

Sociology and Philosophy Department
ADJUNCT DEPARTMENT MEETING: SLO
Friday, May 30, 2014
p10:45am - 12:45pm

The general theme of the meeting is outcomes and how it relates to the items below.

There were over 30 adjuncts and one full-time professor that attended the meeting. We opened the meeting with a discussion of what the SLOs and GEOs are, the purpose of the outcomes, and how the department has worked with the process over the last four years. Our approach has been to collect data on outcomes for all classes in one semester so that faculty do not have to collect data on a regular basis which would be the case if we scheduled courses to be evaluated every year. We discussed how our approach benefits our department as well as how our approach is detrimental given the number of sections we offer.

Faculty discussed the role of SLOs is selecting textbooks rather than anthologies or a book of essays. Questions about who develops the SLOs for each course were addressed. Some faculty would like to revisit some of the outcomes and propose changes if the courses were modified to align with C-ID descriptors.

We discussed the importance of having the SLOs on the syllabus as well as how the outcomes can be presented in a more meaningful manner to the students if the different assignments were linked to the appropriate outcome.

Faculty were presented with the modifications of the courses and advised to download and review the course modifications that were made for the alignment. Our new outcomes could reflect these changes. We discussed the likelihood of developing and measuring PLOs (program level outcomes) as well as outcomes for the distance learning sections.

We ended the meeting with a discussion on the goals for the 2014-2015 year which included workshops scheduled to focus on outcomes as well as teaching effectiveness.

Psychology Department
SLO Day Workshop
Friday, March 28, 2014
9:00am-12:00pm

Four of the seven full time faculty and four of our active 16 psychology adjunct faculty attended this SLO workshop. We began by reviewing the "New and Improved" Outcomes website. And then moved on to larger discussions of why

we do SLOs, the importance of SLOs, and how SLOs relate to teaching and learning. One of our faculty said it best, "It's a formal 'Stop and Pause' moment to reflect with yourself and with others about what you are teaching, how you're teaching it, and what students are learning as a result." We then discussed how we could involve students, engage students, and raise student awareness of SLOs, and course content in general. Several suggestions were discussed and we realized that we might have a better turn out if that became the focus of these meetings as well.

Next we moved on to the discussion of SLOs data collected over the last year. We began by revisiting the SLOs for Psyc 1A/1AH. Previously this course's SLOs had been discussed and a revision to SLO #2 was advised, but because of lack of time, was postponed to today's meeting. This SLO was discussed at length. We had previously discussed that the way this SLO was worded was not exactly what we want the students to know or be able to do. We also realized that we were focusing on this topic differently in different types of classes (online versus in-person, primarily). Debate ensued regarding what the SLO should be. In addition, an important and interesting discussion of the point of SLOs and how SLOs are created and assessed also occurred. We discussed that SLOs should be created because it is what we in fact want our students to know or be able to do as a result of taking our course. They should not be created because they are easy to teach or to assess. We discussed academic freedom, and the differences between academic freedom and following the COR and teaching and assessing what is required in teaching the course versus freedom to assess the establish SLOs however you'd like. Ultimately, we decided to change this SLO from "Explain why Psychology is a science" to "Explain how psychology utilizes the scientific method." We think this is more what we are looking for our students to know. We plan to assess this new SLO when Psyc 1A is up for data collection again. SLO #1 was left alone. SLO #3 was a GEO and thus will be deleted (as is true for any course which has a GEO as an SLO). When discussing SLO #4, we focused on assessment methods that would be acceptable and appropriate. The discussion of this course's SLOs took at least 45 minutes. It was a thoughtful and useful debate as well. Other courses' SLOs discussed were Psyc 1B (where a few changes to the wording of the SLOs were made to ensure clarity of what we intend to assess), Psyc 3 and the PLO for AA-T (these were discussed together, as Psyc 3 is where we assess the PLO. We discussed discrepancy among three sections and three professors' data, deciding that consistency is of utmost importance, and that training or collaboration among faculty could ensure. Slight changes to wording were also made to SLO #1, and SLO #2 was completely revised to match the PLO for the AA-T in Psychology, that is more what we intend to measure), Psyc 5 (where the focus was primarily on consistency and encouraging collaboration among faculty teaching the course), and Psyc 10 (where we revisited a previously assessed SLO after having changed the method of assessment to provide a more accurate assessment of the SLO).

Finally, we discussed ideas for future workshops and how to increase the number of faculty attending. We had a greater turn out last year when we combined the SLO meeting with “Best Teaching Practices”, so we aim to go back to that format for future meetings.

Overall, this meeting was a success, with adjunct learning more about the process, interesting and important debates and discussions regarding SLOs, their purpose and function, and how we assess them. And most importantly, those in attendance expressed the desire to have more opportunities to interact and collaborate with colleagues regarding teaching their courses and assessing students’ knowledge in the course by exchanging ideas, successes, and challenges.

