



Minutes

Student Learning Outcomes Committee

March 25, 2013

2:00 p.m. – Room 2411A

Present: Marilyn Flores, Tina Inzerilla, Marilyn Marquis, Janice Noble,
Rajinder Samra, Paula Schoenecker, Scott Vigallon

Absent: No representative assigned: BSBA and STEMPS Divisions
Student Representative - Priscila Chavez Velez

Meeting called to order at 2:06 p.m.

I. **Agenda Set** –Agenda approved as drafted by censuses.

II. **Feedback on Survey to Faculty** – The SLO committee had previously discussed ideas of how to simplify input into eLumen and make it less complicated. Instances had come up that prompted drawing up a survey to solicit feedback from faculty. The document listed three areas of concern, and the SLO committee’s recommendation. Scott Vigallon presented the survey and went over the document in detail. There were benefits and drawbacks for each section, although the pros outnumbered the cons in all three sections. Below is a brief summary of what is contained in the survey.

Part 1 – There seems to be a need to reorganize eLumen and the “matrix model” is being suggested. This model would provide standardized data for program review and accreditation, and will provide the ability to map multiple types of rubrics into the 0-4 model.

Recommendation – SLO committee supports the “matrix model.”

PROS – Facilitates:

- assessments of core competencies in eLumen;
- use of different scale rubrics to the 0-4 model;
- meaningful reports;
- mapping of SLOs to one or more core competency;
- SLOs to be mapped to subcategories of core competencies;
- easy transition;
- does not affect any previously entered SLO information or data.

CONS –

- Discipline representatives will need to map their course SLOs to both degree and certificate outcomes and core competencies.
- Subsequently added course SLOs would have to be entered by discipline representatives.
- Discipline representatives will need training.

Part 2 – Rubric levels are currently not standard and any level can be used. Standardizing the rubric level in eLumen will produce the most accurate assessment data, and most community colleges have already implemented this model.

Recommendation – SLO committee supports standardizing the rubric level in eLumen at 0-4.

PROS –

- Increase accuracy of assessment data at the institution level;
- Increase accuracy of assessment data at program level;
- Improve the accuracy of data included in program reviews;
- The majority of rubrics used already are at the 0-4 level.

CONS –

- Those areas not using the 0-4 level will have to create new rubrics and adapt former level to 0-4.
- Some discipline specific criteria may not fit into a 0-4 rubric.

Part 3 – SLOs are not always consistent with some written similarly yet different resulting in unusable data.

Recommendation – Allow only discipline representatives to enter SLOs, assessment names, and rubrics into eLumen. Any others entering data would be required to use those written by the discipline representative.

PROS –

- SLOs, assessment names, and rubrics would be consistent;
- Accurate and meaningful data results;

- Allows full time and part time faculty to enter assessment results and recommendation for improvements ONLY;
- Increased dialog across the discipline;
- Eliminates the web form currently used by faculty who do not use eLumen.

CONS –

- SLOs, assessments names, and rubrics will need to be e-mailed to all discipline faculty.

The discussion resulted in numerous modifications to the original survey. It was scaled down, and simplified making the end result a survey that would not seem so intimidating and possibly bring in feedback from a larger number of faculty. One area to note is that Part 1 was removed as a question and became an eLumen update that will be implemented.

X. Adjournment – 2:35 p.m.

C.McCauley