I. Call to Order

- 2:47 pm – An informal discussion began as only 5 of 11 members were in attendance. Attendees introduced each other to our guest, Virginia Marquez of EOPS.
- Quorum was reached at 3:08 pm and the meeting officially began.

II. Order of the Agenda

- Mel requested that the order of the agenda be changed to address VII. New Business immediately after Item IV – Oral Communication.
- Alfred moved to change the order of the agenda as requested by Mel.
- Peggy(?) seconded the motion.
- Motion passed.

III. Approval of Meeting Minutes (5 minutes)

- The minutes of 5 April 2016 were approved.
- Motion to approve the minutes by Alfred.
- Seconded by Peggy.
- Motion passed with one abstention (LeAnn).

IV. *Oral Communication from the Public (3 Minutes/Person)  
Note: This portion of the meeting is reserved for persons desiring to address the Committee on any matter not on the agenda. No action will be taken.
Ms. Marquez indicated that she is interested in updating the EOPS SLOs. There is a need on EOPS’ part to increase the number of students it serves. In 2008, the program was faced with a 40% budget reduction but funding has now been restored.

V. Information and Announcements (10 minutes)

A. Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 25, 2015</td>
<td>Launch 2015 – 2016 Program Review</td>
</tr>
<tr>
<td>February 19, 2016</td>
<td>Due date for program review budget surveys</td>
</tr>
<tr>
<td>February 26, 2016</td>
<td>Due date for Fall 2015 SLO Assessments</td>
</tr>
<tr>
<td>April 15, 2016</td>
<td>BRAC allocates resources based on program review budget surveys and self-studies</td>
</tr>
<tr>
<td>November 4, 2016</td>
<td>Due date for Program Review</td>
</tr>
</tbody>
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B. Academic Senate report

C. SLO Assessments Report

D. Program Review report

E. Integrated Planning Committee Report

F. BRAC Report

Mel reported that BRAC has made its allotment of funds to each of the departments.

G. Other

Brad Weisberg – No longer a member of the committee

Mel informed the members that Brad would no longer participate in the committee. The President sees a need to reposition the deans to be more efficient.

Assessment Workshops Being Offered by the PDC

Several members asked Mel whether the committee was involved in the assessment workshops being advertised by Michelle Francis of the Professional Development Committee. The committee is not involved. The workshop appears to be addressing general methods for gauging student success in mastering course concepts.

VI. Old Business

VII. New Business

A. Program Review, Learning Outcomes, and Elumen (1.5 hours)
General discussion of program review, program review theme report, and Learning Outcomes.

Need for Liaison to work over the summer with Elumen

Mel informed members that there is still a need for someone to replace him on the committee. However, even though he is going on sabbatical starting in the Fall, he will be able to help whoever takes his place only over the summer months. LeAnn will assist the committee in looking for a faculty member to replace Mel.

Elumen Representative to attend next SLaPEC meeting

Mel informed members that Matt Coombs, an Elumen representative, will be at our next meeting to explain how Elumen works with the SLO and PR processes.

Mel will email all members access to the Elumen pitch video so that we can see how it works.

LeAnn asked whether Elumen is a partner of Banner. If it is not, the College must pay an additional fee to Banner for integrating Elumen.

San Diego Conference – Institute for Evidence Based Change

Several members discussed their experiences attending the conference and what they “took away” from the event. It was suggested that these materials be used to create an all college day event. Dulce Maria Gray and committee member Alyson Butcher submitted their written “take-aways” to Mel. They are copied at the end of these minutes.

Mel posed several questions for discussion including:

- What is a good SLO?
- What do we have to be aware of in creating SLO’s? Example - cultural biases.
- Should we treat every activity, assignment, test, etc. as an SLO assessment?
- While Elumen will help with completing the paperwork, how to we encourage department members to use assessments to communicate with each other about how to improve learning.

Virginia commented on the importance of EOPS students learning the essentials of what they need to succeed and that barriers such as language, previous education, and institutional must be addressed.

VIII. Future Agenda Items

IX. Next Meeting
   Tuesday, May 3, 2016 from 2:30 PM – 4:00 PM

X. Adjournment
The meeting was adjourned at 3:56 pm.
* All SLAPEC meeting agendas are archived in the SLAPEC website at http://www.westvalley.edu/committees/student-learning-program-effectiveness/index.html.

In compliance with the Americans with Disabilities Act, individuals needing special accommodations should contact WVC SLAPEC Chair Mel Vaughn at (408) 741-2483 (melvin.vaughn@wvm.edu) at least one week prior to the meeting date.

To: Melvin Vaughn, Chair SLAPEC
Members of SLAPEC
Herlisa Hamp, Director of Student Equity and Success
From: Dulce Maria Gray, faculty member in English and Gender and Women’s Studies  
RE: Issues I took away from attending the Integrating Cultural Competence into Instruction,  
Assignments & Assessment conference in San Diego on 15 & 16 April  
Date: 19 April 2016

These are some of the issues that I thought about while at this conference, some of the issues that  
I believe are particularly relevant at WVC. I hope that highlighting them can help SLAPEC to  
lead the College in productive discussions and changes about SLOs.

1. It’s important to engage the entire College, and the Curriculum Committee, in a  
conversation about the definition of “cultural competence”—especially in the context of  
“student equity and success”; the Global Citizenship Committee can help with that.
2. It’s important to engage the entire College in a conversation about the best pedagogical  
practices for including cultural competence in all aspects of our teaching, and student  
services programs.
3. It’s important to engage the entire College in a conversation about designing assessment  
tools that include cultural competence.
4. It’d be productive to engage the entire college in a discussion about approaching SLOs as  
fluid, breathing, growing, and integral components of pedagogy, and curriculum  
development and implementation.
5. It’s imperative to engage the college in a discussion about the importance of and the  
specifics of how to integrate equity and cultural competence into each SLO for each  
course and each program.
6. It’s imperative to examine existing SLOs and to identify where and how each is not  
inclusive of equity and cultural competence.
7. All SLOs need to be aligned with the ILOs.
8. Each SLO needs to be aligned with the course objectives, and with the SLO in each  
assignment.
Alyson’s Takeaways:

Below is a summary of what I took away from the conference this weekend:

- How to form an SLO correctly (verb, noun, context)
- How to use Learning Outcomes to drive what I teach in class, what I assign for work, and, most important, how I assess my students
  - What is the intended outcome of this educational activity?
  - Does it tie in to the overarching SLOs for this course?
- How to look at SLOs and assessments through the lens of cultural competence—remembering that our students’ cultures’ and personal life experiences will influence how they read and interpret the questions we ask them
- Be aware of micro-aggressions towards those from other cultures
- Be aware of how what we ask of our students works with the cultures and backgrounds they come from
- Techniques for driving success:
  - Learn students’ names
  - Meet with every student within the first 3 weeks of classes
  - Give assignments early and often
  - Vary how we present material (“surprise” them)
  - Use group work, but pre-select the groups
  - Use a variety of assessment tools
- As yourself: “Is what I want my course to do captured by this assignment?”