

SLOAC Steering Committee Agenda February 13, 2006, 1:45-3:45, Room 5131

Present: Susan Andrien, AJ Bates, Chris Case, Alma Cervantes, Carlos Colombetti, Jacquie Escobar, Jan Fosberg, Sherri Hancock, Cathy Hasson, Ray Hernandez, Betty Lindgren-Young, Jen Merrill, Jude Navari, Regina Pelayo, Christine Roumbanis, Arthur Takayama, Phyllis Taylor, Dennis Wolbers, Karen Wong, Soodi Zamani

- I. Check-in: At what stage is your department? (Aware of the SLOAC? Attended training workshops? Coordinating with colleagues? Coordinating with sister colleges? Drafted SLOs? Approved "Final" SLOs? Assessment Plan? Implementation of Assessment?) At what stage is your division? (All)

BUSINESS

- Alma Cervantes & Christine Roumbanis (CAOT is collaborating as a department; presently working on the Excel course outline; on the agenda for the meeting on 2/28; Automotive Tech is working on updating their course outlines with SLOs)
- Regina Pelayo (Cosmetology already has SLOs since they're mandated by the State, and so course outlines are completed; presently working with Cathy on writing an assessment plan; challenge is creating assessments and getting people to help since there's resistance in the department, people believing they've already "done" it; consulted with CSM and discovered they're assessing on the program level)

COUNSELING

- Jacquie Escobar (Counseling has worked with Karen once so far; will continue to draft SLOs at this week's counseling meeting; March SS meeting also has it on the agenda, perhaps to generate division SLOs)

LANGUAGE ARTS

- Karen Wong, Betty Lindgren-Young (English/Reading are drafting SLOs with the intent of finalizing SLOs for core courses)
- Phyllis Taylor (Speech revised course outlines with SLOs; created an assessment plan; working on a rubric)

LIBRARY/ LEARNING CENTER

- Dennis Wolbers (Library has two sets of outcomes, one for the library as a whole and the other for library courses; finalized SLOs for two of the library courses; designed three surveys to measure user satisfaction)
- Susan Andrien (LC Quandary-- outcomes generally result in other courses since LC courses are intended to operate as support courses; designed some

surveys to assess students' abilities but thinks LC needs to consult with faculty across the disciplines)

PHYSICAL EDUCATION

- Jan Fosberg (Jan's PE courses have draft SLOs; Dance is ahead; draft program SLOs; meet infrequently as a division so the process is primarily through e-mail; deadline for submitting draft SLOs is the upcoming Monday, and so far no one has responded)
- Carlos Colombetti (Philosophy is working with colleagues across the District, but it's been some time since they last met; created rubrics to evaluate essays; aim is to write SLOs for all courses by the end of the semester and to design one assessment)

SCIENCE, MATH, AND TECHNOLOGY

- AJ Bates (Chemistry will likely involve PT)
- Chris Case (Biology talking and some attended training; have assessments and outcomes, but too many SLOs)
- Ray Hernandez (Respiratory Therapy incorporated SLO language into some course outline drafts; next academic year plans on working with other allied health programs)
- Soodi Zamani (Math has three very involved faculty in the SLOAC; talked about assessment, but the philosophy over how to teach differs significantly among members of the department)

SOCIAL SCIENCES/ CREATIVE ARTS

- Jen Merrill (Psychology faculty are aware of the SLOAC but don't know a lot; March meeting will focus on generating SLOs)
- Jude Navari (Music is writing SLOs; plan to revise by the end of this semester; resistance in department to the process; met with colleagues in the sister colleges but it wasn't very helpful)
- Arthur Takayama (Art is presently revising course outlines with SLOs; asked instructors who most frequently teach the courses to generate SLOs; collaborating with the Music department-- quandary in designing a rubric for Art since art isn't about following rules)

- II. Give feedback on Mary Allen's "Assessment" workshop on Friday, Feb. 3rd (All)
 - A. 81 CSM, 40 Skyline, 14 Canada faculty/ staff attended
 - B. Electronic copies of the workbook are available from Karen upon request, to be used only amongst campus faculty and staff
 - C. Feedback about how the workshop was helpful: sample rubrics were helpful, but would like a follow-up hands-on rubric workshop; matrix to align courses with program SLOs; "assessment doesn't need to be complicated;" helpful working with colleagues in the same discipline but from sister colleges; "randomly pull samples of data" as opposed to collecting data from every class; use more embedded assessment

- III. Updates (Karen)
 - A. Campus
 - 1. Curriculum Committee (Arthur & Christine, Chairs)
 - a. Requires all new course outlines and all courses undergoing program review to be updated with SLOs using the revised course outline template;
 - b. Discussing how to revise the program review process to accommodate the SLOAC—self study or program review and generating questions to incorporate SLOs; anticipated date of completion is end of Spring 2006
 - 2. Academic Senate Research Committee (Jonathan Freedman)
 - a. Discussing whether to revise the by-laws so that a primary function is to assist faculty with creating and implementing assessment plans.
 - 3. Need to determine who is entrusted with composing draft institutional outcomes—Curriculum Committee will generate draft institutional SLOs, about which they will seek feedback from the SLOAC committee; the subsequent draft will be shared with other campus constituents
 - B. SLOAC Committee
 - 1. Dialogue, Research, and Collaboration, resulting in the SLOAC Framework
 - 2. Members attending workshops by outside consultants
 - 3. Pilot parameters established and pilots underway: Speech, Biology, Philosophy, Physical Education, CAOT, Cosmetology, English, Counseling
- IV. Identify Accreditation's expectations, what more needs to be done, and our role (Cathy & Karen)
 - A. Accreditation Schedule and WASC's Expectations (Cathy)
 - B. Determine how to systematically implement
 - 1. Serve as trainers for our respective divisions and the campus at large (Minimally, each of the five academic divisions, the Academic Senate, the IPC, and the College Council)
 - a. One hour workshop on the components of the framework (all-- please sign up today)
 - b. One hour workshop on writing SLOs (with Karen)
 - c. One hour workshop on building an assessment plan (with Cathy)
 - 2. Pilot a course or program assessment
 - 3. Propose a timeline to our campus constituency
 - a. Beyond targeting programs up for program review, how should we determine who goes next?
 - b. What are reasonable expectations, given the expectations from our upcoming accreditation visit?

