



Student Learning Outcome Committee
 February 2, 2016
 LRC 733 video w/ KRV 5
 9:00 a.m.

Present: Yihfen Chen, Jan Moline, Suzie Ama, Corey Marvin, Melanie Jeffrey, Vivian Baker

Absent: Julie Cornett, Dean Bernsten

TOPIC	FACILITATOR	SUMMARY/ FOLLOW-UP	O	C
1. Call to order 9:13 a.m.	Vivian Baker			
2. Approval of Minutes & Action Items	Vivian Baker	The minutes from 11/3/15 were not available. Action Items: Add comment section to Moodle SLO Assessment Databases. Vivian provide Chairs with draft of ILO-PLO mapping. Corey, Michael, and Vivian work on SLO survey questions to finalize. Vivian will email chairs to remind them of SLO entry by March 1, and offer assistance. Make personal connection with each to support moving the target. Vivian email Heather for recommendations for a Manager rep for SLO to replace Lisa. Vivian email Mike B to solicit a Classified rep. Suzie will send out an email to Chairs with PR due in Sp17 reminding them they should be doing PLOs so they can write PR fall 17/sp18. Vivian will follow up with Chairs who might need help mapping /assessing PLOs.		
3. Approval of Agenda		Approved		X
4. ILO Draft	Corey Marvin	The draft ILOs were shared with the committee. Four outcomes have been identified: Critical Thinking, Communication, Information Competency, and Citizenship. Sample behaviors have been identified to help individuals identify connections and aid in mapping PLOs to ILOs. The committee decided at this time the focus will be on academic programs, with an understanding that AUO will need to connect somehow. Every program needs to map to every ILO. Corey will present the ILO draft to College Council, Academic Senate, etc. Vivian will provide each Department Chair with a draft of how their department's PLOs might map to the ILOs.		X
5. Disaggregating data – Chaffey College's model	Vivian Baker	Chaffey College presented their model of disaggregating data at the Spring 2016 SLO Symposium. They are using a survey given to students at intake, 30 units, and upon		

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		<p>completion of a program/degree. They are using this to indirectly assess ILOs and also disaggregate since the student's ID (and information) is connected to the survey. CCCC SLO group was interested in the survey idea, but not as a means of disaggregating data.</p>		
<p>6. SLO Assessments in Moodle and update on alternatives</p>	<p>Vivian Baker</p>	<p>Moodle Assessment databases are ready – thank you Suzie! A comment section will be added so SLO Committee can leave comments as they review each assessment. Everyone is being encouraged to upload documents (rubrics, test questions, etc., since this will not have public access). Vivian will provide a Lunch and Learn on 2/10, linked for all sites.</p> <p>A white paper has been presented to the Board, recommending eLumen.</p>		
<p>7. Review Goals</p>	<p>Vivian Baker</p>	<p>Annual Student Learning Outcome Assessment Report Aggregate Scores (IEC 5/15)</p> <p><u>Underlined info updated on 2/16</u></p> <p>Current SLO Assessment #'s</p> <ul style="list-style-type: none"> ○ Courses: 8/15: 64.05 % <u>12/15: 70.14%</u> ○ Programs: 8/15: 69.77 % <u>12/15 : 69.77%</u> <p>#1 Student Learning Outcomes and assessment are ongoing, systematic, and used for continuous quality improvement. IEC rating, spring 2015 = 2</p> <ul style="list-style-type: none"> ○ Specific assessment schedules will be implemented, providing clear “due dates” for when each course is to be assessed. ○ A spreadsheet to track SLO assessments is needed because the current tool has deficits and does not allow for accurate or meaningful tracking and reporting. ○ Move SLO/PLO assessment towards the 95% mark. <ul style="list-style-type: none"> ▪ Corey has set the following expectations: <ul style="list-style-type: none"> • ALL departments, without exception, will be at 85% by March 1, 2016. • ALL departments, without exception, will be at 90% by next October 1, 2016 		

