

SLO Committee Meeting
Tuesday, September 8, 2015
3:00 – 4:30 PM
MCW 312

- A. Call to Order
- B. Public Comments
- C. Announcements/Information Items
 - 1. Introduction of members
 - 2. SLO division updates from/to committee members
 - 3. Update from Curriculum Institute
- D. Old Business
 - 1. Review of last year's goals and rubric
 - 1) Establish a plan and timeline for the development of an SLO manual for faculty/staff
 - 2) Facilitate, maintain, and evaluate an ongoing focus of quality control for the overall SLO process, including the "closing the loop" process.
 - 2. ISLO #5 Workgroup
 - 3. ISUO Forum – January flex day
 - 4. Newsletter workgroup
- E. New Business
 - 1. Election of committee chair
 - 2. Curriculum Committee request
 - 3. 2015/16 goals
 - 4. TracDat training for committee members
 - 5. Quality Assurance tasks
- F. Action Items
 - 1. Approval of Minutes (April 14, 2015)
- G. Adjournment

Charge: The Student Learning Outcome Committee will be responsible for monitoring the progress and evaluating the quality of Student Learning Outcomes on campus. The committee will create an annual report of the SLO progress.

VENTURA COLLEGE
Student Learning Outcome Committee
Tuesday, April 14th, 2015
3:00pm-4:30pm
MCW-312

Present: Debbie Newcomb, Andrea Horigan, Claudia Peter, P. Scott Corbett, Rachel Marchioni, Jack Bennett, Corey Wendt, Ryan Petitfils, Ayanna Gaines.
 Guest: Vandana Gavaskar

Recorder: Rachel Marchioni

Minutes:

Agenda Item	Summary of Discussion	Action (If Required)	Completion Timeline	Assigned to:
A. Called to Order				
B. Public Comments				
C. Announcements/Information Items				
1. SLO division updates from committee members	No division comments			
2. ISLO Forum (March 10 th , 2015) Evaluation*	There was positive feedback from those who attended the ISLO Forum, especially about our presenters. The attendance was poor and we need to work on recruitment strategies for next year.			
3. Report on TracDat training for Department Chairs	There were three different TracDat training days offered to faculty. Emails were sent and we used the word "required" to help increase attendance. Two trainings were originally planned to be offered and a third was added on to accommodate schedules. Most department chairs gave compliments about the training after they learned how to use the software correctly. Only three			

	<p>department chairs have not met with us. Service leads will be trained at a later time. Trying to get on the agenda of the deans meeting, to hand out the "naughty list" on departments, so they can take action within their own division. Naughty list has not been shared yet because department chairs are still working on their areas in TracDat. There is confusion with the rotational plan and what to do about courses that were cut.</p>			
4. Update on TracDat progress	Included above.			
5. Possible changes to committee	<p>From the Making Decisions document, we will recommend moving SLOC as a shared governance but not under Academic Senate. If it stays as is, students and services can't vote. Members next year must be sure that they understand SLOs, because it is more than likely they will be contacted by the accreditation team. Will provide training if needed. Horigan and Newcomb will be overseeing SLO accreditation standards.</p> <p>Membership at large needs to be discussed for next year, so Hart can be on the committee (go to Academic Senate). We need every area of the college represented. Ex-officio members are allowed for their expertise (non-voting).</p>	Send recommendations to Academic Senate	Next AS Meeting	Horigan
D. Old Business				
1. ISLO #5	<p>Gardner isn't here. Wendt suggests subcommittee needs to have regular meetings scheduled. We need to set a deadline for the next workgroup meeting.</p> <p>If we are no longer under Academic Senate, will not have to submit rubrics for approval.</p>	Set deadline for next workgroup meeting.	Fall 2015	Committee Chair for 2015-2016

