

**SLOAC Steering Committee Agenda
August 28, 2006, 1:45-3:45, Room 5131**

Attendees: Chris Case, Alma Cervantes, Carlos Colombetti, Jacquie Escobar, Jan Fosberg, Jon Freedman, Sherri Hancock, Cathy Hasson, Ray Hernandez , Rick Hough, Lucia Lachmayr, Betty Lindgren-Young, Jen Merrill , Jude Navari , Christine Roumbanis , Dennis Wolbers , Karen Wong, Soodi Zamani

I. Updates from each department/division

- A. Okay with being identified as a resource for people writing SLOs? YES
- B. Submit timesheets with signatures and SS# to collect PFE/Trustees' \$
- C. (BUSINESS DIVISION) Christine and Regina presented the Framework to the Business Division on the second day of flex; people are in the process of updating course outlines with SLOs; SLOAC representatives from the Division will assist the specific departments; colleagues were concerned about the timeline for rollout; Ann Burns is a resource for ways to implement the process.
- D. (ALLIED HEALTH DEPTS.) Ray reported that drawing together all of the adjunct faculty in Allied Health is a challenge; some faculty attended the flex workshops; faculty undergoing program review are stressed out with some of the new requirements such as updating course outlines with SLOs.
- E. (PHILOSOPHY DEPT.) Carlos reported that the Philosophy department has SLOs for all of the courses and presently they are awaiting feedback from the SS/CA Dean, who was the former philosophy professor. SLOs are on course syllabi, and SLOs will likely be revised next semester.
- F. (READING DEPT.) Betty reported that the Reading department now has draft SLOs for two courses thanks to the English/Reading faculty that participated in the second flex workshop.
- G. (LIBRARY SCIENCES) Dennis is spearheading the Library's efforts in SLOs. Generally he's finding it more difficult to write SLOs for services than specific library courses, and so for a moment he entertained the possibility of drafting "performance objectives" for them as opposed to SLOs, but he's since returned to SLOs. The next step is to write an assessment plan.
- H. (PSYCHOLOGY DEPT.) Jen reported that the Psychology professors determined who will write SLOs for which courses, as they are presently preparing for program review. Much to their delight, they found that the American Psychological Association already wrote SLOs that are relevant to their courses.

- I. (CAOT/ MULTIMEDIA DEPTS.) Alma drafted SLOs for the CAOT courses that she teaches. Her assignments now also include clear SLOs. Her next step is to consult with colleagues about the draft SLOs.
- J. (ENGLISH DEPT.) Lucia reported that the English Department composed draft SLOs for all core composition courses, identifying common categories that run throughout the courses but articulating how they play out at different levels. The next step is to work on an assessment plan for English 836 and create the appropriate assessments, such as a rubric for evaluating essays.
- K. (BIOLOGY DEPT.) Christine reported that Biology is implementing the SLOAC for half of the courses since they've decided to assess on the program level, and they're also working on revising half of the course outlines with SLOs. They've created assessment plans for each program within Biology, and thus far implemented assessments for one program, General Education, and the majors level.
- L. (MATH DEPT.) Rick and Soodi drafted SLOs for their respective pilot courses. Rick, Jonathan, and Soodi presented to the Math department, and they think that faculty will participate but need to be encouraged. Jonathan and Soodi pointed out one of the challenges, that all models they've found thus far "read like tables of contents/ laundry lists" rather than being SLOs. Soodi pointed out another challenge, how to identify and articulate the essence of the course when faculty have different philosophies about teaching. Chris suggested—with Soodi nodding her head in agreement-- that they examine overarching questions such as why are the students there? Why is the course required for graduation? Why is the course a prerequisite for another course?
- M. (STUDENT SERVICES DIVISION) Jacquie reported that Student Services has started the process with program level SLOs since they have so many. Counseling thus far has generated one SLO for the Counseling 100 course.
- N. (MUSIC DEPT.) Jude echoed Ray's sentiments that involving the adjunct faculty is challenging, especially since adjunct faculty outnumber the full-time faculty. He also expressed concern about the strong opinions held by some faculty about their courses, which may make it difficult to arrive at consensus. He included his SLOs on one course syllabus, and much to his dismay, students dropped once they knew what the course was about. His experience brought up concerns about whether to include SLOs on course syllabi. Perhaps students would feel intimidated by all that is expected of them or the unfamiliar vocabulary and thus opt out of the course.

