Comm 012: SLO Meeting Minutes
Michelle Zajac, 01/2019

1. **The date of the meeting:** December 13th, 2018
2. **The start of the meeting (start and end time):** 1:00-3:30pm
3. **The location of the meeting:** LA/SS Faculty Offices
4. **In attendance:** Meg, Anne, Anya, Jennifer, Michelle
5. **The main objective(s) for the meeting:** Discuss our quantitative and qualitative findings. Share perspectives on the new eLumen process, the SLO itself, and the eLumen assessment tool.

6. **Courses to Assess in Spring/Fall 2019:**
   - a. Spring ’19 = Comm 004, Comm 020
   - b. Fall ’19 = Comm 001

7. **SLOs**
   - a. **Research-based SLO** = Research and design an intercultural competence presentation highlighting one culture in various applied settings that demonstrates an understanding of how culture shapes communication
   - b. **Practical-based SLO** = Compare and evaluate verbal and nonverbal cultural communication patterns and effective communication strategies and practically apply this knowledge to cross-cultural conversations.

8. **Topics of Discussion:**

   **Feedback on the Process:**
   - The team had 2 main suggestions for improving eLumen assessment access: First, it was difficult for many to log into eLumen for the first time, even after referring to the login instructions. There was a wait time to receive a new password, and several needed to resort to contacting Betsy Sandford to resolve login issues.
   - Second, the team would like to have rosters and classes updated on eLumen more frequently. For example, when wanting to input data for classes during the middle of the semester, rosters on eLumen were not representative of the students currently enrolled in the course. Further, some late start classes were not visible on eLumen until two weeks prior to the end of the semester. This delay in information hindered faculty from entering data while it was being collected. The request and suggestion is that eLumen be updated again after census and just after the drop deadline to reduce these limitations.

**Student Strengths and Limitations:**

- Students overall were successful in meeting both SLOs, with the vast majority of students meeting or exceeding expectations. Of the 107 student sample, only 7 students did not meet expectations for the research-based SLO, and a mere 2 students did not meet expectations for the practical-based SLO. Overall, the faculty are preparing their students well to successfully meet the course’s SLOs.

- Less students exceeded expectations with the research-based SLO versus the practical-based SLO (59 students versus 75 students). Faculty shared there may be several reasons for this. The research-based SLO takes place later in the semester. Students are more tired, and some are less able to offer their full focus and commitment to projects. Some faculty felt that toward
the end of the semester students know what grade they are getting, and may only give the attention needed to obtain the desired letter grade (which isn’t always an A). Further, some faculty felt that students might exert less effort to excel if doing so would not make a difference to their letter grade.

- Several instructors felt that both SLOs were rigorous in their own way, and that the difference in SLO assessment scores was not due to one SLO being more difficult than the other.
- Some instructors concluded that the practical-based SLO was more challenging, whereas others felt that the research based SLO was more difficult for students.

**Possible Future Changes:**

- The team discussed that some language could be modified in the SLOs. The research-based SLO indicates students completing an “intercultural competence presentation.” The term “presentation” should/will be omitted, and replaced with the term “project.” The team felt that a project offers more academic freedom to interpret and measure this SLO.
  - For this same SLO, it was identified that all instructors should consider having their students provide at least 4 reputable sources for their research component.
- Other adjustments in the SLO language are possibly needed to improve clarity and outcome. For example, for the practical-based SLO, some thoughts surfaced about the following language:
  - Reconsider the word “evaluate.” Would “interpret” be more accurate?
  - Including the context(s) would be useful.
  - Instead of “communication strategies,” “cultural behavior and understanding” may be a better a representation of what teachers want their students to evaluate.
- Some group members suggested that the practical-based SLO could be weighted more heavily (some recommended that the entire project that measures this SLO be weighted at 50% of the students’ grade in the course).
- The Communication Studies Department would love a more detailed/advanced tool on eLumen where we can quantitatively measure each part of the SLO. Currently, we have 1 Likert-type scale to measure each SLO, even if the SLO is multi-faceted and addresses various skills. As a result, the quantitative data results tell us something about how many students did or did not meet the SLO, but it doesn't tell us what parts of the SLO the students did really well (and why), and what parts of the SLO they struggled with (and why).

**Things to do:**

- Create a Googledoc with the current SLOs so that faculty can modify SLO language (Meg)
- Communicate with Betsy Sandford about eLumen capabilities, and if a more advanced quantitative measurement tool is possible in the future (Michelle)