I. Call to Order

II. Attendance recorded

III. Agenda and Minutes

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

V. New Business

Membership of ASLO – Currently approved adjustment to membership, sent to Academic Senate, which was returned to Curriculum Committee. There will be an emergency meeting tomorrow 9/9/09 of the Curriculum Committee.

Senate wants added P/T faculty appointed by CHI.

ASLO approved addition of P/T faculty.

ASLO prefers learning “instructional” schools identifier be kept in regulations for membership.

This subcommittee will be composed of the established membership plus ad-hoc task force – who can’t vote until registration officially revised.

Communication out – We are using In the Loop to enhance communication from this subcommittee. (Dave volunteers to work as liaison to Community Marketing, Camille Bolton).

Communication with part-timers – Global address book contains about ½ of email addresses of part-timers.

Added to P/T contract that they must use and check LBCC email address.

Linkage from lbcc.edu account to personal account must be initiated by P/T faculty.

Meena says School Dean Administrative Assistants are supposed to be collecting P/T faculty email addresses.

Kim suggests emailing to P/T faculty currently on list.

Meena volunteers to have A.S. develop list of email addresses through work with DHS.

Website – Outcomes Assessment – Request was made to add student success plan. ASLO agrees to add plan based on criteria that the plan has direct relevance.

SLOs on syllabi – Motion

SLOs that are on the course outline need to be placed on all faculty syllabi.

Brenda – format – format different on syllabi than from COR (that’s OK as long as all of the information is there)

Natalia – MOU with Union discussed last spring at Senate. Asks status, Kim says it has not occurred at this time. Natalia says she would like such an MOU, but there is worry of opening “can of worms”.

Rationale for putting SLOs on syllabi – to inform students of expected learning.

Amendment to motion suggested as follows:

“To inform students of that course expected learning.”
Chair says CCA President says there is nothing in the contract precluding faculty from placing SLOs on syllabi.
College Catalog and faculty handbook are documents where syllabi information already exist.(Cathy will work with Meena on revising catalog and handbook)
Suggestion to change title of motion: Spell out SLO

ACCJC News – Summer 2009 – Program reviews and instructional quality.
Analysis of SLOs part of review.
Good practice among faculty to improve processes, curriculum, etc.
Emphasis, because this is good practice for educators, not because we are told by ACCJC to do so.

Flowchart – We now need to institutionalize inclusion of outcomes, building on established routine course review. Will use 6-year course review cycle **One cycle of assessment minimally required within the cycle. More is the department’s decision.
Thursday is the deadline for department heads to submit to Academic Services a revised schedule for course review.

Outcomes Assessment Loop – This is a continuous process, to become part of culture of the college.

ACCJC Warning Letter –
General Education Outcomes and alignment with General Education philosophy – Standard A3 shared with ASLO subcommittee. AD/GE subcommittee remains responsible for appropriateness of each course for inclusion in General Education curriculum.

Instructional Area Flowchart - Kim walks subcommittee through the chart. Start at bottom right with course SLOs, these flow into General Education, Occupational and Development Outcomes
Class SLOs link to program SLOs, need to link to Instructional Programs, link to left: Plan A, or General Education Transfer (Plan B or C), or to a “major” – major core curriculum (required courses indicated on curriculum guides).
“Area of emphasis” – Is a special version of a major where requirements span multiple disciplines. (Majors have requirements within same discipline) ex. AS degree in Physical Science; Fine Arts (spans Creative Arts area); Social Science (i.e. Social Science and Political Science and History); Liberal Arts – not yet approved by State.

Certificates – 18 or more, below 18
Education Pathway – A collection of 2 or more courses that lead to another level of learning, to licensure.

General Education – We are particularly interested in Plan A – GE Outcomes must align with Plan A Outcomes and GE Philosophy.
ASLO needs to coordinate with AD/GE to coordinate GE outcomes recently developed and refined with outcomes for Plan A.
Brenda is AD/GE representative on ASLO. She will meet with AD/GE subcommittee to September 9 AD/GE meeting – to establish linkage.
Kim will coordinate with Sheng-Tai to discuss this as he teaches courses in General Education curriculum.

All are in agreement. Plan to meet weekly through month of September, hoping to ensure alignment by this time.

Definition of instructional programs - all curricular components.

College Mission Statement – has old core competencies as it appears on the college website.
A volunteer is needed to work with Meena to have ILOs align with Mission Statement. ILOs need to be relevant to experience of all students. We may need to tweak ILOs in this light. Volunteers – Eva [who also suggests Student Support Services], Meena and Natalia. **End of March 2010 is deadline**

College functions on website –
First four define functions of instructional outcomes [Transfers, GE, Occupational Education, and Developmental Education]
ASLO needs to discuss gap in attention – ASLO had focused on GE, other areas will need ASLO’s attention. Kim proposes expanding GE outcomes to encompass other areas of instruction.


LBCC Instructional Program Learning Outcomes Concise Version
This is a draft. Chart in narrative format (draft) was also provided.

ASLO developed GE – 5 areas – Civic Engagement, Wellness, Communication, Aesthetics and Creativity, Critical Thinking.
Alignment already exists, to a great respect, with SCANS Occupational and Developmental Outcomes. And the addition of “Professional Skills” would complete this alignment.
Developmental=100, 600 & 800 numbered courses.

Consideration of all of these would cover all of LBCC curriculum. There are over 1700 courses; only about 450 are GE courses, vast majority outside GE.

ASLO discussed the chart to best understand and express this information. Asks best way to address chart. Questions arose about wellness and creativity for occupational programs and specifics on developmental courses.

Occupational outcomes written to clarify GE outcomes that pertain to occupational courses.

Meena suggests that members take the information back to review chart against college curriculum.

Chart should ultimately provide all instructional areas of college plan to align curriculum outcomes. Clarify how to use the chart (Primary focus of course should be in boxes)
Clarify horizontal bands of chart was tasked to Joanne, Jennifer, Karen and to bring back a draft to the next meeting.

Kim asks Robert if he will show occupational faculty occupational outcomes for their input. He agrees. Brenda and Patty will talk to occupational faculty in their buildings. Craig volunteered to talk to Electricity. Sheng-Tai to talk about developmental outcomes with colleagues in Reading, Writing and Success Centers.

Kim wants to finish edits to chart by end of next meeting in order to provide support and direction for all instructional areas of college.

VI. Training and Review

VII. Informational Items

VIII. Next Meeting  

Tuesday, September 22nd, 2009 - 2:30-4:30 p.m., L-255

Flowchart, Chart of Student Outcomes and Narrative and “long” chart (which Kim will email) must be brought with you to the next meeting. This will include the adhoc taskforce members. If missing items that were identified, bring language on what needs to be added so that subcommittee can review and discuss at the next meeting.

The goal is to have a comprehensive instructional outcomes chart and narrative finalized.

IX. Adjournment