

Moorpark SLO Committee Minutes

Tuesday, March 17, 2015, 1:00-2:30pm in Admin 138

POSITION	NAME	PRESENT	POSITION	NAME	PRESENT	POSITION	NAME	PRESENT
Co-chair	Mary Rees	X	Comm Studies/Theater Arts/FTVM	John Loprieno		Mathematics	Christine Cole	X
Co-chair	Lisa Putnam	X	Counseling	Traci Allen	X	Music/Dance	James Song	X
Dean	Inajane Nicklas	X	English/ ESL	Ryan Kenedy	X	Physics/Astronomy/Engineering	Scarlet Relle / Erik Reese	
SLO Coordinator	Julie Campbell		Business Services	Darlene Melby		Social Sciences	Hugo Hernandez Lee Ballistero	LB
ACCESS	Sherry D'Attile		Facilities, M &O	John Sinutko		Student Health Center	Sharon Manakas	X
Athletics	Howard Davis	X	EATM	Cynthia Stringfield		Visual & Applied Arts/Media Arts	Lydia Etman	X
Behavioral Sciences	Dan Vieira	X	Health Education/Kinesiology	Remy McCarthy	X	World Languages	Raquel Olivera	
Business	Reet Sumal		Health Sciences	Carol Higashida	X	Curriculum Chair (non-voting)	Jerry Mansfield	X
Chemistry/Earth Sciences	Rob Keil	X	Library	Mary LaBarge		<i>Student Liaison</i>	Andrea McLaughlin/ Melvin Kin	
Child Development	Kristi Almeida		Life Sciences	Norm Martin	X			

Agenda Item	Discussion	Action
Approval of Minutes	Agendas/Minutes will be posted on the glass wall of the Academic Senate Office (along with the other Standing Committees) in the Campus Center.	Dan Vieira Motioned; Traci Allen Seconded. Unanimously approved.
Update on SLO Mapping Worksheets <ul style="list-style-type: none"> • Progress • Student & Business Services 	<p>All but 5 disciplines have been emailed. The rest should be emailed by the end of this week. Please return by April 21st.</p> <p>SLO vs. Course Objectives on Syllabus – what is the actual requirement. The language from ACCJC is confusing. Per Title V, we are required to have the objectives, but if you also include the SLOs that is great. The intent of ACCJC is that the college faculty are informing students of what they are expected to learn in our courses. Recommendation: Place the link to CurricUNET on your syllabus. Request: Can we also have the link listed in the Course Schedule.</p> <p>Student & Business Services Mapping Worksheet: Mary and Lisa went to Student Service Council to discuss the template. Great recommendations came out of that conversation. MyNav is seen as Objectives, not Outcomes. Mary will be meeting with Business Services to discuss how their template might look, incorporating their Balanced Scorecard items.</p>	<p>We will work out some language that could be placed in our specific course syllabus guiding the students to CurricUNET for more information on course outcomes.</p> <p>Consider having a Fall Fling activity reviewing our mapping work.</p>

<p>Update on General Education Outcomes & Assessments in TracDat</p>	<p>Have they been completed? Report to be generated in Fall. We placed the GEOs on a five-year cycle with the idea that we had at least assessed one GEO. We are assuming that we have been assessing these outcomes.</p>	
<p>Institutional Level Outcomes</p>	<p>Review proposed modifications (see handout) Revised ILOs draft, to better include Student Services, were brought to Student Service Council for first look; they made one recommendation for change (change “degree” to “educational goals”. SLO Committee is now asked to review these with faculty in their areas.</p> <p>Question on language, do these need to be quantifiable? Yes. We must be able to link our program/course outcomes to the institution level outcomes. Some of the new language is not clear. (“attend to” vs. “address”) Remove “attend to” completely, as it is already clear within the context of the statement.)</p>	<p>Remove the “will be able to” and just state “will”.</p> <p>Please bring to the faculty and staff and then bring back suggestions for improvements.</p> <p>We will take a final draft to Fall Fling.</p>
<p>Program Assessment pages on web- status</p>	<p>This project is underway, but stalled with staffing shortage.</p>	
<p>Introduction of SLO Coordinator</p>	<p>Introductions took place so that Robert Wosner could meet the SLO representatives.</p>	<p>Please send ideas for a college-wide SLO activity that we could offer between now and the end of the year.</p> <p>Workshop to define the intent of SLOs, and how to use the SLOs in our planning.</p>
<p>Depts report on areas where students struggle to meet SLO/CLO</p>	<p>Too hard, too soft, just right? What can we do to help students? Changes to curriculum, pedagogy????</p> <p>Are most of the SLOs, course-level at the “easy” level for your students? Sociology discovered that they were asking the wrong question – quantitative tool. They now use an assignment that is already given on race, class or gender and where they intersect (a qualitative writing assignment). Students are now performing better.</p> <p>Being able to look at SLO results for students that pass the class vs. those that get Ds and Fs, it was really interesting information (Biology).</p> <p>The question sets have been moved into D2L (into one shell). If the students do not pass with their first attempt, then they are asked to go through a tutorial and then take the test again (but expected to reach a higher target). This is working really well. The program now</p>	

	<p>uses a common textbook and they made some pedagogical changes. The exams are taking on-site during lab sites.</p> <p>English experienced a high success rate; they discussed changing the SLO to a more difficult SLO (grammar).</p> <p>Chemistry: SLO assessed earlier in the semester vs. the end of the semester. Students drop out of classes and therefore the SLO success can be artificially inflated. Also, Chemistry is now working together to “word” and format the exam.</p> <p>Criminal Justice does the pre-test/post-test as their SLO. Services (that offer orientations) also give a pre-test/post-test to assess orientation.</p> <p>Program outcome regarding retention in Nursing (80% retention is their benchmark set by the State). Nursing “bootcamp” is now institutionalized, helping students connect with other students.</p> <p>Library used to only hold one-hour orientations and discovered that this was not enough time for students to digest the information. They worked with instructional faculty to connect a learning assignment to reinforce the material.</p> <p>Art History developed an SLO test that assesses students’ global understanding of the material.</p> <p>Chemistry has a capstone exam (a national test) that allows for a specific PLO, as opposed to just “rolling up” course-level data.</p>	
Adjournment: 2:15 pm		

Future Meetings	Agenda Items	
March 17, 2015	Campus discussion on trends or areas where students struggle to meet SLO	
April 21, 2015	Campus discussion on the use of SLO data in planning	