

# Moorpark SLO Committee Minutes

Tuesday, October 18, 2016, 1:00-2:30pm in Admin 138

POSITION	NAME	PRESENT	POSITION	NAME	PRESENT	POSITION	NAME	PRESENT
Co-chair	Danielle Vieira	X	Child Development/Education	Cynthia Sheaks-McGowen	X	Life Sciences	Andrew Kinkella/Jazmir Hernandez/Beth Miller	AK/BM
Co-chair	Lisa Putnam		Comm Studies/Theater Arts/FTVM	John Loprieno	X	Mathematics	Phil Abramoff	X
Academic Senate President	Nenagh Brown	X	Counseling	Traci Allen	x	Music/Dance	James Song	
Dean	Jennifer Goetz	X	Digital, Visual & Media Arts	Erika Lizee	X	Physics/Astronomy/Engineering	Scarlet Relle / Erik Reese	SR
SLO Coordinator	Katie Booth	X	English/ ESL	Ryan Kenedy	X	Social Sciences	Lee Ballestero / Hugo Hernandez	LB
ACCESS	Silva Arzunyan	X	Business Services	Darlene Melby		Student Health Center	Sharon Manakas	
Athletics	Remy McCarthy	X	EATM	Brenda Woodhouse	X	World Languages	Helga Winkler	
Behavioral Sciences	Julie Campbell	X	Health Education/Kinesiology	Sherry Ruter		Curriculum Chair (non-voting)	Jerry Mansfield	
Business	Gary Quire		Health Sciences	Carol Higashida	X	<i>Student Liaison</i>	Joe Rizzi	X
Chemistry/Earth Sciences	Rob Keil	X	Library	Danielle Kaprelian/Mary LaBarge				

Agenda Item	Notes
Call to Order, Public Comments Meeting Minutes: September 20, 2016	<p><b>Minutes Approved:</b></p> <ul style="list-style-type: none"> <li>• Motion to Approve: Phil Abramhoff;</li> <li>• Seconded: Lee Ballestero</li> <li>• Abstentions: Traci Allen</li> </ul>
Discussion with SLO Coordinator Katie Booth	<p>Ryan thanked Katie for sending out the SLO Handout.</p> <p>Beth said that she was asked in an accreditation meeting “Why has biology not disaggregated SLO data?”</p> <p>Katie said that she has learned a lot via research on how to do SLOs of all types, and how to get people “less than enthused” about them to get involved. Passed out the handout and asked about what is unclear. Erika asked where the CLO, PLO and ILO hierarchy came from – Lee said it is from accreditation.</p> <p>Katie further reported on how she cleaned up data bases, clarified that internships and independent studies do NOT need CLOs. Courses that were never taught were also “cleaned up.”</p>

	<p>Katie has met with several disciplines in SLO meetings, more coming up. Some disciplines feel this is evaluative and punitive. It was pointed out that the meetings should be seen as student centered. Jennifer Goetz said the accreditors asked about if people were active in the SLO process.</p>
<p>Whys and Hows of Assessment</p>	<p>A discussion point was what to tell faculty when they say “why are we doing this?” The answer went back to doing assessment to increase our student learning.</p> <p>The discussion went on to how to get faculty involved in this and address fears that the data is not going to be used against them. It should be clear why we are doing SLOs so they don’t get afraid they are going to be penalized for this. Carol pointed out that it should be clear that faculty resources are allocated via these outcomes and so this is why they should do it.</p> <p>Chemistry has created new tests based on their SLOs. Theater meets with all faculty and discuss with each instructor and discuss forms from classes. All faculty discuss the pluses and minuses and what needs to be updated or changed. Also faculty discuss categorization of resources via the forms and the part timers are well engaged in the process.</p> <p>We will ask Lisa to send out SLO form from Cuesta college. It was noted that Graphic Design, Poli-Sci and Biology creates a D2L shell for SLOs.</p> <p>Julie reported that Psychology did a major SLO assessment – eight classes. She said that the Psychology SLOs go from a more theoretical level to specific areas for each class.</p>
<p>Discussion of Assessment Value</p>	<p>Discussion of value of assessment. How do we get the information, what are the best ways to do this, how do we streamline the process of SLO assessment? We should do assessment as part of what we are doing already rather than creating a whole new process. How do we make this less time intensive?</p> <p>Get into contact with Professional Development on SLO assessment and how to make it easier to get data in. Also we will send out Erika’s Tracdat videos.</p> <p>Portfolium - new software to create a student portfolio over their 2+ years or program to show the context of the body of their work. Creating a digital portfolio,</p> <p>Phil asked how is the best way to do assessment – where and at what point in a class do you give the SLO assessment? Jennifer pointed out that pre-posttest is a good way to do this in math and other departments.</p> <p>Scarlet had the class read a peer reviewed journal article and underline technical words – she then gives them the same article 3 weeks later. This method of pre/posttest allows her to find a baseline and then to see where they went over time.</p> <p>Collaborative aspects of SLO creation and assessment was then discussed.</p>

GLO Assessment Form	Passed out the GLO group assessment form and the committee will suggest changes in wording or format next session.
SLO Disaggregation	Short discussion on disaggregating SLO data as required by the State and questioned during our accreditation visit. We will re-open this in November.

