

SLOAC Steering Committee Agenda September 12, 2005, 1:45-3:45, Room 5131

Present: Susan Andrien, Connie Beringer, Jim Bowsher, Chris Case, Alma Cervantes, Carlos Colombetti, Jan Fosberg, Jon Freedman, Val Goines, Cathy Hasson, Rick Hough, Jen Merrill, Jude Navari, Christine Roumbanis, Arthur Takayama, Phyllis Taylor, Dennis Wolbers, Soodi Zamani, Karen Wong

1) Introductions: Name, Discipline, Where you're at in the process

2) Updates:

- Research & Planning Summer Institute on Assessment (Cathy, Christine, Phyllis, Ray & Karen)-- attending were Regina Stanback-Stroud, Sherri Hancock, Donna Bestock, Margery Meadows, Mike Williamson, Cathy Hasson, Christine Roumbanis, Phyllis Taylor, Ray Hernandez, Karen Wong, & CSM's Sandra Comerford & Canada's Ray Lapuz)
- Curriculum Committee (Arthur and Christine, Curriculum Committee Co-chairs)
 - Course outline training template—SLOs as separate category; show how that section relates to objectives and course content; methods of instruction should be “specific but not definitive”
 - Program Review Subcommittee-- Christine Roumbanis, Arthur Takayama, Regina Stanback-Stroud, Cathy Hasson, Imelda Hermosillo, Ray Hernandez, Jim Bowsher
 - Institutional Core Competencies—generated from our mission statement, core competencies, etc.

3) What the SLOAC Committee will Steer

- The Rationale for Creating a SLOAC Framework
 - Learn through doing
 - Develop a core of experts
 - Create a long-term resource for the campus to implement the SLOAC in a meaningful way
- The Process of Creating a SLOAC Framework (Cathy & Karen)—see the attached document
- Your role as a member of the task group: (a) Conduct research for one of the three task groups; (b) develop and draft a SLOAC framework based on this research that best suits Skyline; (c) pilot your part of the process.

- Timeline: (a) Fall 2005-- develop a draft of the framework & "beta-test"; (b) Spring 2006—get feedback from campus stakeholders to shape this draft in to a final draft AND continue to pilot
- Stage One (September/October): Become better versed in the SLOAC by researching one aspect of the SLOAC, and from that research shape it into something that complements Skyline's culture and can serve as a stand alone resource for our campus.
 - Oct. 17th-- 1st draft of framework
 - Oct. 31st-- 2nd draft of framework
- Stage Two (November/December): Help pilot groups to shape their methods; "beta-test" our handbook with these pilots; revise accordingly
 - Who is ready to beta-test/ pilot NOW?
 - TO DO: Consult with your departments about beta testing (for the purposes of strengthening our framework) or piloting, and contact me if you're ready to roll.
 - Nov. 7th-- feedback on pilots
 - Nov. 21st—revise the framework draft based on how helpful it was for the creation of the pilots
- Stage Three (Spring 2006): Get feedback from appropriate campus groups about the handbook that describes the SLOAC framework as well as provides models and when finalized, make the handbook readily available to all campus constituents AND continue writing SLOs AND piloting
- Resources:
 - My SLOAC website (<http://www.smccd.net/accounts/wongk/sloac.htm>), which has links to three of the most experienced SLOAC programs: (1) Bakersfield; (2) Cabrillo; (3) Modesto. However, please note that these websites don't preclude you from looking elsewhere as well.
 - Assessment books that we purchased that will be available for checkout from the library.
- Compensation:
 - Trustees'/PFE Compensation: (a) actively participate in one of these task groups; (b) draft SLOs.
 - Piloting compensation under discussion
- TO DO: Sign up with one of the task groups and get together to establish when to next meet and work out other questions related to the group process.

4) Reminders:

- Reserve the following dates for SLOAC Committee Meetings this Fall -- if you can't make it, please send someone in your stead. All meetings will take place from **1:45-3:45** in **Room 5131**.
 - * **Monday, 9/12**
 - * **Monday, 10/17**
 - * **Monday, 10/31**
 - * **Monday, 11/7**
 - * **Monday, 11/21**

- Attend the Sept. 23rd SLOAC workshop which will be facilitated by faculty with SLOAC experience and will be held at the San Mateo Marriott from 9-3 (with breakfast starting at 8).
 - You can request provisions for substitutes for your classes through your deans, who can forward the request to VPI Regina Stanback-Stroud's office. Include the quantitative information you generally list on a short-term professional development application: how many hours you will need a substitute, a calculation of the amount of money needed, and your dean's approval. (Or you may want to assign students an out-of-class assignment for the day.)
 - You also can apply the workshop toward flex credit.