II. Spring 2006 Presentations on the SLOAC Framework

- A. How have the presentations gone so far?
- B. Is the following accurate? If you have yet to do so, please send a copy of your division/ departmental agenda and a brief report to Karen at wongk@smccd.net. If you don't have an official agenda, just a report will

do, but please include in your report (a) the date, (b) time, (c) persons present for your presentation, (d) any requests for follow-up training, and (e) any other comments/ insights. And if you adapted the Powerpoint presentation for your department/division, please send it to me as an attachment.

1. March 13, 2006: Virginia Padron presented to the Counselors
2. March 13, 2006: Karen Wong presented to the English/Reading faculty*
3. March 29, 2006: Dennis Wolbers presented to the Librarians*
4. March 31, 2006: Chris Case presented to the Biology faculty
5. April 5, 2006: Phyllis Taylor presented to the remainder of the LA Division—the Speech Communications, ESOL, and Foreign Languages faculty
6. April 7, 2006: Carlos Colombetti, Jen Merrill & Jude Navari presented to the Social Sciences/Creative Arts Division
7. May 16, 2007: Jon Freedman, Rick Hough, & Soodi Zamani presented to Math faculty
8. May 8, 2006: Cathy Hasson & Karen Wong presented to the Institutional Leadership Team
9. May 17, 2006: Regina Pelayo presented to Cosmetology faculty
10. May 18, 2006: Phyllis Taylor & Karen Wong presented to evening Foreign Languages faculty
11. Summer 2006 Alma Cervantes designed the new and updated SLOAC website: <http://www.smccd.net/accounts/skysloac/index.htm>.
12. August 15, 2006: Karen Wong and Soodi Zamani presented for a flex workshop on the Framework; Carlos Columbetti, Rick Hough, Betty Lindgren-Young, & Lucia Lachmayr presented a flex workshop on writing SLOs; Cathy Hasson and Regina Pelayo presented a flex workshop on creating assessment plans
13. August 15, 2006: Christine Roumbanis and Regina Pelayo presented to the Business Division

III. Discussion of the proposed timeline for rolling out the SLOAC

- A. Review from last Spring's meeting
 1. The general consensus is that faculty revising all course outlines with SLOs within the next three years is a reasonable goal.
 2. The committee was less supportive of the notion that a course level assessment plan be created and implemented each year. As an alternative to a required number of assessments, discipline expert faculty should be encouraged to determine which and how many courses to assess, with their decision making guided by certain principles like the following: (a) using assessment to evaluate whether students are meeting expected outcomes, and if not, investigating why;

(b) applying assessment methods that may differ from their usual methods; (c) employing best practices of assessment, such as applying formative and summative methods, quantitative and qualitative driven methods, as well as direct and indirect methods. The point of assessing is for faculty to be able to look at learning in a more holistic manner. The question of what to assess is therefore driven by its relevance to our teaching as opposed to fulfilling a given number of assessments.

3. In the program review instrument, faculty will have to complete a schedule which will include the following template from the Framework:

SLO | Assessment Plan | Implementation Timeline

4. At minimum, faculty will have to submit assessment plans at the midpoint and the end of the six-year cycle of Program Review.
5. Also under consideration is that program review will also require a three-year midterm update for programs, which will include the development of and timeline for assessing, and requests for resources to complete the assessment.
6. And last but not least, program review should include a program and institutional matrix that requires discipline expert faculty to align their courses with their program and their program with the institutional outcomes.

B. Lingering Concern:

1. With the notion that the above be implemented in Fall 2007 at the earliest (a conservative estimate offered by CC Chair Christine Roumbanis), a question raised is who will “critique” SLOs and their accompanying assessment plans? While our committee prefers to defer to faculty for SLOs, assuming that faculty as discipline experts should have final say, who should “critique” or at least provide guidance for the aforementioned?