- V. Focus this semester on Training the Trainers:
- A. How to Present the Framework
1. Who: While Karen and Cathy will design the Powerpoint presentation, we ask that at least one member from every Division also present. Our next meeting we'll bring the draft Powerpoint presentation for your feedback. Meanwhile, we'd like you to think about how to present the information using interactive and/or hands-on approaches.
 2. Refreshing our memories of the cycle by reviewing a model: Speech Communications (Phyllis Taylor)
 - a. Started with the discussion of objectives, but found it was easier to generate SLOs from major assignments→ resulted in very dense SLOs
 - b. Inspired to start the process of writing SLOs from the looming pressure of Program Review
 - c. Recognized need to attend more workshops to learn about assessment that complements the SLOAC process
 - d. With the assessment plan, got stuck on specifics; ended up chiseling down 12 SLOs to 3
 - e. Recognize that they may have to revise their SLOs after creating their assessment plan
 - f. Thinks that the current assessment plan is sound, but perhaps overly ambitious in terms of the timeline
 - g. Challenge is in bringing adjunct faculty into the conversation

B.SLOAC Meetings/ Campus Workshops: Writing and Revising SLOs; Creating Assessment Plans; Designing a Rubric

VI. TO DO:

- A. Designate someone in your group to contact the Dean about presenting the Framework after our March 6 meeting.
- B. Review the Framework, and think of interactive and/or hands- on approaches to presenting the information to faculty.
- C. Initiate or continue propelling the SLOAC process along with your departmental colleagues (writing course or program level SLOs; creating an assessment plan; generating rubrics, etc.)

SLOAC MEETINGS, 1:45-3:45, Room 5131

- Monday, Feb. 13th
- Monday, March 6
- Monday, March 27
- Monday, April 17
- Monday, May 1

**SIGN UP IF YOU WANT TO DESIGN, IMPLEMENT, AND PRESENT A
COURSE OR SERVICES LEVEL ASSESSMENT PLAN AND REPORT**

PROGRAM	LEAD PERSON
1) Speech Communications	Phyllis Taylor
2) Biology	Chris Case
3) Philosophy	Carlos Colombetti
4) Physical Education	Jan Fosberg
5) CAOT	Christine Roumbanis
6) Cosmetology	Regina Pelayo
7) English (836)	Tom Sullivan
8) Counseling	Virginia Padron
9) Art	Arthur Takayama
10) Music	Jude Navari
11) Math (805)	Soodi Zamani
12) Math (130)	Rick Hough
13) Math (110)	Jonathan Freedman
14) Counseling (Orientation)	Jacquie Escobar
15)	
16)	
17)	
18)	
19)	
20)	

SIGN UP TO PRESENT THE FRAMEWORK

Your Name	Division/ Department You'd Like to Present To
Jan Fosberg	PE
Dennis Wolbers	Library
Chris Case & AJ Bates	SMT-- Science
Phyllis Taylor & Karen Wong	Language Arts
Ray Hernandez	RT, EMT, Surg. Tech.
Regina Pelayo, Christine Roumbanis, & Alma Cervantes	Business
Sherri Hancock	Student Services
Jennifer, Jude, & Arthur	SS/CA
Soodi Zamani	SMT-- Math

SIGN UP TO PRESENT WITH KAREN ABOUT WRITING/ REVISING SLOs

Your Name	Division/ Department You'd Like to Present To
Susan Andrien & Betty Lindgren- Young	Language Arts
Carlos Colombetti	Social Sciences (several one or two person departments)
Jacquie Escobar	Counseling

CREATING A TIMELINE FOR IMPLEMENTING THE SLOAC

Karen Wong

Susan Andrien

Christine Roumbanis

Cathy Hasson

Need to sign up for something:

Val Goines

Jon Freedman

Rick Hough

Virginia Padron

SPRING 2006 "REPORT OUT" ON EACH DEPARTMENT'S/DIVISION'S PROGRESS IN IMPLEMENTING THE SLOAC

Your name: _____

Your department: _____

- Check here if you have signed up to pilot a course.
- Check here if you want to present a workshop on the components of the framework, and indicate if you prefer to present to your own Division.
- Check here if you're considering piloting but would like to talk to Cathy first to make your determination.

Check all that apply:

CREATING SLOs

- Drafted rough SLOs for one course.
- Drafted rough SLOs for all core courses in my program.
- Drafted rough SLOs for all courses in my program.

- Completed SLOs for one course.
- Completed SLOs for all core courses in my program.
- Completed SLOs for all courses in my program.
- Consulted with departmental colleagues to draft SLOs.
- Informed my department about the SLOAC.

CREATING AN ASSESSMENT PLAN

- Drafted an assessment plan for one course.
- Consulted with colleagues about the assessment plan.
- Created a rubric.