

# Moorpark SLO Committee Agenda

Tuesday, March 15, 2016, 1:00-2:30pm in Admin 138

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	X	Counseling	Traci Allen		Physics/Astronomy/Engineering	Scarlet Relle / Erik Reese	X
Dean	VACANT		English/ ESL	Ryan Kenedy	X	Social Sciences	Lee Ballestero / Hugo Hernandez	X
SLO Coordinator	Robert Wonser	X	Business Services	Darlene Melby		Student Health Center	Sharon Manakas	
ACCESS	Sherry D'Attile		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	X	Health Sciences	Carol Higashida	X	Curriculum Chair (non-voting)	Jerry Mansfield	
Business	Gary Quire	X	Library	Danielle Kaprelian/Mary LaBarge	X	Student Liaison		
Chemistry/Earth Sciences	Rob Keil	X	Life Sciences	Andrew Kinkella/Jazmir Hernandez	X			

Agenda Item	Notes
Call to Order, Public Comments	Mary Rees thanked the committee for the work on the Self-Evaluation. This group has done a lot of work and it shows. There is a plan and vision for what we are doing, GLO, SLOs. Committee thanked Lee Ballestero for her work.
Consistency in reporting SLO results and documentation	<ul style="list-style-type: none"> <li>• Sociology uses little cards that indicate how many people were assessed, and the tally of the work. Do we need to show the exam? If it is scantron related, a tally is ok. If it is a rubric, show demonstration of what is "quality" or what would drive the grade.</li> <li>• Can we get copies of rubrics from different programs that use them. It could help other programs develop theirs. Collect a pool of rubrics Create a folder to store them people to look at – create a repository in SharePoint and add a link on the SLO Web site that links directly to the SharePoint site.</li> <li>• Keep minutes of department conversations. (Keep those in TracDat?) What is important to the program?</li> <li>• Psychology, at the Equity Workshop on March 1<sup>st</sup>, decided to measure equity. Come up with three examples of videos from underrepresented groups. Ask students at the end of the semester if they identified with one of the groups in the videos. List it as a PLO in TracDat.</li> </ul>

<p><b>General Education Outcomes</b> Discussion of groups meeting with Robert Wonsler.</p>	<ul style="list-style-type: none"> <li>• March 29<sup>th</sup> will be Area E Meeting (Kinesiology, CJ and Dance) at 4pm</li> <li>• Next group: Natural Sciences will meet in Fall 2016</li> </ul>
<p>TracDat and CurricUNET Update Information</p>	<p>Outcome Mapping Sheets Update</p>
<p><b>Best Practices for Program Level Outcomes – Discussion</b></p> <ul style="list-style-type: none"> <li>• PLOs that are assessed outside of a classroom – for example, is it a good idea to survey alum?</li> <li>•Service areas and conducting satisfaction surveys. Do such surveys get honest feedback from students?</li> <li>•Surveys of advisory committees or industries in which students are hoping to find employment – good or bad idea?</li> <li>•PLO assessments that are collected as part of course assignments: how to get best interpretations of those results.</li> <li>•Further questions and discussion.</li> </ul>	<p>PLOs that assess outside of the classroom.</p> <ul style="list-style-type: none"> <li>• Chemistry completes a questionnaire that had been sent to a national organization. More of an administrative outcome. How well does our program measure up to national standards?</li> <li>• Use Student Organizations and the different events to measure outcomes. Keep Student Activities as part of the conversation – work together to assess all of activities and how they connect students in individual programs.</li> <li>• Alumni Surveys – Nursing surveys their alumni: employment status, and reasons behind it. Did they feel like they were prepared for their future employment and education? All CTEs might consider similar PLOs. Response rates are difficult though --</li> <li>• The number of students that transferred. Engineering programs are based on transfer data rather than graduation data. The State hasn't been looking at transfer rates. Look at the quality of the institution in which they transfer – this says a lot about the quality of our programs. Engineering was just told about 5 students who have been accepted into SLO, a very prestigious engineering program. How can we capture these kinds of successes? (On our Program Web pages.)</li> </ul> <p>Surveys of advisory committees or industries in which students are hoping to find employment – how to tie to outcomes?</p> <ul style="list-style-type: none"> <li>• It is worthwhile to connect a PLO; it is required to report on this input on program plan.</li> <li>• Take their input and create measurement tools to assess the things that the outside people tell us our students should know. Use the input to figure out how to improve the programs (CJ has done this to create an employment opportunity class). Are there standardized exams etc.</li> </ul> <p>Other Ideas:</p> <ul style="list-style-type: none"> <li>• Internships – how programs help students. Connect to Career Center PLO? Gates Foundation is offering grant money for CTE training; more info to come in Fall. Once we know more, our CTE programs should meet with Career Center to discuss setting up shared PLOs. (Include SLO Coordinator.)</li> <li>• Dual Enrollment: CJ is offering 4 core courses at WHS in the hopes that the students would then complete the hiring level courses at MC after graduation. Preparing students to be able to do something, does starting at the HS increase their chance of completing the program? Again, develop a shared PLO with the Dual Enrollment program.</li> <li>• Business and Theatre Arts collaboration; develop a PLO and document the experience in the program plans (how the programs help outside programs).</li> </ul> <p>PLO assessments that are collected as part of course assignments: How to get best</p>

