



Student Learning Outcomes Committee
Meeting Notes
Thursday, February 14, 2013
Room 1317

Present: Cathy Anderson, Terry Bailey, Lena Baker, Bob Bittner, Lenore Frigo, Tom Glass, Doug Milhous, Ralph Perrin, Shelly Presnell
Guests: Marc Beam, Meridith Randall

Meeting called to order at 3:04 pm.

Minutes of Last Meetings: Because we didn't have a quorum at the start of this meeting, the minutes of the December 6 meeting were not addressed.

Public Comments: None

Reports: Cathy said faculty members cannot yet change their SLOs in TracDat. The deans are working with faculty coordinators to pick a couple of people from each area to make SLO changes, and Marc will grant their permissions. There will be no more SLO forms. You can download DocuShare forms to your own computer and can then add them to Trac Dat.

Division Reports: Lenore reported there was some difficulty with TracDat, which may have been due to problems associated with Windows 10.

No other reports.

Discussion/Action Items.

a) ACCJC's Degree Qualifications Profile Project - Meridith reported that we were successful in winning a grant from the Lumina Foundation. She said the grant doesn't pay for much, but it will pay for the Conference in April that Shelly and Cathy may be able to attend to learn more. Then specific faculty will look at expectations of GE awards. She said this is another opportunity for faculty to discuss what they think we're doing, what we want to be known for, and what our strengths are. The Lumina Foundation is looking at this as a national model; Meridith has some brochures available.

b) Flex Day - The English Department met for a couple of hours and went through all their courses. Lena said the English Department devoted the entire Flex Day time to the SLO process, and their session was very successful. About 15 people were present, and they were pretty involved. There was much discussion, including discussion on assessment for ENGL 190 and whether or not assessments are authentic. Literature instructors are wondering how they can do authentic assessments in literature classes.

Cathy said authentic assessment means that they are actually doing something. Material is taught to students because we want them to be able to do "something" after the class is done. Assessing whatever you want them to do after they leave class can be the authentic assessment. It can be an essay. It could also be good punctuation skills in ENGL 190. A word problem can be an authentic assessment for math.

It was reported that the Business and Technology session was successful and that they had some good discussion about authentic assessment.

It was reported that Foundational Skills had a successful session where they went through all their SLOs and tried to standardize wording to clean them up so there would be less room for misinterpretation.

Tom Glass said their session was also successful.

Lenore reported there was not a large percentage of faculty involved in her area, but participation was better than last time. They found 90% of their SLOs are good and about 10% need some work. She said they spent most of the time doing procedural things trying to clean up a lot of language and mechanical stuff, the by-product of which was talking about teaching, which was good. They want more meetings during Flex Day where more adjuncts can participate to talk about teaching and for which they can earn professional development hours. We need more paid time for adjuncts who want to participate and talk about teaching.

Terry Bailey reported that P.E. put the Flex Day time to good use, and the Family Studies area needs more adjuncts involved. They are at a lot of different levels of GELOs, and they need the time to work this out and understand it. If they all teach one class, do they put on their numbers together or do they do them separately?

It was asked where course SLOs can be linked to ISLOs, and it was reported that this is still being worked out.

Shelly found that using rubrics and objective standards was very helpful. Her group seemed to understand that it's not important to get a high percentage. They need to identify where they can improve, so a bad number is a good thing.

GELO's are coming along well in the Social Sciences area, but the Living Skills and Multi-Cultural areas seem to be falling through the cracks. It was suggested that there may need to be a person pushing those areas. GELO data isn't working well with TracDat at this time, but keep collecting it and hang on to it. Marc said to collect GELOs and report them, but they may need to stay with a link on the website until we can figure out a way to get them into TracDat.

Meridith reported that it appeared people seemed engaged and happy to be participating in these Flex Day activities. Marc said his Flex Day session on how to enter SLOs into TracDat was well attended and went well. Shelly said she'll put instructions on the website and send them out by e-mail.

Lenore asked about having more Flex hours available, and Meridith said this needs to be negotiated. Meridith said she's requested \$20,000 additional professional development funds which could include this. This may involve the Union as well. She asked if this Committee would like to recommend this. At 3:45pm enough members had arrived that there was a quorum in attendance.

It was moved by Lenore Frigo, seconded by Bob Bittner, and unanimously agreed that this Committee propose a request for additional professional development hours for part-time faculty to work on SLOs and dialogue about teaching.

c) TracDat Permissions - PLOs need to be entered into TracDat. The deans are figuring this out with Meridith; then permissions will need to be decided.

There should be accompanying data for PLOs. There must be some PLO data to have any sort of discussion in a Program Review. Make sure you are assessing and collecting data in order to back up requests for resources in Program Reviews.

d) Meeting Times for the Semester - We will meet the second and fourth Thursdays this semester, but we may skip the fourth Thursday at times.

e) ACCJC Rubric - The ACCJC letter said we still need to work on recommendations for governance; SLOs came out OK. In October the Special Report was written to show evidence that we are at Proficiency Level. Now we need to focus on Sustainable Continuous Quality Improvement. It seems we are getting close. Meridith said we have all the stuff in place; we just need to improve. Marc said we need evidence, like minutes of meetings, to show dialogue has occurred.

It was noted that PLOs are kind of a weak spot. The focus needs to shift to PLOs and to making assessments more often. It was asked if we now know how many people graduate in a specific area. Not by TOP code. There are no PLOs for University Studies; GELOs are the PLOs for the General Studies Degree. Processes are in place for PLOs but we aren't doing them. We need meetings to discuss PLOs. Basic Skills PLOs and other PLOs need discussion, separately from SLOs. We need time during the semester for PLO discussions.

f) Newsletter - Shelly and Cathy want success stories about good things that have happened as a result of SLOs for their Newsletter. Please send e-mails to Shelly or Cathy with examples of good authentic assessments that they can use as examples.

The meeting adjourned at 4:14 pm

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