



**STUDENT LEARNING OUTCOMES
STEERING COMMITTEE
Meeting Minutes – December 4, 2006**

Name	Present	Name	Present
Carolyn Baranouskas		Laurel Jones	X
David Boehm		Stuart McElderry	X
Moh Daoud		Amber Machamer	X
Jim Gioia	X	Carlos Navarro	X
Teresa Henson	X	Michael Schwarz	X
Lauren Hasten	X	Maureen O’Herin	X
Tina Inzerilla	X	Scott Vigallon	X
Marjan Sharifi Student Rep		Christian Blanco Student Rep	
		Sharon Gach, Admin Asst	X

Dr. McElderry called the meeting to order at 2:30 pm.

I. Minutes

The minutes of November 6, 2006 were reviewed and approved with one change. On page two the first bullet will read: “The first Demos with the **Vanguard Group** will be done for Math, Anthropology, and English. and _____ TBD _____”

II. SLOs by Discipline

Dr. McElderry distributed a chart of the updated disciplines that have learning objectives drafted. Not every discipline has accomplished this, but the number which have is much improved since September. Dr. Manwell wanted it noted that American Sign Language is under Foreign Languages; there are a few other changes which will also be made to the next chart.

Dr. McElderry will send an electronic copy of the “SLOs by Program” chart to the committee.

Dr. Gioia said that the Student Services portion is struggling with how to assess programs over time. Dr. Machamer asked if every student service should be on the SLO program; Dr. Gioia feels that his staff will get there, but needs some time to work with the eLumen representative. Dr. Gioia also will research 2-3 “best practices” in community colleges to get more ideas and pros and cons.

Tina Inzerilla will contact the eLumen rep to set up a time to work with Dr. Gioia.

Dr. Gioia will research ‘best practices’ for student services.

Working Toward in the Future:

- SLOs will become easier with new programs and courses, as staff can begin the process up front, thinking about SLO’s, rather than try to input them into an existing course/program.
- At some point SLOs will be “the way we do business.”
- New instructors coming on board where SLOs are already in place will be able to structure courses easier than the current process.

III. SLOs by Adjuncts?

Dr. Jones opened a discussion of areas where there is no fulltime faculty to do SLOs, and whether Adjuncts should do the SLOs. If so, should they do them all together, or separately. After discussion it was agreed to:

- Email each discipline to ask that any Adjunct interested in working on SLOs respond to their Dean (or FT faculty in charge of SLOs) – 3 instructors per discipline, maximum.
- SLO committee should in future put a policy in place for disciplines taught by only an Adjunct
- Stipend to Adjuncts for SLO work could be similar to the orientation stipend (2 hours @ \$45).
- Frequency of Adjunct SLO meetings? Every other term possible; if Adjuncts leave the College continual training required.

IV. eLumen Update

Ms. Inzerilla said that eLumen will deliver the second half of their changes by December 31st. The Banner interface is not yet done, and there is no current estimated time for completion. They are currently looking at the difficulty of the data upload.

Ms Inzerilla will give the name of the eLumen rep to Dr. Jones to inquire about time frames.

V. Revised Strategic Plan for SLOs

Dr. Jones distributed a handout of the “SLO Steering Committee Strategic 2-Year Plan (Draft)”. Drs. Jones and Machamer will meet with Ms. O’Herin soon to insert more Accreditation based information into the Strategic Plan.

Ms. Melissa Korber, Chair of the 2009 Accreditation Committee, asked that any committee within the Accreditation Review have input into the questions for the SLO Committee. This would include every shared governance committee, Faculty Senate, Classified Senate, and any group that would like to be interviewed.

Other items discussed included:

- Begin using the SLO and Accreditation processes for all campus life/tasks.
- Focus groups being held to clarify SLOs and how they relate to all areas of campus.
- SLO Committee could develop a 1 page process on how a discipline could do their own SLOs
- Begin putting SLO statements on all committee mission statements to shift the focus to SLOs
- Work toward high quality tools for using and revising SLOs, to make the process go better for all areas.
- Does the SLO Committee have the capacity (staff) to help groups ? Not at this time.
- Should all 1-A level courses have the same outcomes?