IV. Review of Best Practices in Designing Assessment Plans with Cathy

- A. In addition to integrating existing assessments into assessment plans, faculty should look into where the gaps are in assessment. The point is to assess holistically.
- B. After reviewing Phyllis Taylor’s assessment plan, the committee spent the rest of the time drafting their assessment plans.

V. How to collect \$ from Karen's Trustees'/PFE Grant

- A. Send Karen draft SLOs for one course via e-mail;
- B. Present on the Framework, and/or lead workshops on how to write SLOs and/or create an assessment plan;
- C. Participate in SLOAC committee meetings and workshops;
- D. Participate in creating the Skyline SLOAC Framework.

VI. Reminders:

- A. The next three meetings this semester will be from 1:45-3:45 in Room 5131 on Mondays: Sept. 25, October 16, and Nov. 13. Please invite faculty in your department to attend the second and fourth meetings.
 - 1. Sept. 25 will be a workshop open to the entire campus on Research Design so as to help you to draft an assessment plan. You should have draft SLOs for one course by then.
 - 2. Oct. 16 will be an opportunity to receive feedback on your assessment plan as well as give feedback to others. Also we will discuss the draft of institutional outcomes written by the Curriculum Committee.
 - 3. Nov. 13 will be a workshop open to the entire campus on designing rubrics.
- B. When requesting your teaching schedule for next semester, please save Monday afternoons for SLOAC Steering Committee meetings, or find someone to replace you.
- C. If you will be presenting the Framework to your department/ division, please tell me how many copies of the Framework you need and by what day.
- D. Give me supporting documentation to collect dollars for Trustees'/ PFE and Pilots.
- E. If you have yet to do so and are piloting, please specify what you plan to pilot.

SIGN UP TO PRESENT THE FRAMEWORK	
Your Name	Division/ Department You'd Like to Present To
<p>Jan Fosberg</p> <p>Dennis Wolbers*</p> <p>Chris Case* & AJ Bates</p> <p>Phyllis Taylor* & Karen Wong*</p> <p>Ray Hernandez</p> <p>Regina Pelayo*, Christine Roumbanis*, & Alma Cervantes*</p> <p>Sherri Hancock & Virginia Padron*</p> <p>Jennifer Merrill*, Jude Navari*, Carlos Colombetti* & Arthur Takayama</p> <p>Soodi Zamani*, Jon Freedman* & Rick Hough*</p> <p>* presented</p>	<p>PE</p> <p>Library</p> <p>SMT-- Science</p> <p>Language Arts</p> <p>RT, EMT, Surg. Tech.</p> <p>Business</p> <p>Student Services</p> <p>SS/CA</p> <p>SMT-- Math</p>
SIGN UP TO PRESENT WITH KAREN ABOUT WRITING/ REVISING SLOs	
Your Name	Division/ Department You'd Like to Present To
<p>Susan Andrien & Betty Lindgren-Young*</p> <p>Carlos Colombetti*</p> <p>Jacque Escobar</p>	<p>Language Arts</p> <p>Social Sciences (several one or two person departments)</p> <p>Counseling</p>
CREATING A TIMELINE FOR IMPLEMENTING THE SLOAC	
<p>Karen Wong</p> <p>Susan Andrien</p> <p>Christine Roumbanis</p> <p>Cathy Hasson</p>	<p><u>Need to sign up to present:</u></p> <p>Val Goines</p>

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 100: Public Speaking	Phyllis Taylor
2) Biology 101 & GE Program SLO	Chris Case
3) Philosophy 103	Carlos Colombetti
4) Physical Education: INDV 160 & 101	Jan Fosberg
5) CAOT 225: Spreadsheets I	Christine Roumbanis
6) Cosmetology 700	Regina Pelayo
7) English 836	Ariel Vigo
8) Counseling	Virginia Padron
9) Art	Arthur Takayama
10) Music 111 (or Music 401)	Jude Navari
11) Math 805	Soodi Zamani
12) Math 130	Rick Hough
13) Math 110	Jonathan Freedman
14) Counseling 100	Jacque Escobar
15) Chemistry 210 or 234	AJ Bates
16)	
17)	
18)	
19)	
20)	

