

Chabot College

COMMITTEE for
STUDENT LEARNING OUTCOMES and ASSESSMENT (C-SLOA)
NEW NAME!

Tuesday, April 24, 2007
12 noon – 1 pm
Board Room

Meeting Notes: DRAFT

Present: Norma Ambriz, Rebecca Otto, Cindy Stubblebine, Carolyn Arnold, Cristina Ruggiero, Wayne Phillips, Norberto Ruiz, Barbara Ogman

1. Edits to the April 24th Minutes

- Timeline: Provide *work time* as well as training for faculty at F07 Convocation.
- Timeline: Optional *additional* training available

Revised timeline for Course-level SLOs and Assessments: Spring 2007 through Fall 2008

Spring 2007	Work with Staff Development and Deans to plan SLO training at Fall Convocation. Announce to faculty that SLO training will be starting then.
Fall 2007 Convocation	Training on how to write and assess SLOs & <i>work time</i> within disciplines. A simple template will be provided, that will match the Elumen software.
Aug 17-Sept 17	Each discipline will pick one course, and write one SLO and an assessment plan for it. This SLO/plan will be due 4 weeks later to the Deans, who will enforce it.
Aug 17-Sept 17	Optional <i>additional</i> training available for those who want more such as: <ul style="list-style-type: none">• The grand overview• Detailed help in writing SLOs or choosing assessment methods
September 17	Deans collect SLOs and assessment plans.
September 17 to Mid October 15	CSLOA committee and/or staff will review the SLOs/assessment plans and provide feedback and support about whether they are on the right track. They will also produce a report summarizing the trends in SLOs/plans.
October 15 to end of Fall 07	Faculty make plans to implement SLO/assessment during Spring 08.
Spring 08	Faculty implement SLO/assessment and collect and record data
Fall 08	Faculty review results of assessment and make recommendations for adjustments in SLO, assessment, or teaching methods if needed. Plans made for next SLO(s) to assess in discipline

2. Name change

We changed from the Coordinating Committee for Student Learning Assessment to the Committee on Student Learning Outcomes and Assessment: C-SLOA! We started out trying to simplify, but we settled on something longer, but more accurate. We didn't need 'Coordinating' and wanted to be honest about 'Student Learning Outcomes.

3. Definition of Student Learning Outcomes

Our definition continues to evolve. Edits to the definition of Student learning Outcomes are reflected below, and are highlighted in blue. Most changes clarified that the 'course objectives' in our course outlines are labeled as 'expected outcomes for students.'

4. Fall Convocation

We started talking about Fall Convocation, where we want the basic SLO training to take place, and time allocated for faculty to start working on them. The group recommended that training be scheduled for Thursday morning, and the work-time be done on Thursday afternoon. Carolyn will be following up with Rachel, Ron, and Dr. Carlson to make sure it is a major part of the Staff Development and Accreditation plans. We have not yet decided who will do the training.

5. Course addendum

We agreed that SLOs would not be on the official course outlines. Both Norberto and Cindy Hicks, the current and former Curriculum Chairs, felt that we were not ready for SLO's to be on the official course outline that goes off campus and must be articulated with the 4-year colleges. Instead, they should be linked to the course outlines, but be open to revision as the faculty go through student learning outcomes assessment cycles for each SLO.

We then realized that we didn't have to decide now about what the addendum would look like, or even whether it would be an addendum to the course outline or kept elsewhere. We are not yet sure whether Elumen can serve in this role, or whether the SLOAs will need to be recorded elsewhere. We will first need to decide the form that the template for faculty will take for recording their SLOs and assessment plans. The recording form should reflect this template, which should also reflect the Elumen recording process. So we are not recommending anything to Curriculum Committee until we have developed this template and know the interfact with Elumen.

6. Next meetings

Tuesdays College Hour

Board Room

May 1, 2007 (skipping May 8th due to chancellor's candidates)
May 15, 2007

Future agenda items:

1. Discuss *Assessment* of Student Learning Outcomes for campus (May 1st)
Assessment methods, standards, and rubrics
*** Bring or distribute any writings you would like the group to consider for this
2. Continuing to plan activities for Fall 2007 Convocation and semester
*** Who will do the training? Can outside consultants train the committee?
••••NOTE: We only have 2 more meetings scheduled, so we need to decide a lot during those meetings to prepare for Fall.
3. Use of budget
4. Overall timeline for implementing SLOACs at all levels at Chabot

REVISED DEFINITIONS

Defining” Student Learning Outcomes” (SLOs) for the campus:

- The course objectives in Chabot course outlines are already called “expected outcomes for students,” and they list what a student will learn or do in the course.
- All discussions and writings on ‘course objectives’ at Chabot must use the words “expected outcomes for students” instead.
- We must distinguish between this list of ‘expected outcomes for students” and “student learning outcomes” (SLOs) so it is clear to everyone on campus.

Message to faculty and all those working on SLOs:

(When communicating with the faculty and campus, we want to use the following language, which is taken from Pg 3, 2nd set of bullets of Writing SLOs handout)

- “Expected outcomes for students” usually list most of the content of the course. They usually list the discreet skills or content areas that will be ‘covered’ in the course, and are stated in terms of what the student will learn or do. Depending on the discipline, they can range from three to 43 separate outcomes.
- SLOs “describe the broadest goals of the course, ones that require higher-level thinking abilities.” There are typically three to five SLOs per course, but there must be at least one. SLOs require the students to use and synthesize what they have learned from the many content areas of the course. They require that students demonstrate that they can apply what they have learned.
- SLOs could be new statements, or they could be taken from the current “expected outcomes for students” in the course outlines, if they already express broad, synthesizing goals.
- We do not want faculty to “teach” to the SLOs. They should use the development of the SLO(s) to reflect on what they think are important things to learn.

NOT CHANGED:

We need additional language relating to the assessment of the SLOs

- The handout says, “SLOs require faculty to evaluate or assess the product to measure a student’s achievement or mastery of the outcomes.” Faculty need to choose 1) the assessment method for the product, 2) the standards they are looking for when they evaluate that product, and 3) a rubric that expresses the range of possible outcomes in relation to the standard. More discussion is needed about
- Different levels of courses in a program may have identical outcomes, but the assessment, standards, and rubrics may be different. In addition, course and program outcomes may be the same, but the assessment, standards, and rubrics may be different.

Other notes:

- As a campus, we are choosing to start with course level SLOs. After faculty have written some course-level SLOS, we will turn to writing program-level SLOs, which may be easier after course-level SLOs are written.
- We already have college-level SLOS (college-wide learning goals), but they need to be refined further. This can be done either at the same time as course-level SLOs, or after the first round of course-level SLOs are completed, depending on time available.