Data Coordination and Distribution:

- The SLO committee needs an assessment coordinator dedicated to analyzing the data as eLumen provides more data.
- Developing good, usable rubrics is key; Lauren Hasten is willing to work on this for the SLO Committee.
- Put samples of SLOs and SLO curriculum-planning up on the Website, in a Best Practices section.
- The rubrics will be way to assess the data; outcomes do not have to be pre- and post- assessment.

The Assessment Tools:

- Will random faculty sign on to eLumen at any time, or each Discipline meet and decide how to interpret their data? To be decided
- Survey each Discipline on: “How do you best assess your area’s outcomes.”
- Provide eLumen Drop-Downs:
 - Homework – [Click Here for Example](#)
 - Papers – [Click Here for Example](#)
 - Testing – [Click Here for Example](#)
 - Pre-Test – [Click Here for Example](#)
 - Post-Test – [Click Here for Example](#)
- Provide information at Town Meetings
 - Low-Tech training is fine; paper examples with options to consider
 - Attendees could discuss in breakout sessions grouped by similar need
 - Get people who use each type of rubric to lead breakouts
 - Choose the Top Two Rubrics – have a breakout for each one

VI. Evaluation Drop-Down Menus

Dr. Jones referred to the handout “E-Lumen SLO Evaluation” and said that, in the effort to accomplish SLOs without ‘pointing fingers’, one thing that could help is Drop-Down menus. These would give faculty access to helpful tools. For instance, if the evaluation shows low success, or if improvement is recommended, the eLumen software can ask questions to get at areas that could be addressed, such as:

Use of check boxes to bring up (suggested ideas in addition to the Handout):

- A Comments box,
- A request: I would like to talk with a mentor, or Need Library resources
- A suggestion: Syllabus should be changed
- Beginning the course assessing what students already know.
- Help faculty to see this is NOT, “you must be a bad teacher” – Help them to go to the question: “What do I want to learn from this evaluation?”
- The Last step would be to close the loop of evaluation, and provide a summary of suggestions for faculty.

VII. Program and Instructional Outcomes

There was a general discussion of the College Mission Statement, Values Statement, and What We Do with SLOs.

- In a complete program of Core Competencies, the following are addressed:
 - General education
 - Transfer programs are addressed
 - Student Services
 - Lifelong Learners
- These would also be reviewed with the College Mission statement for coordination
- Dr. Machamer feels that the “Outcomes Statement” should be removed (purview of the PBC); and that the Mission Statement and Outcomes Statement should speak to the five general education competencies and transfer majors.

- As the PBC is in charge of the Mission Statement, the SLO will be working with that committee, this will take some time. However, we already have the Core Competencies and other requirements in place.

It was asked what is a Program, and what is an Institutional Outcome. Discussion ensued:

- Core Competencies are perfect for the general education goals
- Institutional Outcomes – we will ask the PBC to work with the College on addressing SLOs in the next College Catalogue Mission Statement (next catalogue will be in 2009)
- Then Institutional Outcomes would come later

Dr. Jones asked if Las Positas decided to frame itself as a “Learning Institution” what would be inherent? Degrees, plus different outcomes. This would engender an open discussion of where we want to be as an institution. Core competencies are degree related. Institutional Outcomes are for “Life Long Learners”. We need to define our commitments to students, therefore a larger picture is our real discussion.

Also recommended were:

- To post the College Mission Statement in every class- and meeting room,
- All College decisions should focus on a goal-outcome with the Mission Statement in mind.
- The final question for our Mission Statement is: “Do we evaluate and demonstrate that students and staff exit the institution with our stated values?”

VIII. Accreditation Standards

Drs. Jones and Machamer will be bulleting each item in the Accreditation Standards and show the status of each; and will coordinate the process with the District and Chabot College.

The meeting was adjourned at 4:30 p.m.

Submitted by,
Sharon Gach