanted to access old data would need to be given access to the old system

SLO Committee Recommendation: New system

1. Both choices will involve work—new system will require re-entering of data, but migration would require checking in with eLumen multiple times as they need to verify what data we want, what data we don't. For new system, re-entering of data could be done in one go, perhaps at a flex day or college day gathering.
2. Cleaner data—There won't be a bunch of outdated SLOs, old rubrics, and old data in the system
3. Data will be more accurate and meaningful because it will be drawing on better SLOs, better assessments and more reflection, more specific mapping
4. Would provide opportunity for fresh a start—better SLOs, improved 0-4 rubrics, better assessments and consistent reflection (closing the loop).
5. It would be ready for program review and beneficial to our upcoming accreditation report. Past data stored in the old eLumen will be compiled and posted for departments, so faculty won't have to access the old elumen system when completing the program review update.

Questions for divisions regarding the new system:

Which disciplines are heavily reliant on the existing data in elumen? How can the SLO committee help faculty prepare for the program review update in the Fall if we do not move the data over?

**9. SLO Survey – Remind Faculty to Complete Survey**

A reminder for all faculty to complete the SLO Survey will be included in the SLO Talking Points.

**10. Administrative Update** – No report

**11. Adjournment** 4:40 p.m.

**12. Next Regular Meeting** August 22, 2016