Student Learning Outcomes Committee Meeting

October 5, 2015 |*2:30 pm* | *2411A*

LPC Mission Statement

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

LPC Planning Priorities

- Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- Provide necessary institutional support for curriculum development and maintenance.
- Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

Meeting Name

Members Present (voting):

Chair: John Ruys

Administrators:

Roanna Bennie

Don Miller - Absent

Faculty Reps:

Ann Hight

Gina Webster

Marty Nash

Adeliza Flores

Kimberly Tomlinson - Absent

Katie Eagan

Classified:

Scott Vigallon

Members Present (non-voting):

Director of Research and Planning:

Rajinder Samra - Absent

Meeting Guests:

Karin Spirn

Minutes

1. Call to Order — **John Ruys, Chair**

Meeting called to order at 2:35 pm

2. Review and Approval of Agenda — **John Ruys**

MOTION made to reorder the agenda.
MSC: Vigallon / A.Flores / APPROVED

3. Review/Approval of September 21, 2015 Draft Minutes — **John Ruys**

Tabled until next meeting.

4. Program Review and SLO's — **Karin Spirn**

Karin Spirn explained that 2/3 of the program review update is associated with SLO's. This section was expanded at the request of the SLO committee, and process for reading this section, with the help of the SLO committee, was not discussed.

The Program Review committee would like to propose that: A) The SLO committee consider being co-readers and assist with reviewing the SLO sections, or B) That the Program Review committee read the Program Snapshot section, and include SLO responses from only a few questions to help with the summary. Those questions would be the ones pertaining to assessment results, success in student learning, assessment results indicating a need for improvement, and using assessment results for continuous improvement of student learning. The PR committee felt that these sections would be helpful with drawing out information and tying it to program review, and would also filter up to the dean's summary.

The updates are due October 12, and the PR committee will have one month to read the updates, which includes giving the deans' time to write their summaries. If the SLO committee assisted, the members would read approximately 10 updates each, and write a summary for only the two SLO sections. The feedback would part of what the deans would use and incorporate in their sections.

With both the PR and SLO committees having a minimal number of members, the PR committee's suggestion to read only a selected number of SLO responses, and have the remainder of the responses read by the SLO committee was looked as being beneficial. The SLO

committee would eventually have to read the program reviews to extract the information that will go into the SLO annual report. The advantage of helping read the SLO responses now would be knowing what the responses were, and a second go around right before the SLO annual report is written may reveal information not caught during the first reading.

One other suggestion was proposed and that was to have the SLO members read the three questions the PR committee initially were to read, and write that summary. In doing so, the summary would have the SLO committee's perspective, and the knowledge of what information is pertinent.

The SLO committee agreed to read the three questions initially selected by the PR committee under the SLO section on the 10 updates each member will be given, by the end of October. Karin has agreed to work with John Ruys to assist with developing a summarizing template that would help readers collect information from each update, which would help with the deans' summaries that are used for creating planning priorities. Completed summaries are to be sent to Karin Spirn and John Ruys.

Karin explained briefly about the program review process and the committee's collaboration with the deans to assist with creating priorities.

5. eLumen 6.0 **John Ruys/Scott Vigallon**

At the next SLO meeting, representatives from eLumen will be calling in to go over the 6.0 version of eLumen and explain the SLO module. Funding for the eLumen upgrade has been put aside and will be covered by District. Jeannine Methe will need to be consulted as to when the new version will be going into effect. The transition will most likely happen when the current license ends, which usually takes place in June.

The representatives has asked for a list of questions in order to direct the group towards the areas of interest. Some of the areas immediately that came to mind were:

- Matrix connecting course level outcomes with program and core competencies (mapping);
- Entering data;
- Entry point;
- Locating SLO's
- Closing the loop;
- LTI – How does eLumen integrate with Canvas? If the college decides to participate in the Online Educational Initiative, Blackboard will be replaced by Canvas, and become the new integrated course management system;
- How does the new version handle qualitative and quantitative data?

