

Moorpark SLO Committee Agenda

Tuesday, November 17, 2015, 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	
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	X	Physics/Astronomy/Engineering	Scarlet Relle / Erik Reese	SR
Dean	Inajane Nicklas	X	English/ ESL	Ryan Kenedy	X	Social Sciences	Lee Ballestero / Hugo Hernandez	LB
SLO Coordinator	Robert Wonser		Business Services	Darlene Melby	X	Student Health Center	Sharon Manakas	
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	X	Health Sciences	Carol Higashida	X	Curriculum Chair (non-voting)	Jerry Mansfield	
Business	Gary Quire	X	Library	Danielle Kaprelian/Mary LaBarge	ML	<i>Student Liaison</i>		
Chemistry/Earth Sciences	Rob Keil	X	Life Sciences	Andrew Kinkella/Jazmir Hernandez	JH	Guests	Sydney Sims	

Agenda Item	Notes
Call to Order, Public Comments	
<p>Discuss Suggestions for Assessment Expectations and Timelines (Our suggestions will need to move forward to Senate when we are done)</p> <ul style="list-style-type: none"> ▪ Identify Assessment Methods that are already in play. ▪ How to define assessment schedules? ▪ Where to document assessment schedules? ▪ How to monitor assessment completions? Who is responsible for this? 	<p>Trying to assess SLOs without a research background can be frustrating. This was raised in our previous SLO Meeting. In response, Dan Vieira brought in a handout that he shares with his Sociology students. The handout is a quick overview of research terminology and then has questions added to the document regarding the assessment of SLOs.</p> <p>Dr. Russ Long's Web site (handout)</p> <p>** What are we studying? COR = nuts and bolts; things we are going to test our students. SLO are more abstract = if students take this class, what are the essential elements that students should take away with them (level of abstraction). What they should know and what should they be able to do.</p>
<p>General Education Outcomes</p> <ul style="list-style-type: none"> ▪ Discuss questions to be asked and create a final form to be moved along. 	<p>Questions were raised on Data Collection – Samples of student work -- Who keeps the student samples? How much should be collected? And how far back do we need to collect? How much is adequate?</p> <p>This question needs to be addressed as part of our discussion on Standards of Practice that we would like to propose for our campus SLO assessment processes. We need to</p>

	<p>begin working on our proposed Standards of Practice in the early part of spring semester. These Standards of Practice should also address consistency in reporting results and collecting documentation. Bring ideas with you to our January meeting.</p> <p>Additional discussion will take place in January. Please collect feedback on the General Education Outcomes Discussion Questions so that we can pilot this process with Area E GEO conversations in Spring.</p>
<p>Finalize Process for Updating SLOs in CurricUNET and TracDat</p> <ul style="list-style-type: none"> ▪ How do we keep things current in both databases? ▪ What goes where? Who does what? ▪ Do we need to create a form? 	Tabled
<p>Creation and interpretation of CLO and PLO instruments</p> <ul style="list-style-type: none"> • Using CLOs to map to PLOs – how to “double dip” and what more might be needed • Best practices for PLO assessment. 	Tabled
Other issues and concerns for next meeting	
Adjournment – 2:15 PM	
Future Meetings	Future Agenda Items
Spring 2016: 1/19, 2/16, 3/15, 4/19	Consistency in Reporting Results and Documentation Program Level Outcomes/Best Practices

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"> How accreditation uses the language vs. how we use the language. 	September
Develop Clear Workflow for updating SLO (CurricUNET vs. TracDat vs. Mapping Sheets vs. Catalog)	<ul style="list-style-type: none"> Where will faculty go to create/update SLOs for courses? Where will faculty and staff go to create/update SLOs for programs? How will TracDat be kept current for SLOs and Assessment Methods? <ul style="list-style-type: none"> Will IR be asked to maintain SLOs in TracDat? How quickly will it be updated when a change goes through CurricUNET? How will mapping sheets be kept current? How and where will mapping sheets be made accessible to faculty and staff? 	September
Define WHY we assess SLOs	<ul style="list-style-type: none"> Identify accreditation requirements. What does ACCJC specifically ask for? 	September
General Education Learning Outcomes (GLOs) Assessment Processes	<ul style="list-style-type: none"> Recommend a process to keep our GLO Assessment Calendar on track 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. 	October
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? 	January 2016
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. 	
Course Level Outcomes (CLOs)	<ul style="list-style-type: none"> Continue Best Practices conversations 	