**GLENDALE COMMUNITY COLLEGE**

**LO Committee**

**MINUTES Adopted**

**Thursday, April 28, 2016 – 12:30-1:30PM**

**AD 121**

Meeting was called to order at 12:34

**Present:** John Rome, Reid Kerr, Paul Sherman, David Yamamoto, Sarah McLemore, Susie Chin, Nick Smith, Adam Roberts, Tiffany Engle, Yvette Ybarra (Chair) Proxy: Elodia Collins(Proxy For: Margaret Mansour)Victoria Buresch, Elizabeth Fremgen.

**Absent:** Charlotte Schulten, Margaret Mansour, Marisa Zakaria, Kirk Vaughn

**Guest:** Julie Gamberg

**Quorum: 13/16**

**APPROVAL OF MINUTES – MSC**

**Corrections and Concerns - None**

**MSC**

**John Rome, Susie Chang**

1. **Information Items**

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| * LO Website: addition of lab categories/minutes and agendas/dates for next year/framework (once approved in May)/bibliography (resources)/add all forms to LO FORMS/add pictures and videos   <http://www.glendale.edu/index.aspx?page=3294>   * LO Database | **Outcome**   * Creating Uniformity, * Reinforce 3-year Cycle, part of each tab * Changing Mission Statement? Domino effect, so not at the moment but will be a future project. * Added websites for reference * Added definitions * Student services LOs added * GELOs included * ILOs included * Al current, committee members Minuets and agenda will be uploaded and accessible to the public, archive minutes will move to another page * Should lab categorizations be placed on the website if we have not begun to assess them? Yes, with a statement that we will begin assessment in Spring of 17 * Inconsistencies evident * Question for Michael Ritterbrown: Can we stop input assessments until we have everything organized. * All SLOs must be proper represented for each course. * In need of more help: Language arts, physical sciences. * Do assessments and hold them until input is available again. * New products for database * David met with IT and will have two of IT techs to import peoplesoft files properly and consistent * Division Chairs can still contact David to extract information * Continue to assess, only delay input of data * Paper copies off assessment will most probably be sent to David Yamamoto and Yvette * ***The standard assessment form must be used!*** |

1. **NEW BUSINESS**

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| * **Motion to move New Business ahead of Old Business** | **MSC (Yamamoto/Rome)** |
| * **LO QFE Chart** | * Ad hoc group for Core 3 * See recording |
| * **Critical Thinking ILO Report** * *IPCC made a motion "to recommend to the Learning Outcomes Committee to look at available information (based on the report) and develop a response/action plan on how to better disseminate and communicate the information.” The report referenced in the motion is the report from the task force that looked at the critical thinking ILO beginning last Spring. The intention of the IPCC’s motion is to encourage the Learning Outcomes Committee to publicize the results of the critical thinking task force’s report to the college community, particularly to the faculty. IPCC felt that it would be appropriate for this information from the task force report, including the recommendations at the beginning and the effective practices identified in the report, to be presented to the college community by the Learning Outcomes Committee.* | * Critical thinking and ILOs * Develop a response: How to disseminate this information * Discuss at ? * Tab on the website * Minimal emails in regard to SLO committee work sent campus wide * Defining critical thinking both disciple specific and institution wide * Institute wide reading or assignment * Done by 2017 * ***Discuss with our colleagues –Division meeting, “What does critical thinking mean to you?”*** * ***Questionnaire for students*** * Workshops that are linked and presented on institute day * Electronic survey for faculty and students * Do students even know about our ILOs? * How do students hear about them? * Every room will have the mission statement and ILO poster * Students who understand the ILOs are better prepared to transfer * “Using Evidence of Student Learning to Improve Higher Education” Used as a FIG * IPCC – we need the ability to assess students who are near degree completion with a portfolio. We need the data from IPCC to identify these students * **MOTION – We forward a plan back to IPCC that includes the ideas and timeline relating to the communication of critical thinking** * **MSC (Yamamoto/** **McLemore)** |

1. **OLD BUSINESS**

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| 1. Nichols Model 2. Re-work current assessment form    1. PLO/ILO linkage    2. Attainment data    3. Sample all students/all sections    4. Cut scores for IDM | * Closing the loop * Learning Outcomes statement * Means of assessment * Criteria * Summary of evidence * Use of results and back to LO Statement * Assessment numbers (recording)   **Not Discussed** |

**ADJOURNMENT:** 1:35

**NEXT MEETING: May 27, 2016 12:30pm-1:30pm AD 121**

Respectfully submitted by Paul Sherman

Reviewed by Yvette Ybarra (Chair)