

Education for Older Adults SLO Meeting  
May 16, June 6 and June 18, 2014

Attended: Shelby White, Robin Beizai, Kelly Conte, Heather Smith, Donna Beightol, John Rafter, Pamela Henry, and Mary Lange

ITEMS	DISCUSSION	ACTION/OUTCOME
TracDat Report	<ul style="list-style-type: none"> <li>• Mary Lange and Shelby White shared the SLO progress report also known as TracDat</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty reviewed the SLO report.</li> </ul>
OAD FNA 03, OAD FNA 04, OAD FNA32, VOC ESD02, VOC ESD03, VOC ESD07 , VOC ESD 10, VOC ESD 11	<ul style="list-style-type: none"> <li>• Faculty reviewed and discussed curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty reviewed and discussed curriculum for each course</li> </ul>
OAD FNA 03 Oil Painting	<ul style="list-style-type: none"> <li>• SLO data and curriculum reviewed and discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty reviewed current Oil Painting SLO and made the following changes to the SLO process:               <ul style="list-style-type: none"> <li>• Change SLO – Change 2<sup>nd</sup> column to pictorial planning /composition</li> <li>• Change 3<sup>rd</sup> column to exhibit and discuss proper display of own artwork</li> <li>• Change testing % of Brush strokes to 70%, Pictorial planning/composition to 70% and Exhibit and discuss proper display of own artwork to 60%.</li> <li>• No changes made to curriculum</li> </ul> </li> </ul>
OAD FNA 04 Watercolor	<ul style="list-style-type: none"> <li>• SLO data and curriculum reviewed and discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty reviewed the current SLO and made the following recommendations:               <ul style="list-style-type: none"> <li>• Change SLO – Add a third column of Exhibit and discuss proper display of own art work</li> <li>• Change testing % of Brush stroke to 70%, Pictorial Planning 70% and 60% Exhibit &amp; discuss proper display of own art work.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>No changes made to curriculum</li> </ul>
OAD FNA 32 Drawing Beginning through Advanced	<ul style="list-style-type: none"> <li>SLO data reviewed and discussed</li> </ul>	<ul style="list-style-type: none"> <li>Faculty reviewed the SLO and made no changes to the process</li> <li>No changes made to curriculum</li> </ul>
VOC ESD02 Production of Boutique Crafts for Retail Sales	<ul style="list-style-type: none"> <li>SLO data and curriculum reviewed and discussed</li> </ul>	<ul style="list-style-type: none"> <li>Faculty reviewed the SLOs and made the following recommendations: Change SLO – Change 2<sup>nd</sup> Eliminate tool care and replace with proper cost analysis. (The students in Production of Boutiques Craft for Retail Sales Classes will demonstrate proper cost analysis calculation pricing of a class project.</li> <li>Need to add a Cost analysis worksheet with the SLO's?</li> <li>Curriculum – to include selling on the world wide web</li> </ul>
VOC ESD03 Lettering Styles and Advertising Calligraphy	<ul style="list-style-type: none"> <li>SLO data and curriculum reviewed and discussed</li> </ul>	<ul style="list-style-type: none"> <li>Need to add a Cost analysis worksheet with the SLO's?</li> <li>Curriculum – to include digital sales</li> </ul>
VOC ESD07 Handcrafted Needlework for Retail Sales	<ul style="list-style-type: none"> <li>SLO data and curriculum reviewed and discussed</li> </ul>	<ul style="list-style-type: none"> <li>Faculty reviewed the SLOs and curriculum and made the following recommendations:</li> <li>Change SLO – add a 3<sup>rd</sup> column Proper cost analysis through completion of a class project.</li> <li>“Will produce an appropriate class project that demonstrates proper cost analysis calculations. The instructor will evaluate each student's project while checking for proper cost analysis. 60% of the student will at least display</li> </ul>

		<p>proficient cost analysis techniques.</p> <ul style="list-style-type: none"> <li>• Curriculum – to include selling products on line</li> </ul>
VOC ESD 10 Beginning Decorative Art Production for Retail Sales	<ul style="list-style-type: none"> <li>• SLO data and curriculum reviewed and discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty reviewed the SLOs and curriculum and made the following recommendations:</li> <li>• Change SLO – instead of color mixing techniques Change to proper cost analysis by pricing a class project</li> <li>• Curriculum – to include selling product on line</li> </ul>
VOC ESD 11 Intermediate Decorative Art Production for Retail Sales	<ul style="list-style-type: none"> <li>• SLO data and curriculum reviewed and discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty reviewed the SLOs and curriculum and made the following recommendations:</li> <li>• Change SLO – Eliminate Color mixing – change to demonstrate proper cost analysis by pricing a class project.</li> <li>• Curriculum – to include topic of emerging digital sales.</li> </ul>
Wrap Up and Final Thoughts	Common themes	<ul style="list-style-type: none"> <li>• Faculty are finding in all courses that students are selling their products. As a result SLOs will be incorporated to check the students understanding of performing a cost analysis to assign a proper price to finished products.</li> <li>• VOC Curriculum should be update to include lessons on Web-based sales platforms as students are inquiring, interested and currently selling their finished products online.</li> <li>• Faculty provided positive feedback on the opportunity to attend a paid</li> </ul>

		<p>SLO meeting (since all EOA faculty are adjunct). They expressed appreciation for the chance to gain a better understanding of the SLO process and its cycle.</p> <ul style="list-style-type: none"><li>• PLF described the method for the collection and storing of data during the next SLO cycle and the electronic communications that will be used to facilitate and exchange dialogues.</li></ul>
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