

SLOAC Steering Committee Agenda
October 16, 2006, 1:45-3:45, Room 5131

Attendees: Chris Case, Alma Cervantes, Carlos Colombetti, Jan Fosberg, Jon Freedman, Cathy Hasson, Ray Hernandez , Rick Hough, Lucia Lachmayr, Betty Lindgren-Young, Jen Merrill , Jude Navari , Vanson Nguyen, Regina Pelayo, Christine Roumbanis, Regina Stanback-Stroud, Dennis Wolbers, Karen Wong, Soodi Zamani

I. Spring 2006/ Fall 2007 Presentations on the SLOAC Framework

- A. How have the presentations gone so far? 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

14. September 26, 2006 : Ray Hernandez presented to the Allied Health departments

II. Discussion of the Draft Institutional Outcomes (Regina)

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. Additional proposal:

1. Each department should conduct a course, program, or institutional

level assessment each year. This might involve as little as assessing one course level SLO, or it could involve assessing all of the course level SLOs. Analysis could pertain to the specific course, or how the assessment results reflect on the program outcomes, or how the assessment results reflect on the institutional outcomes. (See Los Medanos' and Cabrillo's models for assessing institutional outcomes.)

C. Lingerin 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?

VI. Assessment Plan Drafts

VII. Reminders:

- A. The last meeting of the semester will be on Nov. 13 from 1:45-3:45. Please invite faculty in your department to attend this workshop/meeting 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. Give me supporting documentation to collect dollars for Trustees'/ PFE and Pilots.
 1. Send Karen draft SLOs for one course via e-mail;
 2. Present on the Framework, and/or lead workshops on how to write SLOs and/or create an assessment plan;
 3. Participate in SLOAC committee meetings and workshops;
 4. Participate in creating the Skyline SLOAC Framework.
- D. If you are piloting, please send me supporting documentation.

SLO Assessment Plan Checklist

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain and improve performance. (T. Angelo, 1995).

1. Contains a balance of direct and indirect assessment methods overall.
2. Contains a mix of quantitative and qualitative measures overall.
3. Contains mostly formative assessments for mid-course corrective action.
4. Contains links between major assignments/activities and assessments.
5. Contains three different ways to assess each SLO.
6. Contains criteria that are based on realistic and meaningful benchmarks.
7. Contains a variety of assessment methods both tried and true and new.
8. Contains suggested approaches for sampling or systematically evaluating the student learning outcome.