

Moorpark SLO Committee Minutes

Tuesday, February 16, 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		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		<i>Student Liaison</i>		
Chemistry/Earth Sciences	Rob Keil	X	Life Sciences	Beth Miller	X			

Agenda Item	Notes
Call to Order, Public Comments	No Public Comments
Consistency in reporting SLO results and documentation	<p>Current practices:</p> <ul style="list-style-type: none"> 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. <p>A question was raised on how to encourage faculty to participate. Suggestions given:</p> <ul style="list-style-type: none"> 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.

	<p>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.</p>
<p>General Education Outcomes</p> <ul style="list-style-type: none"> ▪ 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 	<p>Natural Sciences need to come together to start discussing GLOs. They will be asked to review their data in Fall 2016.</p> <p>As the SLO Committee, we need to:</p> <ul style="list-style-type: none"> • 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. <p>Tools that will help this process:</p> <ul style="list-style-type: none"> • 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)
Tracdat and Curricunet Update Information	No updates
Handout on Course Objectives and SLOs (CLO, PLO, GLO, ILO)	<p>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.</p> <p>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.</p>
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

Goal	Details / Questions to Answer	Projected Mtg
Consistency in Reporting Results and Documentation	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Continue Best Practices conversations 	March 2016
Review Goals from 2015-16 and set New Goals for 2016-17	<ul style="list-style-type: none"> • Are there any professional development topics that we should offer during August Professional Development Week? 	April 2016