Student Learning Outcomes Task Force  
September 30, 2005  
Meeting Notes  

Members Present: Dana Cohen; Julie Holzner; Allison Jones; Elias Kary; Daryl Kinney; Will Marmalejo; Joyce Moore; Genevieve Patthey-Chavez; Betsy Regalado; Brian Spoelstra; Bernadette Tchen; Rebecca Tillberg

The meeting began with everyone introducing themselves to the others present. We then looked at previous academic year timelines to set the stage for defining our goals for this academic year.

In reviewing what we have done so far, there are a few things that LACC has accomplished that stand out from other institutions. First, we have included students in our process more than almost any other community college in California, based upon those in attendance at the Assessment Institute in Berkeley in August (50 of the 99 CCs). Second, we have included student services in the planning and development of our SLO processes from the beginning. Although some institutions have included student services in their SLO plans and have even identified outcomes for student services programs, for the most part other community colleges have viewed SLOs as an “academic” process and are only now beginning to include student services in their overall plans. Third, LACC has made a strong institutional commitment to SLOs by providing substantial reassigned time for coordination and support of the program; additionally, it is the only CA community college so far that has established a line item in the budget for Learning Outcomes, ensuring that the program will remain a part of the institutional planning and budgeting process. In addition to institutional support, LACC has also included learning outcomes as part of the course outline process within the Curriculum Committee, again assuring that departments remain focused on learning outcomes as they design new courses and update existing courses. Finally, we have begun examining how we might include classified staff in the SLO dialog to focus on the idea that everyone at LACC is responsible for supporting the learning process.

Goals for this academic year include:

- Identifying learning outcomes for at least one course in every discipline/program, preferably before the end of this semester. This will be conveyed to department chairs and program directors through the IDWG and student services council meetings.
- Piloting at least one or two assessments at the course and/or program level during fall 2005.
- Getting the Learning Outcomes/Assessment web site up by the end of fall 2005.
- Pilot assessment of at least one core competency by spring 2006.
- Insert language about outcomes and improvements based upon outcome assessment into Program Review documents by spring 2006. This includes both the 2006 Biennial Review as well as the 2008 Six-year Program Review.
- Achieve greater involvement of both students and classified staff in the SLO dialog.
Other information that was shared includes:

- a report that some student services programs (such as EOP&S and the Child Development Center) are working regionally to develop learning outcomes across institutions (the nine colleges in our district as well as Pasadena, Santa Monica, Glendale, and El Camino).
- a suggestion to elicit input from Advisory Committees with regard to learning outcomes
- a discussion of who will be responsible for assessing outcomes at the course and program level and how this can/should be accomplished
- a query regarding the responses to the five questions relating to learning outcomes that were included in the Campus Climate Survey; this information should be available by our next meeting.

The next meeting was set for Friday, October 28 at 1 PM. That meeting will focus on three topics:

- reviewing the program review documents and making changes to include learning outcomes and assessment
- demonstration of (eLumen) SLO software which could be capable of tracking learning outcomes and making the information available to departments and programs for use in program improvement
- discussion about assessing the core competencies