**Moorpark SLO Committee Agenda**

Tuesday, **February 16, 2016**, 1:00-2:30pm in Admin 138

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| **POSITION** | **NAME** | **PRESENT** | **POSITION** | **NAME** | **PRESENT** | **POSITION** | **NAME** | **PRESENT** |
| **Co-chair** | Daniel Vieira | X | Child Development | Kristi Almeida |  | Mathematics | Christine Cole | X |
| **Co-chair** | Lisa Putnam | X | Comm Studies/Theater Arts/FTVM | John Loprieno |  | Music/Dance | James Song |  |
| **Academic Senate President** | Mary Rees |  | Counseling | Traci Allen/Chuck Brinkman | X | Physics/Astronomy/Engineering | Scarlet Relle / Erik Reese |  |
| **Dean** | VACANT |  | English/ ESL | Ryan Kenedy | X | Social Sciences | Lee Ballestero / Hugo Hernandez |  |
| **SLO Coordinator** | Robert Wonser | X | Business Services | Darlene Melby |  | Student Health Center | Sharon Manakas | X |
| ACCESS  | Sherry D’Attile | X | EATM | Cynthia Stringfield | X | Visual & Applied Arts/Media Arts | Lydia Etman | X |
| Athletics | Remy McCarthy | X | Health Education/Kinesiology  | Sherry Ruter |  | World Languages | Helga Winkler |  |
| Behavioral Sciences | Julie Campbell |  | Health Sciences | Carol Higashida | X | Curriculum Chair (non-voting) | Jerry Mansfield |  |
| Business | Gary Quire | X | Library | Danielle Kaprelian/Mary LaBarge |  | *Student Liaison* |  |  |
| Chemistry/Earth Sciences | Rob Keil | X | Life Sciences | Beth Miller | X |  |  |  |

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| **Agenda Item** | **Notes** |
| Call to Order, Public Comments  | No Public Comments |
| Consistency in reporting SLO results and documentation | Current practices:* Sociology has a rubric that is handed out to all faculty. For the General CLO for each course, adjusted to match the course but still aligns with the PLO (Race, Class and Gender). Faculty identify the assignment that they will use to best measure the outcome. Simple form that instructors use to submit the results to Dan.
* Math – two upper level courses being assessed this year (single course offerings). There was a difference in the difficulty of the math problem and the timing of when the assessment took place. One faculty assessed immediately after students learned the material, another assessed as part of the final exam. Department should discuss when to assess.
* Business Law has a research outcome – discuss how you assess the item. They are learning from this discussion by addressing what the best practices were that lead to better results.

A question was raised on how to encourage faculty to participate. Suggestions given:* Discuss how the data and information are being used; show that this really DOES matter and that the results are being discussed and tied back to planning or curriculum development.
* Help the process by creating easy-to-use submission forms that faculty can use to submit their results. Also ask faculty for their thoughts and feedback on how the internal process worked.

To **prepare for ACCJC visit** in October, all committee reps need to remind faculty to keep copies of “evidence” of our SLO assessment efforts. Keep minutes for all department conversations; make sure to indicate who was invited to the conversation AND who showed up for the conversation. Keep copies of emails or other invitations to participate in these conversations. Keep copies of rubrics, student work (when it makes sense to do so), and any other materials that will help a visiting accreditation team member understand how the process worked, what was learned through the process, and what was done with the information learned during the process. |
| General Education Outcomes * Formulate discussion groups for Kinesiology/Dance/Bujinkun from last semester and current one for this semester
* Review of GE Reporting Form
* Next up, Natural Science (Area A): Biological Sciences, Physical Sciences
 | Natural Sciences need to come together to start discussing GLOs. They will be asked to review their data in Fall 2016. As the SLO Committee, we need to:* Post the assessment calendar online place for reference.
* Request that the SLO Coordinator reach out and notify the faculty who are coming up due (similar to how Curriculum Chair reaches out to programs that have CORs coming due

Remember to send notice to both Department Chair and Dean. Tools that will help this process:* Create an agenda/list of tasks or items for faculty to do to prepare for the GEO conversation
* What should they gather, etc.
* Finish the GE questionnaire.
* Find the GE Rubric for evaluating whether or not the GE course meets criteria for each GE Area. (Not on Curriculum WebSite)
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| Tracdat and Curricunet Update Information | No updates |
| Handout on Course Objectives and SLOs (CLO, PLO, GLO, ILO) | Reviewed definitions of Course Description, Course Objectives and Course Learning Outcomes. Title 5 requires Course Description from catalog and Course Objectives to be on Syllabus. ACCJC requires Course Learning Outcomes on the Syllabus. How do we help faculty do this? For Fall 2016, the Office of Institutional Research is updating the SLO Mapping documents to include current Objectives and Learning Outcomes (based on whatever is in CurricUNET by February 2016). These documents will be sent to all Chairs and Deans and then posted on McShare for future reference. We really need to find a way to download these pieces of information in an easy-to-use fashion, creating templates for each course. |
| Other items of interest and concern | None. |
| Suggestions for future agenda items. | None. |
| Adjournment – 2:20 PM |  |
| **Future Meetings** |  |
| Spring 2016: 3/15, 4/19 |  |

## Proposed Committee Goals 2015-16

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| **Goal** | **Details / Questions to Answer** | **Projected Mtg** |
| Consistency in Reporting Results and Documentation | * In what form do we want the results delivered?
* What would help for reporting purposes?
* What are the ACCJC requirements?
* How do we “package” results for ACCJC visiting team?
* How will we report PLO results online for the public?
* How to enter results for course outcomes that are the exact same outcome for program outcomes?
* How much evidence should be collected and posted in TracDat?
 | February |
| Program Level Outcomes (PLOs) | * Discuss Best Practices
* Discuss the differences and similarities between PLOs and GLOs
* Discuss if (and how) we should assess “majors” vs. all students when the program does not have a capstone course.
* Creation and interpretation of CLO and PLO instruments
* Using CLOs to map to PLOs – how to “double dip” and what more might be needed
* Best practices for PLO assessment.
 | March 2016 |
| Course Level Outcomes (CLOs) | * Continue Best Practices conversations
 | March 2016 |
| Review Goals from 2015-16 and set New Goals for 2016-17 | * Are there any professional development topics that we should offer during August Professional Development Week?
 | April 2016 |