

Learning Outcomes Task Force Meeting
9-13-2004 2-3:30 Rm1602

In Attendance: Pam Luster, Angella Ven John, Amber Machamer, Jackie Fitzgerald, Philip Manwell, Mike Ansell, Scott Vigallon, Peggy Riley, Maureen O'Herin, Sophie Rhienheimer, Connie Bish, Marilyn Marquis

1. Pam Luster: Pam will be handling the administrative tasks of the task force (such as paper work, budget etc...) Title III will be providing finding for LO activities such as the RP Group in-service day and other things as they come up.

Amber is to send accreditation primers to Maureen for distribution by email to the group.

2. Representatives from Divisions: Do we want reps from each Division? Does serving on this committee count as committee work?

Reps:

Division 1 Jackie Fitzgerald

Division 2: Peggy Riley/Maureen O'Herin

Division 3: Mike Ansell

Division 4: Angella Ven John

Division 5: ?? Scott will ask Ralph Kindred if it is ok for Scott to go to Div meetings and report on LO Task force and get Div 5 feedback

The task force also thought that work on this committee should count as committee work

3) Core Competencies: Maureen handed out the LPC GE Philosophy and Blooms taxonomy. The task force discussed the different examples. Jackie Fitzgerald suggested that we should start from our own GE Philosophy. The task force used the GE philosophy as the base and compared with examples of core competencies from other colleges to come up with the following 1st draft:

Communicate

Cultural/Global Awareness and Citizenship

Personal Development and Responsibility

Critical, Analytical, Creative, Logical Thinking

Technology Information –Competencies/Management

Learned expertise in field

This week (Sept 15) the representatives will take these to the divisions as a 1st draft. In the coming weeks we will revise and flesh out these initial six.

Amber is to follow up with Valencia and Cascadia to see how they are measuring their core competencies

4. Web Site Demo: www.lpc.clpccd.cc.ca.us/lpc/slo

Scott Vigallon showed the task force the SLO web site. We were all very impressed and had suggestions for adding functions. We will post our agendas and meeting notes here. For now we will keep it on the Intranet. As we grow we hope to make this available on the Internet.

5. Spring Flex Day: Faculty Flex day will be Feb 17, 2005. LO will be the theme, as agreed to by Faculty Senate, Staff Development, and the President. We have submitted a letter to be one of four colleges selected for the RP Group In-service. They would come to LPC and put on two workshops for faculty to get trained in SLO's. If we are not selected we can arrange for our own workshops by hiring experts in different classroom assessment techniques.

6. Incentives: Peggy and Amber updated the group on their discussion about providing incentives to faculty for LO projects. The idea is to get individual faculty members to try designing just one assignment as an LO assessment form start to finish. Groups of faculty could get together to do an entire course or program. Faculty would plan in Spring 2005 and launch their projects on Fall 2005. It is possible that we would have about 40-50 pilot projects that could be replicated by other faculty.

Pam noted that this should not be limited to the classroom. Librarians, student services and even classified should be included. Adjunct faculty should also be included.

There is possible funding for Title III as well as the task force budget.

7. AAHE/WASC workshop: Oct 22-24, Glendale

Amber can't go to this conference. The committee would like to see a math/science or Occupational Education person go. Mike Ansell will bring it up to his Div. We will also ask Mark Tarte if he would be available.

8. Classified Staff and Student Services Participation: Student services is well represented.

It is hoped that with Karen Kit taking minutes, she will be able to have some input. There is a huge range of duties our classified staff does. Some are very easily seen as SLO ready, others are more difficult. There is the ongoing problem that when classified staff go to committee meetings their work goes undone, and they have to complete it on their own time. There is also fewer classified staff than faculty, so representation on all LPC committees is difficult. Marilyn Marquis noted that classified staff input will be more critical at different points in our process. Their input is very critical now as we develop the Core Competencies. If they can't come to us, we may be able to go to them. We could go to their meetings and give update/take feedback just like we are with the Division meetings. Maureen volunteered (or was volunteered) to go the classified meeting in September. Amber volunteered to go with her to assist and take notes.

9. Model Colleges: send links to Scott Vigallon. In the future we will want to follow up to get more detailed information about *how* they are doing SLO's

10. Adjunct faculty outreach: How do we get adjunct faculty involved? We will need to have continuing discussions about how to do that. This task force must coordinate with staff development. Mark Tarte is willing to be the go-between. The difficulty is that our meetings overlap. Perhaps he can come to our meetings for the first ½ hour then leave us when the Staff Development meeting starts. Staff Development and Learning Outcomes will have to work closely together so we can maximize efforts. Pam offered that we should ask adjuncts what they want/need. We should pay them for coming to the flex day.