

Minutes  
SLO meeting 12/8/08

Skit discussion/overview

Decision to have rehearsals during finals and during flex week (both).

What to include in the skit—what is it meant to illustrate?

Flex Day Program:

1. Skit, introduced by Narrator (Carrie).
  - 1) student goes to student services for student ed. Plan (i.e. sign up for CS courses) (Susan and Steve)
  - 2) student takes course (Jon and others: Steve, Chris, Yvette, Rachel, Deb, as students);
  - 3) instructor evaluates course outcomes with other instructors (Department level-- assessment—did learning occur, if so, how, and if not, how can we improve it?)—Jon plus (Poonam, Chris, Yvette, Rachel, Deb, as faculty)
  - 4) department evaluates how each course outcome relates to Program or Discipline outcomes;
  - 5) Instructors go to Mike for data (for #3 or 4); data available on Office of Research Website;
  - 6) Program Review (department analysis, link to Program Goals);
  - 7) Program Improvement Objective (department to institution), to link to College Goals.
2. Panel Discussion with presentation of Jon's CS example (Carrie to facilitate/introduce.)
3. Jon's animation of SLO assessment with explanation.

Next meeting/rehearsal: Fri 12/19, 11am, 1407.

Flex week meeting/rehearsal: Thur 1/22/09, 1pm, location TBD.

### **DRAFT SLOA committee skit: Following the student learning outcome loop**

#### **Roles**

Narrator—Carrie

Student Service—Susan Myers (Scene #1)

Student who goes to Student Services—Steve Bitzer (Scene #1)

Instructor—Jon (Scene #2)

Students in Jon's class—all of us (Steve, Chris, Yvette, Rachel, Deb)

Instructor—Jon Degallier

Faculty (3 or 4)—(Jon, and others Poonam, Chris, Yvette, Rachel, Deb)

Mike Bowman—plays self (hopefully ☺)

Narrator

Introduction dialogue about skit

**Action: Student comes to Student service**

Susan Meyers sit with student discusses educational plan, assessment etc. After student leaves, she thinks out loud about the SLO that the student addressed and how she will be measuring them.

(ppt--of student services slo and assessment on screen)

**Action: Student goes to class**

Student goes to Jon Degallier's class, where he does an activity, etc that leads to a student learning outcome. Class is excused and student leaves. Jon collaborates with other faculty (members of committee) about slo and assessment, results, and how it relates to program outcomes.

(ppt—assessment used, computer science outcomes, program outcomes)

**Action:**

Meet with Mike Bowman and discuss how program SLO's relate to institutional learning outcomes.

(ppt—program outcomes relate to institutional outcomes, data, etc)