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		<ul style="list-style-type: none"> ○ Specific strategies and support need to be developed for disaggregating outcomes for subpopulations of students important to its mission. Disaggregation occurs in PR, but not directly related to specific student learning outcomes. The college needs to move to a management system (ie SLO Cloud) that allows for disaggregation at the SLO level. <p>#2 Dialogue about student learning is ongoing, pervasive, and robust. IEC rating, spring 2015 = 3.5</p> <ul style="list-style-type: none"> ○ Increase dialogue to become more pervasive and robust. (ie. SLO questions to be asked at CIC. See #4) <u>(2/16 questions area asked during every CIC meeting, beginning fall 15).</u> ○ Additional information will be asked for in the AUP, specifically requesting the identification of why gaps exist (drop down menu with themes). <i>Implement fall 2015 (2/16 – additional questions were asked. Committee will complete AUP review by 3/16 and discuss.)</i> ○ Departments will be asked to provide evidence of dialogue related to course and program SLOs. <u>(2/16 Moodle SLO database includes area to upload such evidence).</u> <p>#3 There is evaluation of student learning outcomes processes. IEC rating, spring 2015 = 3.38</p> <ul style="list-style-type: none"> ○ Survey questions have been drafted and submitted to Michael Carley. <i>To be included in the next IEC Annual Report survey, Spring 2016. (2/16 draft questions have been sent to Michael).</i> <p>#4 Evaluation and fine-tuning of organizational structures to support student learning is ongoing. IEC rating, spring 2015 = 3.38</p> <ul style="list-style-type: none"> ○ Increase mapping of courses and programs between CIC, Program Review and SLO Committee. When faculty present course and programs in CIC, they will be asked: <ul style="list-style-type: none"> ▪ When was the course/program last assessed? How did the assessment results inform the SLO/PLO and ultimately the COR being presented? <i>Implement at first CIC meeting fall 2015. (2/16 begin fall15)</i> 		

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		<ul style="list-style-type: none"> ○ Implement SLO questions on IEC survey as another measure of awareness, engagement, and identification of training and support needed. <u>(2/16 draft questions developed)</u> ○ SLO Moodle training videos, resources, and Department blocks <p>#5 Student learning improvement is a visible priority in all practices and structures across the college. IEC rating, spring 2015 = 4</p> <ul style="list-style-type: none"> ○ Visibility. Development of Learning Assessment website (by 2018). Website would display PLO assessment data. ○ Address the question, “How are assessment results communicated broadly?”. ○ Annual Learning Outcome updates to faculty. Beginning in fall 2015, each fall, a list of scheduled outcomes due in CurricUNET and those scheduled to be assessed will be provided to faculty chairs. (This goal hinges on Dept. Chairs submitting their 5 year plan). <p>6. Learning outcomes are specifically linked to program reviews. IEC rating, spring 2015 = 4.25</p> <ul style="list-style-type: none"> ○ No goals were identified in Spring 2015. ○ *Programs with less than 85% of their courses assessed are not eligible to complete Program Review. This language will be added to the Program Review template and will be communicated to Department Chairs during the Fall 2015 Program Review training. The target will move, to somewhere in the 95% (to allow for new courses), over the next few years. <p>*Additional Work: (keeping these items in our sights)</p> <ul style="list-style-type: none"> ○ ILO task force is working on draft Institutional Learning Outcomes. Mapping will need to occur from ILO -> GELO -> PLO -> SLO (2/16 ILO draft is ready to be vetted through participatory groups). <u>(2/16 ILO task force has drafted ILOs. Will be presented through participatory governance process).</u> ○ Liberal Arts redefine Learning Outcomes and mapping. Develop an effective method to assess. ○ Moving towards best practice – collaborative assessment of non-objective 		

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		<p>assessments.</p> <ul style="list-style-type: none"> ○ Use the SLO moodle, create a block for each department. Assessment tools, data and department minutes related to learning outcome assessment can be uploaded. This allows all faculty to easily be able to access the most up to date Assessment tool for their course. Goal #2 “Dialogue about student learning is ongoing, pervasive, and robust.” Goal #5 “Student learning improvement is a visible priority in all practices and structures across the college.” <u>(2/16: SLO assessments will be entered in Moodle. Department blocks will be created by March.)</u> ○ Development of Learning Assessment website. <u>(2/16: Corey and Sylvia are working on a model).</u> <p>SLO Committee members are encouraged to offer support and be a resource to faculty in their review areas.</p> <p>*PR needs to be sure they are really looking at the program’s LO processes and assessment information. Suzie (Chair of PR) will do this.</p>		
8. SLO Symposium take-away	Vivian/Jan	Jan and Vivian shared some of the workshop topics and ideas from the Symposium. Vivian shared a copy of the January 2016 NILOA Occasional Paper #26, “Aligning Educational Outcomes and Practices.”		
9. Committee make-up Classified member needed	Vivian Baker	Reese will no longer be on the committee. We need to add a Classified rep. Lisa Stephens emailed this morning to say she’s also stepping off the committee. Would be good to see if we can get a manager from the student services area. Vivian will contact Heather.		
10. Future Agenda Items- March: Student Learning Outcome Assessment Committee Themes Program/Unit review of AUP	Vivian Baker	The Committee meeting for December was canceled. Each Committee member needs to complete their review of the AUPs for themes, and submit to Vivian prior to the March meeting.		
11. Future Meeting Dates		March 1, 2016 April 5, 2016 May 3, 2016		
12. Adjourned		Adjourned at 10:38		

Facilitator: Vivian Baker

Recorder: Vivian Baker

O Open/C Closed