OXNARD COLLEGE
LEARNING OUTCOMES TEAM

MINUTES
FOR THE
MEETING OF LOT
November 2, 2010

2:00 P.M. in the President’s Conference Room

Members Present
Recorded/Minutes by: B. Hough

Members Absent
C. Guerrero, M. Pinto-Casillas, M. Sanchez

Welcome/Announcements
Linda called the meeting to order at 2:11 p.m.

Review of the Minutes
The October 5, 2010 minutes were approved as amended.

Linda Ruvalcaba is not a member of the committee; she was a guest at the meeting.

Discussion of the Difference between Course Objectives and Learning Objectives
There was lengthy discussion on the difference between course objectives and learning outcomes and their relationship with an instructor’s syllabus. Some points of discussion were:

- Course objectives and learning outcomes have always been on a syllabus.
- The course objectives are over-arching while learning outcomes are not as subject specific as they are conceptual specific.
- In general the objectives that instructors have been asked (by curriculum committee) to put on their course outline of record (COR) are fairly close to the objectives that should be in a syllabus.
Another, slightly different concept of overall objectives for a ski instructor teaching a beginner’s ski course and how to evaluate/measure the student’s success is show below. In this example the objectives are broader than the outcomes. The learning outcomes are more defined, more measureable.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper use of equipment</td>
<td>Does the student know how to strap on bindings? Does the student know how to wear proper goggles for different days/different conditions?</td>
</tr>
<tr>
<td>Ride the rope tow on the bunny hill</td>
<td>Does the student know when/how to grab the rope tow, how to hold the poles properly and when to let go?</td>
</tr>
<tr>
<td>Ride the chair lift</td>
<td>Does the student know how to get on/off the chair lift?</td>
</tr>
<tr>
<td>Get down the bunny hill without killing himself/herself</td>
<td>Does the student know how to snow plow; come to a stop?</td>
</tr>
</tbody>
</table>

The objectives are defined in the COR and the outcomes are on the appendix, and they may not be, word-for-word, part of the objectives. According to accreditation we are only obligated to put the objectives on the outline. It’s in litigation right now whether outcomes will also be required on the syllabus.

- The LOT Committee agreed previously on these definitions. Why are we doing this all over again? Scott Corbett was trained in SLOs, and he trained everybody on the committee. We had a working knowledge of what an SLO was when we had the two SLO coordinators. It went through the coordinators and then to the Curriculum Committee where it was discussed.
- Only ten disciplines actually completed the report. Where did the communication break down?
- We are revisiting this topic because Linda recently attended the WASC Conference and came back with a wealth of information.
- Different disciplines may have very different ways of deciding what the measureable part is and whether a student has fulfilled them.
- Performance-based objectives are obviously easier to measure.
- The process/personnel have all been changing.

**ISLOs**

Linda distributed a handout with proposed ISLOs. After lengthy discussion, the committee made changes/additions to the list. Betty will redo the handout with the changes and send copies to Linda and Erika for review. (Note: Copies of the revisions are attached to these minutes.)

This revised draft will go to the Academic Senate Executive Committee; Erika will share it with Dr. Durán, the Deans, and P BC. It is important to get a much feedback on this as possible because we need to get these approved in the next few months. Each department and program will need to revisit their program SLOs, because with these revised ISLOs, they will probably have different program-level SLOs.
**SLO Data Collection**
The form currently posted on the website should be used until we have eLumen up and running. Use every flex opportunity to provide opportunity for faculty to fill the gaps. We must provide the assistance.

**Connection between PEPC and LOT/SLOs**
Is there a way to streamline the SLO without watering down the data? Teaching and learning are still occurring in the classrooms, independent of other factors and how it relates to PEPC, etc. Isn’t there a way to capture that with a minimal, modest SLO that begins to close the loop? Build a simpler model that works, and then begin to think about how this will connect to the other portions of these processes, committees and forms. It is important to keep in mind that we have to have a program effectiveness process and a resource allocation process that has a clear line to it. We can’t suddenly have a budget resource request that comes out of LOT Committee that goes to PBC because then PBC is trying to evaluate and prioritize things from all different directions, and that is not good strategic planning. You can’t talk about your program’s effectiveness, if you don’t discuss the SLOs.

**Adjournment**
There being no further business, the meeting adjourned at 3:55 p.m.