I. Call to Order

Promptly at 2:30 p.m.

II. Roll Call


Members Absent: E. Bagg, P. Creason (excused), S. Gulati, B. Harrell, J. Rodden (excused), M. Singhal and K. Tsuji.

Guests: Cathy Crane, Kevin Ryan, Sabrina Bow, and Dave Costa.

III. Agenda and Minutes

Agenda (4/27/10) approved by Subcommittee. Minutes (4/13/10) approved by Subcommittee, with one minor adjustment: (Replacing Getting Results)

IV. New Business

A. Teaching & Learning Center – Emily

The Teaching & Learning Center is located on the first floor of the library building in L-156. An Institute is currently in the works with Cerritos College. Mt. Sac has been using these modules for the last 10 years. Emily spoke about Module 1 and 2 and hopes of it being tied to the salary scale allowing advancement to Module 3. There is also work in progress for securing a grant to help CTE instructors with pedagogical strategies.

V. Public/Faculty Comments (must pertain to item[s] on the agenda)

VI. Old Business

A. Outreach Update

1. Newsletter – Karen

   A subcommittee member suggested a reordering of articles in the newsletter.

   The subcommittee agreed that positive pressure should be used in the May newsletter. This will be in the form of graphics that demonstrate the faculty’s progress.

2. Faculty Handbook – Emily & Robert

   a. Proposed Modifications for Faculty Handbook (inclusion)

      We have suggested updating ‘course objectives’ to the student learning outcomes and course objectives.

      A link to our outcomes website for more information was requested by the members.

      A small explanation was suggested to be added after the ‘course outline review process and procedures’. Subcommittee members took a moment to look over the inclusion and advised of grammatical/spelling errors for the proposed modifications for Faculty Handbook.

B. Course Assessment Plan Update – Kim

   It is important to have all of the course assessment plans in by the end of this semester and program assessment plans in early in the fall term to allow the clerk to complete the data entry. The SLO Officers can then pick up where she left off.

   Remember to keep the budget on your radar. Although the courses may be directly affected by the budget cuts, the outcomes will still be required to be completed and turned in. For these courses, in the results and action columns (columns 4 and 5 on the paper plan template), a standard statement should be developed.

   Joanne will work on a generic entry that can be used for TracDat.

   It is expected that we assess our courses using direct assessment measures. We have experienced some resistance to using the direct assessment.

C. Program SLOs Update – Craig (handout #1)

   Craig passed out a handout showing draft outcomes used at CSULB for undergraduates. General discussion ensued about the language choices, levels of learning, and possible assessment tasks. CSU and UC tend to work at program and institutional level and see a much broader picture.

   The consensus was that we are setting a structure that will be very helpful to our colleagues.
D. GEO Initiative Update
The GEO workgroup has been meeting regularly. They are mapping all courses in Plan A to those course outlines. What is reflected in the course outline is the basis for alignment decisions. There are three levels of engagement in the mapping process: Introduced, Developed or Mastered. We must see the rigor in the course outline in order to map them correctly and appropriately for outside readers and for the full intent of the courses. Once the curriculum map is complete, an analysis will commence culminating in a report in the fall semester to appropriate groups. This is the institutional level. Course – Program – and Institutional levels.

The GEO Work Group has invited some Department Heads to attend the next meeting to clarify outlines of concern.

E. Curriculum Guides & SLOs Update – Patricia (handout #2) – photography
Patricia presented a sample of the new curriculum guide template developed by AD/GE Subcommittee. Refinements suggested were to include the program mission statement and only program outcomes, not objectives (there are none at the program level). They are aware of this and plan on readdressing it in the near future. Each instructional program should have only 2 or 3 sentences, short and to the point for the mission statement.

F. SLOs & Syllabi Update – Meena
Meena had a sample syllabi format that she was going to talk to Kevin Ryan about. They spoke about it, and Kevin said that the language is definitely a starting point. Kevin advised that it is okay to put this information up on the website, as a sample only.

