

Agenda / Minutes
Monday, October 14
AC 303

Present:

Absent:

TOPIC and Time	Notes
-Agenda, minutes review and approval – 5 min	
-Review of finalized ISLOs and next steps – 15 min	
- PSLO mapping – 30 min - Timeline - Division check in – wins, challenges, questions, next steps	
-eLUMEN updates – _____	

-Do **all** *course* SLOs in a degree need to map to at least one degree SLO, or is it okay for some course SLOs to not map to any of the degree SLOs? I'm thinking like a business class that is part of an art degree, for example, that has some SLOs that map to the art degree SLOs and some that don't. **It sounds reasonable to me as long as your SLOAC can articulate the reasoning behind and the Committee reaches consensus.**

Just out of curiosity, if the course is in business, does it truly not be able to map one of the CSLO to one of the PSLO? You may want to "challenge" both CSLOs and PSLOs. Do the PSLOs too narrow or ?? Thinking about the student journey, what do we want them to gain to be successful to their next level.

-What if a course has SLOs that do not map to *any* of the degree SLOs it is associated with? **As long as the course faculty can articulate why and SLOAC is ok with it. I would challenge if this course SLOs (none of them) map to degree SLOs, then what is the "purpose" of this course to support the degree? Is this course stand along? (Don't use my language. You may want to articulate it in a better way.)** We are also mapping the course SLOs to ISLOs as well, and I'm assuming we will run into the same questions as the above at the ISLO level soon. **We have the same discuss at LMC.**

I'd love to hear your thoughts on how you've navigated the above. I reached out to Karen Wong to get her thoughts on this as well. **Let me know what she thinks. I want to know your thoughts too. 😊**

Thanks!

Proposed GE / ISLOs:

Communication (written, visual, oral): Effectively and critically understand and communicate in writing, orally, and/or verbally using traditional and/or modern information resources and supporting technology.

Scientific and Quantitative Reasoning: No Change

Information Literacy: No Change

Critical thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions. Recognize and identify the components of a problem or issue, look at it from multiple perspectives, and investigate ways to resolve it.

New: Cultural Awareness and community engagement: Become ethically responsible, equity-minded participants in society, informed and involved in civic affairs and environmental stewardship locally, nationally, and globally. Demonstrate understanding and appreciation of the diversity of cultural works, practices, and beliefs.

New: Personal and Professional Development: Engage in healthful living and wellness physically, intellectually, emotionally and socially; enhance skills for the workplace and marketplace.