Committee members are asked to submit their questions to John Ruys and Scott Vigallon by October 14.

6. Recommendations Regarding Assessment Practices **John Ruys**

John Ruys provided copies of the SLO Committee's Recommendations, which were based on those of the ACCJC. The recommendations read as follows:

Student Learning Outcomes are complex set of skills, areas of knowledge, and attitudes that students achieve by completing a course or a program of study.

- *We recommend that SLO's be broad in scope and focus on areas of knowledge, skills, or attitudes that are central to the course or program of study. This conforms to the definition presented by the Academic Senate of the California /Community Colleges in the SLO Terminology Glossary (2009)*
- *We recommend that SLO's be measurable and use verbs from Bloom's Taxonomy that show higher level thinking.*
- *We recommend that each course and program have 3-5 outcomes*
- *We recommend that all sections of all courses be assessed every 3 years.*

Discussion opened with focus on the recommendation of having 3-5 outcomes per each program. Even though assessments can be done over a 3 year period, to do them meaningfully would mean assessing each one yearly in order to note any changes. Based on the number of courses, times 3-5 per each seemed overwhelming.

Ideas were shared about what type of assessments would or would not be drawn if SLO's were written in a broad, general, or specific way. Suggestions of possibly advising how to design or balance assessments, and how to build assessments to make them meaningful were presented. Also, while writing a SLO think of what might be an outcome for a program, or a course, and what ideals and standards can be set. Figuring how many sections or percentage of that should be assessed, and if they should be broad or narrow would also provide faculty with options.

Rewording this particular recommendation seemed necessary so as to not make it so overwhelming. In turn the following was presented:

Each course should have 3-5 outcomes identified or written and an SLO for those courses should be assessed.

Too much time has been given towards working in the direction of what an outcome should look like for a course or program. Ideally, the SLO Committee agreeing on what that might be, would help and stop maybe stop the wandering and frustration of trying to find a starting point. Establishing guidelines would certainly help the faculty.

7. Plan to Review Core Competencies **John Ruys**

In the past the SLO committee has selected one core competency to focus on for the year, which generally was one with a low amount of assessment data. Communication and Critical Thinking generally have high assessments, and Creativity and Aesthetics being on the lower end. Focus has been placed on Respect and Responsibility for two years. In this case, training was involved as to how to write rubrics that assisted faculty with how it might appear in a classroom.

The English discipline had previously focused on Creativity and how it is used in regular writing classes. They came up with a thesis and support that involved creative thinking, although it was not easy shaping the assessment. The idea never got off the ground, and related information was not reported. On the

other hand, the focus was placed on Respect and Responsibility and an assignment was created that is now English 104, which has been easier to track.

Looking at all of the core competencies at once would be a large task. Selecting one or two a year on a three year cycle would mean reviewing two a year. Under the (IE) Institutional Effectiveness Report, this committee reports on ISLO's, which do not have to include just rolled up course level outcomes. It can include transfer rates, degree attainment, and other measures of institutional learning outcomes, which have not been conceptualized in that way.

After a brief discussion, it was agreed that the committee would focus on the Creativity and Aesthetics core competency. An article regarding SLO projects at 16 institutions will be sent to the committee members for reference.

8. Administrative Direction **Roanna Bennie**

VP Roanna Bennie has attended several meetings. She expressed her interest with wanting to assist the SLO committee and help with developing ideals and standards that could be of use to the campus community. She mentioned wanting to contribute, but would also like the committee to show her in what ways.

VP Bennie has offered to take the recommendations from SLO Committee document and refine the recommendations. She mentioned being willing to do breakout sessions on Flex Day, or sessions after Town Hall meetings.

9. Administrative Update

See Agenda Item 8.

10. Good of the Order

The Charge of the committee has been reviewed by the committee, and the suggested changes incorporated. The LPC Governance Worksheet will be presented to the Senate for approval then taken to College Council.

11. Adjournment – Meeting adjourned at 4:24 pm

12. Next Regular Meeting – October 19, 2015