- Attend Cathy Hasson's workshop on Assessment on Thursday, October 27th, from 2-4:30, in Room 5131.

- Determine when and where to meet with the task group subcommittee.

Student Learning Outcome and Assessment System Proposed Components for Skyline College Fall 2005

1. **Stated Philosophy:** A memorandum of understanding outlining guiding principles and how SLO and assessments will and will not be used (finalized SP 05).
2. **Operational Definitions:** A listing of industry terms and descriptions representing Skyline's adopted methods and approaches to SLO and assessment (initial draft-FA 05).
3. **Framework:** The following three major components comprise the framework:
 - a. (TASK FORCE ONE co-chaired by Connie & Christine R.) A model depicting how and when the institutional, program and course expected outcomes and assessments are integrated (i.e. strategic planning process, program review and curriculum development).
 - b. (TASK FORCE TWO co-chaired by Phyllis & Karen) Guidelines for writing robust expected learning outcomes (including criteria and exemplars).
 - c. (TASK FORCE THREE co-chaired by Cathy & _____) An approach for assessing outcomes (cyclical and balanced) and for developing assessment plans (templates).
4. **Process and Procedures:** Schedules outlining the steps, resources and timelines for the following activities:
 - a. Development of Framework
 - b. Training and Communication
 - c. SLO statement development/implementation
 - d. Assessment Plan development
 - e. Pilot projects

SLOAC FRAMEWORK TASK FORCES:

(TASK FORCE ONE co-chaired by Connie & Christine R.) A model depicting how and when the institutional, program and course expected outcomes and assessments are integrated (i.e. strategic planning process, program review and curriculum development).

Jen Merrill, Arthur Takayama, Jude Navari, Val Goines

(TASK FORCE TWO co-chaired by Phyllis & Karen) Guidelines for writing robust expected learning outcomes (including criteria and exemplars).

Jan Fosberg, Alma Cervantes, Jim Bowsher (eventually replaced by Betty Lindgren-Young), Carlos Colombetti, Soodi Zamani, Regina Pelayo

(TASK FORCE THREE chaired by Cathy) An approach for assessing outcomes (cyclical and balanced) and for developing assessment plans (templates).

Chris Case, Rick Hough, Jon Freedman, Susan Andrien, Dennis Wolbers

2005/2006 SLOAC STEERING COMMITTEE

SOCIAL SCIENCES/ CREATIVE ARTS

- Music-- Jude Navari
- Philosophy-- Carlos Colombetti
- Psychology-- Jen Merrill
- Photography-- Arthur Takayama (Curriculum Co-Chair)

LANGUAGE ARTS

- English-- Connie Beringer
- English-- Jim Bowsher
- English/ Reading-- Karen Wong (SLOAC Chair)
- Speech-- Phyllis Taylor

SCIENCE, MATH, AND TECHNOLOGY

- Science-- Chris Case
- Math-- Jon Freedman
- Math-- Rick Hough
- Math-- Soodi Zamani
- Respiratory Therapy- Ray Hernandez (Accreditation Co-Chair)

BUSINESS

- CAOT-- Alma Cervantes
- CAOT-- Christine Roumbanis (Curriculum Co-Chair)
- Cosmetology-- Regina Pelayo
- ECE-- Valerie Goines

PHYSICAL EDUCATION-- Jan Fosberg

COUNSELING--Virginia Padron

LIBRARY/ INFORMATION LITERACY-- Dennis Wolbers

LEARNING CENTER -- Susan Andrien (Director)

OFFICE OF PLANNING, RESEARCH AND INSTITUTIONAL EFFECTIVENESS: Cathy Hasson (Director)

Definitions from the SMCCCD SLOAC website:

<http://www.smccd.net/accounts/sloac/definitions.asp>

The following are definitions as agreed upon by the SLOAC officers from the three campuses.

- **What are Student Learning Outcomes?**

Student Learning Outcomes are explicit statements describing knowledge, skills, abilities, and attitudes that a student will be able to demonstrate at the end (or as a result) of his or her engagement in a particular lesson, course, program, or collegiate experience.

Student Learning Outcomes address the learning from the student's point of view: "At the end of this course, the student will be able to ..."