G. Instructional Program List Anomalies Update
1. Liberal Studies
The Liberal Studies Degree Assessment Initiative that was approved at the last meeting was forwarded to the AD/GE Subcommittee for endorsement before moving to the Curriculum Committee. Our intent was to move this forward with expediency so that we would be ready to hit the ground running in fall. The AD/GE subcommittee addressed this in length, and is not endorsing it for several reasons. Kim consulted with the Curriculum Chair and the AD/GE Subcommittee Chair on how to make this work because we need to get this done. AD/GE is meeting tomorrow and they are looking at possibly inactivating this degree program. This subcommittee understands that a decision be made sooner rather than later about this. If AD/GE does not approve this, we need to move forward to the Curriculum Committee. Edith knows someone personally who is unable to graduate due to problems with this degree.

2. Work Experience & Learning Communities Update – Eva & Emily
No report

H. E-portfolio Update – Kim, Amit & Dena
This work group is investigating e-portfolio products currently from Desire2Learn and Nuventive (TracDat). It is anticipated that further investigation will continue in the summer with a report to ASLO and the Technology Committee in early fall.

I. SLO Officers Update (handout #3)
This new position was approved by the Academic Council and presented to the Department Heads last week. This is a 2-year pilot program. It is important that the officers chosen by the departments move forward and support faculty colleagues with the assessment work and reporting. The work required is going to be above and beyond the service hours given by the college, thus the compensation component. The information that goes into TracDat must be accurate, and done in a timely manner; thus the need for the SLO Officer. The entering of information into TracDat can be done from your home computer.

Kim spoke about the TracDat training that will be happening this summer, and about the binders that will be provided and all the helpful information that will be given.

J. TracDat Help Button Check Update – report April 27th – Dave
No report given.

VI. New Business
A. Outcomes Assessment Inducements
Cathy Crane, Curriculum Committee Chair, &
Kevin Ryan, Academic Senate President, will be our guests. (3:00 p.m.)

The ASLO have talked about how we can help focus the faculty on this task of outcomes assessment.

Cathy and Kevin participated in a discussion with the subcommittee about the concern of faculty participation. Many ideas were discussed, both “carrots and sticks”. Many perspectives were presented to the scope of faculty understanding and fear of this process. Follow up will happen on these ideas: scheduled small group discussions hosted by ASLO members in the Teaching & Learning Center (Emily), budget and planning based on
submitted outcomes evidence (Cathy and Eva), mandatory Flex Day/College Day trainings if delinquent
(through Faculty Professional Development), Flex credit for new learnings of outcomes process (Patricia),
public acknowledgement of department participating (newsletter), and peer assistance (SLO Officers).
Discussion will continue as members report back.

B. SLO Research Project

Visitors: Sabrina Bow & Dave Costa, Research Specialists
UCLA Educational Leadership Program (4:00 p.m.)

Part of UCLA’s action research project involves creating survey instruments for Community College leadership
to use in assessing the perceptions and attitudes of the faculty and administration with regard to Student
Learning Outcomes (SLOs).

After their review of LBCC’s SLO web page (http://outcomes.lbcc.edu/GeneralInfo.cfm), it is believed that LBCC
administrators and faculty can provide valuable insight into student learning outcomes best practices. We
request your help in assembling a member focus group of administrators and faculty with which the survey
instrument can be piloted.

In order to meet their project deadline, this focus group will be held at 4:15 p.m. on Tuesday, May 4th, during
our next ASLO meeting. It is expected to last 15 - 30 minutes.

C. From Evidence to Action Excerpt (Inclusion)

Column 4 is a results column and Column 5 is an action column and this article speaks to the import of evidence
analysis and taking concerted action to improve student learning. Relevant topics are: Bloom’s Taxonomy,
Learning Progressions rubrics (there are at least 20 rubric samples on the website), and the need of the
Teaching and Learning Center.

VII. Training and Review

A. Bring your binders

VIII. Informational Items

A. Strengthening Student Success Conference
   Wednesday, October 6th through Friday, October 8th, 2010
   5 people will be representing ASLO next fall: Kim, Karen, Jan, Joanne, and Jennifer.

IX. Next Meeting

   Tuesday, May 4th, 2010, 2:30-4:30 p.m., L-255

X. Adjournment

   Meeting adjourned promptly at 4:30 p.m.