2. Revision of Quality Assurance Work Plan for 2015	Newcomb- had to change the first four dates for the plan. It took a while to get buy-in for department chair training. Service units training can't take place until they decide how often they will assess services (up to Patrick).			
3. Plan for goals 1 & 2	Newcomb and Peters worked on SLO Committee Goals for FY 14/15. Will continue discussion with department chairs on closing the loop. Presenting at department chair meetings has prompted DC to take action on inputting their SLOs. Accreditation randomly picks what departments they look at. Need a plan for goal number one. Eight bullets- do one at each meeting (rotational plan). Quality Assurance – next year give each member some to follow up on. Want to get the committee involved. Speak with Patrick about FLEX week next Fall. Mapping assignments to SLOs so people stop thinking they have to do something new. Trying to get on the agenda (Mandatory Flex Day).			
E. New Business				
1. SUO Forum	Need to do an ISUO forum in the Fall semester. We do not want to treat services differently. (October)			
2. Committee self-evaluation	Will use the old questions. One survey to committee members and one survey out to all faculty. If you have any comments or questions please let us know. Rachel-send out surveys	Revise surveys then send both out	May 2015	Newcomb & Marchioni
F. Action Items				
1. Performance target for ISLOs	If we aren't using the same ISLO performance target, then we can't compare. We need to vote on what it should be. Only six people voted on this question at the forum. The communication target was not true in our			

	<p>student's performance. Student's cannot write but are still meeting the ISLO target. If we start at 70%, once we hit cycle two we can increase target. Departments need to get together and decide what a 70% is, share papers with others across discipline.</p> <p>CSUCI – Shell for assignments used (called Signature Assignments) and then you make it fit whatever content fits in that shell.</p> <p>Committee voted for 70% to be the performance target for ISLOs – Corbett moves to approve and Woods seconds it.</p>			
<p>2. Approval of Minutes (February 10th, 2015)</p>	<p>Horigan moves to approve and Newcomb seconds it.</p>			
<p>3. Approval of Minutes (March 10th, 2015)</p>	<p>Horigan moves to approve and Corbett seconds it.</p>			

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See attached instructions on how to use this rubric.)

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes <i>(Sample institutional behaviors)</i>
Awareness	<ul style="list-style-type: none"> • There is preliminary, investigative dialogue about student learning outcomes. • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes. • There is exploration of models, definitions, and issues taking place by a few people. • Pilot projects and efforts may be in progress. -The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.
Development	<ul style="list-style-type: none"> • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline. • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes. • Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment. • Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation. • Appropriate resources are being allocated to support student learning outcomes and assessment. -Faculty and staff are fully engaged in student learning outcomes development.
Proficiency	<ul style="list-style-type: none"> • Student learning outcomes and authentic assessment are in place for courses, programs and degrees. • Results of assessment are being used for improvement and further alignment of institution-wide practices. • There is widespread institutional dialogue about the results. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed on a regular basis. • Course student learning outcomes are aligned with degree student learning outcomes. • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
Sustainable Continuous Quality Improvement	<ul style="list-style-type: none"> • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement. • Dialogue about student learning is ongoing, pervasive and robust. • Evaluation and fine-tuning of organizational structures to support student learning is ongoing. • Student learning improvement is a visible priority in all practices and structures across the college. • Learning outcomes are specifically linked to program reviews.

SLO COMMITTEE 2014-2015 GOAL #2 RUBRIC

GOAL #2: Maintain and evaluate an ongoing focus of quality control for the overall SLO process, including the *closing the loop* process.

Component	Meets Expectations	Does Not Meet Expectations
<p>SLO committee received regular updates from SLO Facilitators regarding the status of all departmental and service units in TracDat.</p> <p>SLO Facilitators report to DC (Department Chair) Council meetings regarding status of all departmental and service units in the SLO process.</p>	<p>SLO committee receives updates at every meeting. (Evidence: minutes)</p> <p>DC Council receives updates at least once per semester (Evidence: minutes)</p>	<p>SLO committee receives updates at every meeting.</p> <p>DC Council receives updates at least once per semester</p>
<p>Department and service units have completed the set-up of their units in TracDat (entering CSLOs, ISLOs, PSLOs, rotational plans, and course-to-program mapping).</p>	<p>SLO Facilitator reports show 100% of assessment units have completed their TracDat set-up. (Evidence: report from facilitators)</p>	<p>SLO Facilitator reports show less than 100% of assessment units have completed their TracDat set-up.</p>
<p>Department and service units have completed their SLO assessments as outlined by their rotational plan and have entered results in TracDat.</p>	<p>SLO Facilitator reports show 90% of assessment units completed SLO assessments as outlined by their rotational plan as evidenced by findings data in Trac Dat. (Evidence: Trac Dat data; SLO committee and DC Council minutes, accreditation files)</p>	<p>SLO Facilitator reports show less than 90% of assessment units completed SLO assessments as outlined by their rotational plan as evidenced by findings data in Trac Dat.</p>
<p>Department and service units have begun closing the loop on relevant previous assessments.</p>	<p>70% of assessment units successfully completed the “closing the loop” process at the end of spring semester each academic year as evidenced by follow-up data in Trac Dat.(Evidence: Trac Dat data, department meeting minutes)</p>	<p>Less than 70% of departmental units successfully completed the “closing the loop” process at the end of spring semester each academic year as evidenced by follow-up data in Trac Dat.</p>

