Lauren Hasten, Chair, opened the meeting at 2:30 pm., in Room 2411A.

I. Set Agenda

The agenda was set as drafted.

II. Review of Minutes

The Minutes of May 5, 2008 were reviewed and approved with no changes. In addition each member for this new academic year introduced themselves and stated which division they represent.

III. Chair’s Update

None at this point, see item VI below.

IV. eLumen Update

Tina Inzerilla said that eLumen version 3.2 has been released and is easier to use. eLumen has not yet completed the “Program Level SLO” programming. She and Scott Vigallon are working on updating the online tutorials for version 3.2.

V. College Update

None.

VI. Topics of the Month

A. Leftovers from Last Year

Lauren said she will draft talking points after each meeting. Please take these to your division meetings to help people understand the SLO process and explanations. We can help support each other in these discussions, as this SLO Committee is ‘on the point’ for teaching the college to use SLOs.
1. Rotating Assessments – Amber Machamer mentioned that she will begin contacting faculty now that the semester is underway, and ask them to make 15 minutes appointments with her to review their courses and how they will be assessed on a rotating basis.

2. Publicizing SLOs – Where Are We in the Process? This committee had hoped to have a page on the student ‘portal’ for SLO information, however there is no page available at this time, and it would have to be added. Discussion of should SLO’s be in the online Catalog, have a separate page somewhere, or a link from the Home Page.

   It was agreed to put a link on the LPC Home Page and create an information page: “SLOs for Students.”

3. Program Level SLOs – Since eLumen has yet to have Program SLOs programmed, we need to create a form and a spreadsheet for gathering the Program Level outcomes. One of the sessions in the October 7th flex day will be on Program Level SLOs. Tina distributed a draft form which was reviewed. She and Lauren are willing to record the ideas from the flex day session and organize the input into clear “programs”. It was reminded that “a Program is a degree or certificate that terminates in an outcome.”

   Discussion of core competencies, GE level ‘program SLOs’, and how to, or if we should, write SLOs for them. Since this is a more complex discussion it was tabled for later; it is more important to get the maximum number of SLOs written before next fall’s accreditation. (See Section VII. Other, p. 4.)

   During this above discussion it was decided to:

   Use the term “Discipline Level SLOs” rather than Program level SLOs, as there is much confusion over what is a program. What we really need are Disciplines to group their SLOs written for courses into over-arching Discipline Level SLOs.

B. Reminders to Faculty

1. Within Each Department, full-time faculty should decide how many sections of each previously assessed course to reassess this semester. (No discussion held; reminder only.)

2. Within each department, full time faculty should agree on two NEW courses to assess this semester – all sections. We must address the question of adjunct participation in this process. (No discussion held; reminder only.)

C. Unwritten Course Level SLOs

Lauren distributed the SLO Master List, which was compiled with the help of Nicole Huber, Curriculum and Scheduling Specialist. It lists every course taught in 2007 and 2008, and Lauren has inserted the number of SLOs written per course. The results are not yet in the Good category. Lauren said it is critical that we inspire our colleagues to write their SLOs as we will be audited for accreditation in 12 short months.

Thirty-seven percent of course SLOs are now complete. A majority of full time faculty have written their SLOs. The problem is that 60% of all courses are taught by adjunct faculty, who have yet to write most SLOs for their courses.
Discussion on how to disseminate this list using “For Informational Purposes Only” on it. Lauren will email the spreadsheet list to committee members and they are welcome to break out their own Division’s courses into separate lists or use the list as a whole.

D. Adjunct SLO Training and Coordination

The two main problems are: There are disciplines with an enormous number of courses; and there are 60% of courses taught by Adjuncts who do not have the time, nor currently the training, to write SLOs.

For courses taught by Adjuncts:
- Where there is a fulltime faculty lead who is willing to train the adjunct this would be great.
- For courses where there is no fulltime faculty lead, or the lead is not available/other situation, Lauren is willing to train Adjuncts 1:1 in writing SLOs, and Lauren is willing to type them into eLumen.

Discussion included:
- In the past two years this committee has tried many ways to encourage SLO writing, and the only technique that really works is one-on-one teaching and mentoring.
- This committee has no resources with which to pay faculty for writing SLOs, nor any consequences to levy for not writing them.
- If adjunct faculty do not write their course SLOs, the natural consequence will be that fulltime faculty will need to write them – and the Adjunct will need to live with and use the SLOs that someone else wrote for them.
- Let’s encourage personal responsibility to get SLOs written. It only takes about 15 minutes to write them.
- It is bad for faculty careers not to write SLOs, our accreditation in 12 months will reflect our willingness to embrace SLOs.
- In teaching SLO-writing, the first question to ask a new SLO-writer is: What one theme/topic would you feel really bad about if your students did not learn in this course? This is the first SLO. Continue asking this question until you have several SLOs for each course.
- Jim suggested an “Adopt-an-Adjunct” program, where any available fulltime faculty could mentor/teach one adjunct at a time to write their SLOs.

Amber added that WASC will also look at whether we use SLOs to improve our teaching. After SLO writing, and assessment, faculty will be asked to make changes where indicated by assessments, or capitalize on items that are working well. Amber encouraged the committee to start teaching faculty to adopt a pace of assessments that can be sustained over a number of years, as that is the main point of WASC’s requirement of SLOs.

E. Flex Day October 7

Lauren reviewed the Flex Day plans for October 7th with 3 sessions planned for SLOs: Course-level SLO/eLumen workshop (Innovation Center); Small group work on Major-level outcomes; and “Closing the Loop” through the program Review process (small group).
F. Planning the Committee Work for the Rest of the Year

No discussion

VII. Other

Brief discussion was held about Core Competencies and Gen Ed requirements in regard to SLOs. More on this in another meeting in future. Main question: Are core competencies the same things as GE level SLO’s? For instance:

| Units needed for one’s major: | 27 | [List items from major] |
| Units needed for GE: | 26 | [List items from Gen Ed reqmts] |
| Units needed through Student Svcs: | 7 | [List Student Svcs items] |
| **Total for AA:** | **60** |

- Some members feel core competencies are separate from General Education requirements.
- Discussion should take place; if we have Gen Ed SLOs, it wouldn’t necessarily deconstruct the core competencies.
- Core Competencies can be seen as a different thing; and could be naturally addressed in one’s major, not duplicated in the GE requirements.
- If a decision is made this year about GE SLOs, it can be re-written later.
- GE standards address Title V requirements; core Competencies layer up to the Title V General Ed requirements.
- GEs and Core Competencies use a shared framework at LPC and it would be good to define what exactly we are asking faculty to do with GEs and CCs.

Discussion to be continued at a later meeting.

Lauren again thanked the committee for their leadership for this coming academic year.

The meeting was adjourned at 4:45 p.m.

Respectfully submitted,

Sharon Gach
Administrative Assistant

Next Meeting: October 6, 2008
2:30 pm – Room 2411A
Discipline Level SLOs - Form

Discipline:_____________________________________________

Contact Name: ________________________________

Discipline SLO #1:

Courses that will assess the Discipline level SLO (just list the Course ID (i.e., ESL 25):

Discipline SLO #2:

Courses that will assess the Discipline level SLO (just list the Course ID (i.e., ESL 25):