**Mt. San Antonio College
Nutrition and Foods Program
All Faculty Meeting - Focus on SLOs
Monday, March 17, 2014
1:30 - 3 p.m. in 19B-3**

All three full time faculty and six of the 11 adjunct faculty attended the SLO meeting. In addition, two new hires who had not started teaching attended as guests. At the start of the meeting, faculty introduced themselves, discussed the fact that Mt. SAC was in growth mode, and then reviewed the rationale and schedule for collection of Nutrition and Foods Program SLOs.

We focused on course SLOs for NF 10 and NF 25 since most adjunct faculty teach those courses. The faculty reviewed and affirmed the appropriateness of the existing SLOs and agreed to assess them this semester. There was a great deal of clarification between what the “application” portion of a GEO SLO meant and how it was to be used in various assignments. Looking at the different SLOs led to a discussion of how to best differentiate NF 10 from NF 25, which are fairly similar in structure. Since NF 25 transfers to the UC system and NF 10 does not, we agreed that we needed more information on the difference between a CSU and a UC transfer course, and determined that we would collect syllabi from other transfer universities to investigate this question. Faculty discussed the fact that the name and prerequisite for NF 25 was also similar to NF 10, and suggested we discuss differentiation at the next Advisory Committee meeting. The group also brainstormed activities that we could use in the future to differentiate the two courses. These activities could form the basis of new SLOs.

Action items from this meeting were:

1. Collect SLO data for NF 1, NF 10, NF 20, and NF 25 this semester. Use of results discussions would take place in department meetings and via email.
2. Collect syllabi for equivalent classes at other universities and analyze.

3. Discuss possible name and prerequisite level changes for NF 25 at the next Advisory Committee meeting.

**American Language Department
SLO Workshop
Tuesday, September 17, 2013
3:00 - 6:00 PM**

All five full time and five of the seven adjunct writing professors met for an SLO workshop on September 17, 2013. Representatives from the Writing Center, Nicole Blean and Elizabeth Casian, introduced the tutoring workshop resources available for our students. We also reviewed how to use the faculty portal to refer students to tutoring. The last part of the information portion was spent reviewing the AmLa department WIKI, which all professors can use to access course objectives and requirements and other information related to the courses in AmLa.

Next, we discussed the process of SLO assessment for the 2013-2014 year. At a previous meeting, the department members developed the SLOs for all of our writing classes, AmLa 41W, 42W, and 43W. At the workshop, we reviewed the two SLOs for each of the courses and then we reviewed the process and deadlines for how the writing samples will be collected, assessed, and recorded.

The remaining time of the workshop was spent on a norming session. We used the two SLO's, the rubric, and our course outlines and went through sample papers for each writing course. As we did the norming, standards and ratings were discussed. At the end of the norming session, we had consensus that all of the writing professors for AmLa courses have a clear idea of the standards, the rubric, and the SLO's. We anticipate a successful assessment process at the end of the fall semester.

**Music Department
SLO Workshop
Friday, August 23, 2013
9am-12pm**

Seven of our eight full-time faculty attended our SLO meeting, as well as over twenty-five of our adjunct faculty. The opening part of the meeting was dedicated to announcements, a video on what to do if an emergency situation occurred on campus ("Run, Hide, Fight"), and a discussion centering on the numbers of students taking our GE courses and the need to convey primary information to them. Following, we broke into discussion groups that focused on SLOs for MUS 7 (Fundamentals), MUS 12 (History of Jazz), MUS 13 (Music Appreciation), and MUS 15 (History of Rock).

The following actions were taken:

- MUS 7 – Reviewed the SLOs, affirmed them again, and we will assess this semester.

- MUS 12 – Reviewed the SLOs, affirmed them again, and we will assess this semester.
- MUS 13 – Reviewed the SLOs, affirmed them again, and we will assess this semester.
- MUS 15 – This was our first SLO conversation, which proved to be beneficial. We discussed the primary foci for our courses, reviewed our current SLOs, and created a new assessment - Understand and identify the African and European influences that came together to establish Rockabilly.

These meetings have been positive for the department and allowed us to review our assessments, discuss teaching strategies, and make improvements where possible.

Communication Department SLO Workshop Flex Day August 2013

All full time communication faculty and eight part time communication faculty met for two hours to discuss GEOs and SLOs. We began by looking at a list of all of our adopted SLOs and the courses which were due for assessment this year. We paid special attention to our public speaking SLOs because all of our faculty teach that class and it is up for assessment this year.

After a general discussion, we broke into smaller groups. Each group had a couple of existing SLOs and a couple of general ideas for developing new SLOs. Each group selected existing SLOs, made new SLOs, and prioritized their list. Then, they developed and altered methods of assessment for each SLO.

When the groups were finished, they all presented to everyone which SLOs they selected and their means for assessment. The entire meeting then nominated SLO “captains” and made a plan for collecting data throughout the academic year.