



ACADEMIC SENATE

**Academic SLO Meeting
Monday, March 30, 2009
10:30am-11:30am, Room 104**



Southwestern College Academic Senate Mission Statement:

“The Southwestern College Academic Senate is committed to ensuring the academic integrity of the institution and enhancing the role of the faculty in academic and professional matters.”

Attendees: Gary Van Voorhis, Angelica Suarez, Mark Meadows, Eva Hedger, Patty Ramert, Eli Singh, Angie Stuart, Val Goodwin, Joel Levine, Viara Giraffe, Richard Fielding, Patti Flores-Charter, Bill Alexander

Excused: Shannon Gracey, Margie Stinson,

Draft Minutes

Goal: Review eLumen, SLO Website, and CurricUNET to prepare for implementation of use by students, faculty and staff.

I. **SLO Update:** This spring we need to run another SLO report to see who has not completed SLOs by course. As of the Dec. report we were not at 100%. Patti will follow-up with those SLO Liaisons, Dept. Chairs, and deans who have not completed all course level SLOs. Patti and Veronica Burton worked to include college Program SLOs in the 09-10 catalog. Eventually once SLOs are institutionalized and are more stable, we will include them in the catalog also.

To Do: Office of Instruction will run SLO report this spring.

A. **Student Participation:** One element of student learning that has not been addressed in any of the Accreditation standards or statewide Academic Senate SLO literature is the student’s responsibility to participate in their learning as a partner with the instructor and college. The SLO committee is now focused on this variable in the discussion of student outcomes. If the student does not participate in class, does not do homework, study, ask questions, ask for help, etc., then the prognosis to attain the SLO and a passing grade is poor.

To this end our committee recommends that as a college we can infuse this information about “what successful students do” into our print publications, electronic media, matriculation process, Academic Success Seminars, etc. This way the student will understand what it takes to be a successful college student and

then make the active choice to pursue success or not. Areas of benefit for our students would include the understanding of:

1. Responsibility of College Students and Collegiality
2. Development of Self-Insight
3. Development of Goal Setting and Problem Solving

To Do: Begin discussions in Academic and Student Services to develop a “template for success” that can be publicized in the classroom and out.

II. eLumen

A. **Oversight of eLumen** technical support and data: Gary explained the need to identify who would be responsible for maintenance, i.e., run the interface of Colleague and eLumen. He explained the possibility of running this course, instructor, and student information 3 times a term, at the beginning, at large census, and end of term. After discussion, it was suggested that Office of Instruction run this until we have an Office of Research. When we have a Research Office again we can look at transition of this to that office.

Site Security: Gary explained that all faculty/staff can have access. Eventually we will need to work out student access so students can view their progress during class.

Active Directory: This is the structure that gets you into eLumen. Depending on your security level access you may be able to “view only” or input/revise information in eLumen. We will need to determine how we will identify who has which access.

To Do: Determine how to set up levels of access and then how to make access at the different levels available to users.

1. Support for Development: Faculty and staff will need assistance to develop rubric constructs, data collection, and reporting from Research Office: We will need to develop and monitor procedure and process for this. All agreed this would be a function of the Research Office.
2. Cycle to align with annual data of Academic Program Review: All present agreed that this data generation function would be done by the Office of Research.

To Do: Support for eLumen, as with Academic Program Review (APR), will come from the Office of Research.

III. Interface of SLOs, eLumen, CurricUNET, Academic Program Review (APR), and SWC Website

A. **User Friendly Navigation:** As our Website is remodeled, we are interested in inclusion of user friendly navigation from our SWC website to eLumen, APR, or CurricUNET for course or SLO information for current students, prospective students, and community members. This is the perfect time to incorporate this into the changes to our website in development now.

1. As we move to electronic catalog and schedule of classes, the concept is that students identify possible classes to take and then look at (view only) the Course Outline of Record (COR) to help in class selection. The student can make an informed selection

of courses with the COR showing what will be taught and what will be included in a course.

2. In addition, the concept is that students can then look at (view only) SLOs by course to see if this is what they want to be able to do.
3. eLumen and CurricUNET must be very user friendly and intuitive, i.e. navigable with minimal directions and easy to figure out. Yes, this means even Patti can do it.

IV. CurricUNET and SARS, can they interact or share information with eLumen?

- A. Interface of eLumen with CurricUNET and SARS: We want to be able to upload courses and their SLOs from CurricUNET and information from SARS into eLumen. Information from Colleague can be uploaded into eLumen for course/section, instructor, and student. Information from CurricUNET and SARS can not at this time. eLumen has recommended that we request this from CurricUNET and SARS.

Gary mention that SARS is a different type of proprietary software and we may be able to work this out depending on what information we want shared between from SARS to eLumen.

To Do: Patti will email all eLumen users nationally and ask:

1. How many are users of CurricUNET, are they able to upload course and SLO information to eLumen? If not, have they contacted CurricUNET about working with eLumen to allow the interface?
2. How many are users of SARS, have they been able to upload SARS information into eLumen? If not, have they contacted SARS about working with eLumen to allow the interface?
3. How are their colleges inputting rubrics and assessment results into eLumen considering the impact on workload for faculty and student services?

V. Next steps for eLumen

A. Timelines:

April 2009: Gary estimates the end a April to have data loaded into eLumen from Colleague. Then he'll need users to practice putting in SLOs, Rubrics, and data.

To Do: Patti and others she can cajole into participating will test this in May.

April and May 2009:

To Do: Patti will work hopefully with Randy Beach, Peggy Crane, and a Student Service program to develop template rubrics/criteria for writing, economics, and the student service area for piloting in fall 2009 on a limited basis.*

Fall 2009:

1. Development of manual for development of rubrics and input of information.
2. Development for faculty and student service use, user directions
5. Refine directions and develop inservice training

*Patti will track time spent in development for estimate of workload and resource expenditure.

Next SLO Meeting (for Committee Members only): Monday, April 20, 10:30am-11:30am in room 104.