<p>SLO Updates in TracDat – please assist in putting SLO data in TracDat</p> <p>Discussion: Online form for SLO Changes</p>	<p>Committee representatives were reminded to update their SLO assessment results in TracDat now that Program Plans have been submitted. K. Booth is continuing her review of missing information and will continue to reach out to programs when she has questions or concerns.</p> <p>Update on process for changing SLOs in TracDat and CurricUNET: Michael Trainor, Curriculum Specialist, is now in the loop and working with Katie Booth. He is currently learning how to update SLOs in TracDat and has access to update SLOs in CurricUNET. Committee representatives were reminded to be very specific in their requests for modifications, as M. Trainor is still learning acronyms and processes associated with student learning outcomes. The Office of Institutional Research is also drafting an online submission process that will help in this process. Forms and/or websites will be drafted and brought to this committee for input.</p>	
<p>Discussion: Issues facing the committee this academic year. What do we need to look at?</p>	<p>See notes on Committee Goals attached.</p> <p>First topics to discuss in October:</p> <ul style="list-style-type: none"> <li>• Reviewing ILOs to determine if they still reflect the direction of the College’s Mission and if they fully address the work that the College has begun in meeting the state-level initiatives such as Student Equity and Student Success &amp; Support (3SP.)</li> <li>• Promoting Culture of Outcomes Assessment. How do we engage faculty who refuse to participate? How do we engage part time faculty who are new to the MC processes.</li> </ul>	
<p>Other items of interest</p>		
<p>Adjournment – 2:15 PM</p>		
<p><b>Future Meetings</b></p>		
<p>Fall 2016: 9/20; 10/18; 11/15 -- Spring 2017: 1/17; 2/21; 3/21; 4/18</p>		

## Proposed Committee Goals 2016-2017

Goal	Details / Questions to Answer	Projected Mtg
Continue to disseminate standardize acronyms used for each level of outcome assessment processes.	<ul style="list-style-type: none"> <li>• Update CurricUNET to reflect appropriate titles and acronyms (CurricUNET still shows “Program Outcome” on the Course Outcome print-out.</li> <li>• Create handout and/or video to help disseminate information across campus (defining each level outcome; define outcomes vs. objectives. Provide examples of well written, effective outcomes. Define Direct and Indirect measures)</li> <li>• Communicate these acronyms to our constituents</li> </ul>	
Develop Clear Workflow for updating SLO (CurricUNET vs. TracDat vs. Mapping Sheets vs. Catalog)	<ul style="list-style-type: none"> <li>• Continue to simplify and communicate process</li> <li>• Best practices on storing evidence; what to keep, how long to keep, where to keep</li> </ul>	
Promote the culture of outcomes assessment	<ul style="list-style-type: none"> <li>• Professional development activities               <ul style="list-style-type: none"> <li>-- Direct and Indirect measurements professional development activity</li> <li>-- How to best tabulate results; best practices on making process easy for those who don’t really want to participate</li> <li>-- Explore other ScanTron options that allow for ease of dumping information into Excel (Anthropology and Biology have ideas)</li> </ul> </li> <li>• SLO Coordinator to meet with programs – meet them at the level they are</li> <li>• Discuss Best Practices on how to address specific hurdles (such as instructors refusing to participate)</li> <li>• Connect with NFO</li> <li>• Explore ways to bring in new adjunct faculty so they understand our processes and expectations. (SLO Coordinator)</li> </ul>	October: Bring ideas on how to encourage everyone to participate.
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>	
Course Level Outcomes (CLOs)	<ul style="list-style-type: none"> <li>• Continue Best Practices conversations</li> </ul>	
Re-evaluate the Institutional Learning Outcomes and discuss how to assess these outcomes. Discuss our expectations, processes, necessary adjustments	<ul style="list-style-type: none"> <li>• Do we need to adjust our ILOs in response to the various State initiatives and do we still match our College Mission Statement (which was just approved Dec 2015)?</li> </ul>	October Mtg