

Student Learning Outcomes Committee - Minutes
August 29, 2023
2:30 pm – 4:00 pm
Main Campus (Math 121), Chico Center (134)

I. Call to Order

Dan Barnett, Laurel Hartley, Andrea White, Ted Cluver, Lia, Deromedi

II. Approval of Agenda & Minute: moved to approve by Dan, 2nd by Laurel, none opposed

III. Public Comments-none

IV. Dialog Days Debrief: 1st session on problematic PLOs noted that spent the majority of the time discussing how to assess/intrepret “professionalism” when in a SLO

2nd session on assessment design spent 30 minutes just on what should be considered about students background/experience when designing an assessment- could have spent the entire session just brainstorming these ideas.

Potential ideas for next dialog days that sprang from this: What terms are in our PLOs, SLOs that are problematic? Dan Barnett offers up discussion on the new Blooms term “creativity” and how would this be assessed? might be a cultural conflict for some to have this at the top of the pyramid.

Suzanne: idea for next dialog days is have people bring in their PLOs and examine them with respect to where they are in Blooms hierarchy.

A side topic-Is Bloom’s taxonomy biased to our cultural view? it may be problematic or not relevant in other cultures.

Other potential issues with Blooms:-”remember” being the bottom rung and students having a bad association with this term

Issues with PLOs- look at the number of them and how they are written. Are they independently measurable and distinct from one another to be independently assessed.

Suzanne- Committee needs to work on PLOs-could have a dialog days that focuses on them and need dedicated time across campus to work on them. need to take to larger group and examine PLOs across campus, considering rewriting and ensuring that they are distinguishable from one another. Our PLO process is missing across the board and these are

not being assessed adequately across campus which is an ACCJC issue that needs to be addressed. Committee goal is to help departments with a way forward in assessing their PLOs.

First step is to evaluate PLO and make sure they are good/appropriate with respect to ideas mentioned above. the last time the SLOs and PLOs were aligned was in 2014. Need to do a new matrix to see how these still line up SLO to PLO.

V. Review summary of [SLO Reflections](#)

- A. Training requests: 4 types of training requested and 2 of these addressed in the most recent dialog days. Other 2 could be topic for next dialog days (didn't write down what they were :^I.)
- B. Thoughts on information in graphs? What can we do with the data from the question "How did you assess this outcome?" Exams, test, quizzes was the most selected. Are people assessing in multiple ways? Why do we want to know how outcomes are assessed? For discussion?

Possible Idea for next dialog days: put graph of responses to that question and discuss.

Survey question "What changes would you make if any?" most responded "nothing" and 2nd most common response was develop more activities.....

What Gelos are being assessed? wasn't clear.

Can we get any clear information from the data as to what ILOs or GELOs are being assessed? or what the outcomes are?

Suzanne-Need to find out the number of courses across campus that are GE.

C. Ideas for analysis of ILOs and/or GELOs based on these results?

- issue may be that the form identifies a SLO assessed and how it aligns with potential GELOs and ILOs but perhaps an ILO is being assessed in a course but it doesn't align with the particular SLO the instructor assessed for the form so the box isn't checked and we miss it. How do we get at this? student surveys? students may be having these experiences; example "engage collaboratively...." but they aren't being formally assessed in classroom or as part of a cSLO.

- New idea for form: add question from beginning “What SLO are you assessing?” with drop down choice of cSLO, GELO, PLO, or ILO- this way the form is not centered on a cSLO but could capture the others as well.
- Dan-Next dialog day idea-many things that we teach and assess but that are not in a SLO, GELO or PLO
- Need to revise the connection between SLO and PLO- changing wording to “map to a PLO ? are instructors using a single assessment to report results from or an average across multiple assessments?”
- For form, could state at beginning that instructors need to be assessing at least one: a cSLO, GELO, PLO, SLO. Have them pick which one they are addressing and then map it to whatever others it maps to.
- Questions that come up: Why are we doing this? what is it we want to know in creating this form? We should share the results with instructors and provide a list of why we are doing this...benefits etc..
- Dialog days idea “Are we just checking boxes?” share data and discuss what we are learning from these reflections
- Dan- suggestions to change last question to form “If you had the resources you needed, how would you improve your course?”
- Dan moved to adjourn at 4:02, Andrea 2nded

VI. Next Meeting

A. Review [Annual Report](#)

B. [CCSSE Data](#) and [Summary](#)

- We can invite IR to a committee meeting to discuss how this connects with [assessing ILOs](#).
- In the past we co-presented this with IR during Flex Week. Do we want to do that again?

C. How can we help departments assess PLOs? Do we want to propose something for Institute Day? Maybe connect with Guided Pathways or COIs?