SLO COMMITTEE 2014-2015 GOAL #2 RUBRIC

<p>Yearly surveys of Department Chairs and Coordinators indicate satisfaction with the SLO process.</p>	<p>Survey reveals 90% satisfaction with the SLO process. (Evidence: survey results)</p>	<p>Survey reveals less than 90% satisfaction with the SLO process.</p>
<p>Department Chairs and Coordinators and faculty are supported by the SLO committee in regards to SLO assessments, closing the loop process, and data entry into TracDat. DC or their TracDat designee receive adequate training for data entry into TracDat.</p>	<ul style="list-style-type: none"> • Two data entry workshops are offered every semester (Evidence: flyers, minutes) • Dept Chair Survey rates SLO committee support with assessments, closing the loop and entry into Trac Dat as satisfactory by 80% of chairs (Evidence: survey results) • DC Survey and Faculty Survey report that 90% of respondents are satisfied with the SLO trainings offered. (Evidence: survey results) 	<ul style="list-style-type: none"> • Less than two data entry workshops are offered every semester • Dept Chair Survey rates SLO committee support with assessments, closing the loop and entry into Trac Dat as satisfactory by less than 80% of chairs • DC Survey and Faculty Survey reports that less than 90% of respondents are satisfied with the SLO trainings offered.
<p>Departmental chairs and coordinators (or their TracDat designees) are supported by their SLO Committee representative by receiving updates on SLO processes, assessments, and TracDat data entry and by assistance with retrieving data reports from TracDat.</p>	<ul style="list-style-type: none"> • 100% of SLO Committee members report back to their departments on SLO processes, assessments, and TracDat data entry. (Evidence: departmental meeting minutes) • SLO Committee members are trained to run reports for their departments verifying completion of SLO assessments, the “closing the loop” process on prior assessments. (Evidence: Training 	<ul style="list-style-type: none"> • Less than 100% of SLO Committee members report back to their departments on SLO processes, assessments, and TracDat data entry. • Members are not trained

SLO COMMITTEE 2014-2015 GOAL #2 RUBRIC

	<p>records)</p> <ul style="list-style-type: none"> • 100% of SLO committee members report satisfaction with training on running reports in Trac Dat. (Evidence: SLO Committee annual survey) 	<ul style="list-style-type: none"> • Less than 100% of SLO committee members report satisfaction with training on running reports in Trac Dat.
<p>Committee will plan and host an ISLO Forum each Spring semester regarding the ISLO scheduled in the previous year to:</p> <ul style="list-style-type: none"> • Report ISLO findings across campus • Discuss strategies for increasing student success based upon those findings • Provide additional training to faculty and staff to assist them in working with students on these outcomes • Plan for closing the loop on these assessments 	<ul style="list-style-type: none"> • ISLO Forum was held (Evidence: minutes) • ISLO Forum evaluation results indicate 80% of faculty and management are satisfied with: <ul style="list-style-type: none"> ✓ ISLO findings reported ✓ Discussion of strategies for increasing student success based upon those findings ✓ Training provided at forum ✓ Plan for closing the loop on these assessments <p>(Evidence: Post-forum survey)</p>	<ul style="list-style-type: none"> • ISLO Forum was not held • ISLO Forum evaluation results indicate less than 80% of faculty and management are satisfied with: <ul style="list-style-type: none"> ✓ ISLO findings reported ✓ Discussion of strategies for increasing student success based upon those findings ✓ Training provided at forum ✓ Plan for closing the loop on these assessments