- **What are Goals?**

Goals are broad statements about educational purpose for a specific lesson, course, program or institution. For example, at the institutional level, it can be the mission statement. At the course level, the goal can answer the question, "Why to I have to take this class?"

- **What are Objectives?**

Objectives represent valuable skills, tools, or content the enable a student to engage a particular subject. The focus is on content and skill important within the classroom or program; what the staff and faculty will do.

Objectives can often be numerous, specific, and detailed. Assessing and reporting on each objective for each student may be impossible.

What are Assessments?

- Assessments are methods that an institution employs to gather evidence and evaluate quality.
-- ACCJC Standards Glossary
 - Assessment is the systematic collection of information about student learning and the use of that information to improve the learning and teaching process in the classroom, department and general education programs.
-- Janice Denton (*Effective Grading* by Walvoord & Anderson)
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Other Assessment Terms:

- **Direct vs. Indirect Assessment:**
Direct Assessment collects student products and information on their behaviors.
Indirect Assessment collects opinions and surveys.
Direct assessment is a must for examining student learning outcomes.
Indirect assessment may produce inaccurate results, but can be used as a supplement.
- **Quantitative vs. Qualitative Assessment:**
Quantitative deals with numbers.
Qualitative deals with verbal summaries of what was found.
Both types of assessments are highly effective and can be used to compliment each other.
- **Formative vs. Summative Assessment:**
Formative Assessment can be used for improving learning.
Summative Assessment is an end-result performance (no chance for improvement).
Formative Assessment can (should) be used in the classroom environment where an instructor can check on student progress, while summative assessments evaluate final products such as exams, final exams, term papers, comprehensive exams, portfolios, etc...
- **Embedded Assessment:**
These are types of assessments that make use of what the students are already doing. Usually, this can be thought of as fine-tuning assessments already done in classrooms to make sure they assess student outcomes.
- **Developmental Assessment:**
This type of assessment usually tracks students over a period of time. It is mostly applied in 4-year universities, but would be very useful for tracking ESL students in the community college setting.
- **Authentic Assessment:**
Also known as Performance-Based Assessment, these would be items or tasks that require students to apply knowledge in real-world situations.

WEST VALLEY COLLEGE'S WORKING DEFINITIONS

Assessment Plan: the description of the activities, aggregated measures, and feedback mechanism that a department or program will use for improving student learning.

Assessment: the process of determining, across a body of students, whether an intended student learning outcome has been achieved and to what degree.

Checklist: a list of intended outcomes or objectives against which student work or performance is judged; often is less detailed in explaining the traits and standards than a rubric.

Common Examination Questions: a technique of embedded assessment in which a set of common questions are integrated into examination(s) for all sections of a course and are summary data compiled for assessment purposes.

Course Objective: a statement that describes more discrete skills, abilities, or content knowledge that a student will master. Objectives generally relate to lower level thinking skills and are often combined to produce a SLO.

Embedded Assessment: using an existing assignment, sometimes with minor revision, to provide assessment information.

Evaluation: this term is often confusing since it is used in a variety of ways. For our purposes, we will make the following distinctions:

Program or Course Evaluation: the determination of the value of an instructional program, service, or student learning outcomes.

Student Evaluation (Grading): the process of determining the content knowledge and/or performance levels of individual students in relationship to stated objectives; Also referred to as **summative evaluation** of student performance.

Formative Evaluation: process and judgment that is directed toward improvement.

Summative Evaluation: final evaluation or judgment that is not directed toward improvement.

Portfolio: an accumulation of student work across a course or program that can be used for grading and/or assessment purposes.

Post-test: second administration of a measure at the end of instruction to determine whether, and to what degree, objectives or outcomes, have been met.

Pre-test: administration of test or other measure prior to instruction.

Rubric: a compilation of traits that is used to evaluate student work or performance and/or assess student learning outcomes..

Standardized examination: an examination that has been normed, is valid and reliable, and can be used for grading and/or assessment of course objectives and/or student learning outcomes.

Student Learning Outcome (SLO): a statement that describes the knowledge, skills, attitudes, or abilities that a student can demonstrate at the end of a comprehensive unit of instruction. SLOs generally relate to broad overarching goals, require higher thinking abilities, and result in a measurable product that can be assessed. Information about SLOs is aggregated across students as part of an assessment plan.

Trait: a characteristic or element of a demonstrable knowledge, skill, ability, or attitude that can be measured; usually stated along a continuum or scale.

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