

## SLO Committee meeting – April 28, 2023

### In Attendance:

- Ann Womack (SLO co-coordinator)
- Liz Carlyle (SLO co-coordinator)
- Jessie Cecil (CTE)
- Caroline Scott (PT faculty)
- Leigh Moore (CTE)
- Shirley Louie (LASS)

### Not present:

- Emaly Brann (Student Support)
- Ed Kephart (Athletics)

### Agenda Discussion

1. Ann and Liz presented research they've done into other college's assessment process: # of SLOs assessed, how often, PSLOs and tools and resources (Fullerton, Glendale, Modesto, Redwoods, Clovis, Cerritos, LBCC). These colleges had public information available on their websites on how they run assessment.
2. Committee discussed COS plan for assessment based on these examples and the applicable accreditation standards (also presented)
  - One issue is the CID and confusion over whether we need to include the objectives in as student learning outcomes in the COR, and whether we can create our own SLOs for courses. Ann and Liz got clarification last time from Michelle Knudsen, articulation officer, that SLOs can be created by faculty as long as the objectives meet CID specifications. Recommendation: We should have broader discussion with Curriculum Committee to clarify the objectives/outcomes and make sure everyone is on the same page.
  - For CTE where there are multiple preps, there is inequitable workload for faculty with assessment. BUS has 9 rotating courses per year. ADJ has 10. Course revisions are mandated every two years. Do we need assessment data to make those course revisions? Likely not; course revisions are because the external standards are changing all the time. Some courses have lower enrollment numbers so an instructor may have more SLOs to assess in courses, but overall less students to collect data on (faculty workload)
  - Do we assess all outcomes in a course at once, or one outcome at a time? It might be better to do them all at once so we can see the totality of what students are learning. Often assignments will encompass more than one learning outcome. It would be good for faculty in disciplines to decide assessment needs. Doing one SLO at a time and assessing the course more frequently may be preferable. This way will be more challenging for planning.
  - How do we translate assessment for applied skills training like the POST and FIRE academy? Will these instructors need more training in assessment?

3. Following discussion, the committee recommended the following as a starting point for assessment:
- All active courses should be assessed in a 3 year cycle (CTE and LASS) at a minimum.
  - At least 3 SLOs should be assessed in each active course (even if they have more SLOs) to keep the workload more equitable for faculty.

The committee briefly discussed briefly and whether “active” means in elumen or whether it means the course is actually offered and allowed to run.