	<p>interpretations of those results.</p> <ul style="list-style-type: none"> <li>• Sociology has a CLO that is measured in each course, and then aggregating the results for their PLO (and GLO probably). Level of abstraction....</li> <li>• Engineering does something similar – students will know how to communicate effectively in technical writing.</li> <li>• World Languages does something similar, but inversely: Look at the PLO and determine which aspect is covered in each course.</li> <li>• Psychology PLOs based on GLOs; what applied to Psych and how. Then looked at the courses.</li> </ul> <p>Start at the top and then map courses to it, helps make the CLO more relevant.</p>	
Other items of interest and concern	None	
Suggestions for future agenda items.	Look at goals and see how we have met our goals. Discuss ideas for new goals.	
Adjournment – 2:15 PM		
<b>Future Meetings</b>		
Spring 2016: 4/19		

## Proposed Committee Goals 2015-16

Goal	Details / Questions to Answer	Projected Mtg
Standardize Acronyms used for each level of outcome assessment processes.	<ul style="list-style-type: none"> <li>• How accreditation uses the language vs. how we use the language.</li> </ul>	September
Develop Clear Workflow for updating SLO (CurricUNET vs. TracDat vs. Mapping Sheets vs. Catalog)	<ul style="list-style-type: none"> <li>• Where will faculty go to create/update SLOs for courses?</li> <li>• Where will faculty and staff go to create/update SLOs for programs?</li> <li>• How will TracDat be kept current for SLOs and Assessment Methods?               <ul style="list-style-type: none"> <li>○ Will IR be asked to maintain SLOs in TracDat?</li> <li>○ How quickly will it be updated when a change goes through CurricUNET?</li> </ul> </li> <li>• How will mapping sheets be kept current?</li> <li>• How and where will mapping sheets be made accessible to faculty and staff?</li> </ul>	September
Define WHY we assess SLOs	<ul style="list-style-type: none"> <li>• Identify accreditation requirements.</li> <li>• What does ACCJC specifically ask for?</li> </ul>	September
Consistency in Reporting Results and Documentation	<ul style="list-style-type: none"> <li>• In what form do we want the results delivered?</li> <li>• What would help for reporting purposes?</li> <li>• What are the ACCJC requirements?</li> <li>• How do we “package” results for ACCJC visiting team?</li> <li>• How will we report PLO results online for the public?</li> <li>• How to enter results for course outcomes that are the exact same outcome for program outcomes?</li> <li>• How much evidence should be collected and posted in TracDat?</li> </ul>	
Program Level Outcomes (PLOs)	<ul style="list-style-type: none"> <li>• Discuss Best Practices</li> <li>• Discuss the differences and similarities between PLOs and GLOs</li> <li>• Discuss if (and how) we should assess “majors” vs. all students when the program does not have a capstone course.</li> </ul>	
General Education Learning Outcomes (GLOs) Assessment Processes	<ul style="list-style-type: none"> <li>• Recommend a process to keep our GLO Assessment Calendar on track</li> <li>• Create form (or find draft) for programs to use to report their assessment activity to the General Education Subcommittee of Curriculum for documentation of completion.</li> </ul>	October
Course Level Outcomes (CLOs)	<ul style="list-style-type: none"> <li>• Continue Best Practices conversations</li> </ul>	