

Chaffey ^ College
Student Learning Outcomes Committee
Meeting Minutes
January 12, 2009
BEB-204

Present: Graciela C. Arriaga, Marie Boyd, Sid Burks, Beth Child, Bev Cox, Jim Fillpot, Monica Han, Sonia Juarez, Inge Pelzer, Laurie Pratt, Giovanni Sosa, Victoria Tirado, Tom Vitzelio, Lori Waite

Absent: Jo Alvarez, Joann Eisberg, Sherrie Guerrero, Terri Helfand, Linda Holdzkom, Laura Hope, Teresa Hull, Christine Lively, Cynthia Parker, Julie Song, Keith Wurtz

Call to Order: The meeting was called to order by Co-Chair Marie Boyd at 12:30p.m.

Review of last semester:

- **Core Competencies Approval**—the draft passed on institutionalized definitions and the committee will continue to work on how Chaffey begins to define critical thinking, communication, etc. Inge Pelzer added that we need to make sure that the definitions tie in and provide a campus wide model to promote consistency.
- **Snap shots of program SLOs**—roughly 70 academic programs have submitted core competency worksheets. Samples from Anthropology, Communication Studies, and History were distributed to members present. Jim Fillpot asked how expectant exit levels would be incorporated. Tom Vitzelio responded that the work was based on Bloom’s Taxonomy Wheel. The analysis addressed critical thinking, identifying program SLOs and then tying those into the core competencies. Marie added that in the future the Wurtz Wheel, (which can be accessed at <http://irsurvey.chaffey.edu/29233/29233.asp>), will be incorporated and that the process will continue to develop. Giovanni Sosa demonstrated how departments can use the Wurtz Wheel when submitting SLOs and that it illustrates how the SLO process is a continuous cycle. Departments can work with Institutional Research to modify tools in order to fit department needs. Jim added that the goal is to disseminate information about these tools so that the process does not seem so overwhelming. Marie then talked about her work with the coordinators from November 14 through the end of the semester adding assessments and tying outcomes to core competencies. The idea was well received.
- **First department specific training sessions**—the first training was with the School of Business and Applied Technology. Sid Burks reported that everyone who participated liked it and thought it went well. Tom added that the feedback he received was very positive and saved the participants days of work. The workshop promoted department consistency, more efficiency and fruitful group

discussion used to refine the course level SLO process. A separate workshop was also held for the VPs. These workshops worked much better than FLEX. Inge asked if we could get more participation. Marie and Tom will suggest department SLO workshops for the rest of the schools and will work with Faculty Senate addressing the issue of adjunct participation.

- **SLO Newsletter**—the next edition will be in February. *Debunking the Myths of SLOs* was so well received that it will become a regular feature in future installments. Inge stated that she would like to add an article about AUOs and how the process is similar to SLOs. The committee welcomed this idea.

Review of Spring Semester Focus:

- **Course Level SLOs**—if departments are assessing at program level, great, but it is time to start thinking at the course level; time is not on our side. Marie reminded all to be mindful of accreditation; we have to move along with the process.
- **Review format of course level SLOs**—again Marie stated that its time for people to start thinking about these levels and asked Sid to mention this at the next Dean’s meeting.
 - **Outcome Statements**—are the “what” in SLO statements.
 - **Assessment Statements**—are the “how” in SLO statements. Lori Waite commented that the assessments have set criteria. Inge responded that there will be outcome statements that have the criteria already stated with it. The committee discussed the importance of getting a representative sample to adequately assess outcomes. Jim stated 33%-50% of the student population is enough to produce real results.
 - **Focus on GE pattern courses**—page 37 in the college catalog. Vocational courses will be addressed afterwards.
 - **Assessment schedules**—the committee will focus on creating a calendar. Tom reiterated that there is no wrong or right way, but to provide framework. The benchmark is March 2010 and by 2012 we should be at the proficient level.
 - **Evidence collecting**—three ring binders will be distributed to each department. Lori shared an example used by Counseling that effectively organizes SLO documentation. The binders will be a consistent approach and resource and house success stories to address the resistance shared by some on campus.

- **PSR**—will be the main focus of our spring activity since we are on a tight timeframe. Hope Ell pointed out changes made in CurricUNET, mainly asking for shorter long term goals. Training sessions will be held and will highlight Ends Policies. The information being asked is the same as in previous years; it is just in a new format.

In lieu of our next meeting, the committee agreed to work on the first draft of rubrics. Inge directed the committee to reference tab 8 in the in-service manual for accreditation which has a rubric for learning outcomes and indicates where it occurs in the standards.

Adjournment: The meeting was adjourned at 1:48p.m.