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

Attendees:Jon Freedman, Cathy Hasson, Ray Hernandez , Rick Hough, Vicki Morrow, Jude Navari , Regina Pelayo, Christine Roumbanis, Ariel Vigo, Dennis Wolbers , Karen Wong, Soodi Zamani

(attach Cabrillo's form to complete after assessing and Santa Rosa JC's matrix)

I. Rollout Time Frame

A. Piloting will anchor the initial round of assessment, Fall 2006- Spring 2008. (Please see the attached time frame.)
B. Spring 2007: Members of the SLOAC committee will facilitate workshops within their departments/divisions to create assessment plans.
C. The attached time frame will start a year later for the rest of the campus, Fall 2007. The time frame will need to be revised once assessment is underway.

II. Proposals to Skyline's Curriculum Committee

A. Faculty revise all course outlines with SLOs within the next three years, with the goal of revising all course outlines by Fall 2010.
B. In the program review instrument, faculty from each department should complete two matrixes, one evaluating to what extent courses fulfill program outcomes (SLOAC Framework, pp. 31-32), and another evaluating to what extent core courses fulfill institutional outcomes (See the attached form from Santa Rosa JC,).
C. In the program review instrument, faculty from each department should complete a schedule which will include the following template from the Framework:

SLO | Assessment Plan | Implementation Timeline

D. In the program review process, faculty from each department should conduct a course, program, or institutional level assessment each year, beginning in the Fall 2008. 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 the attached form that Cabrillo uses—from that form we could generate a list of questions for faculty consider as they analyze data.)

III. "Institutional Outcomes" Presentation and Feedback

VI. Balance Scorecard

VII. Reminders:

A. Please reserve the following Mondays for next Spring's SLOAC meetings from 1:45-3:45 with the following tentative agendas:

1. February 5 (institutional outcomes; highlights from the October 2006 Student Success conference; feedback on assessment plans)—Room 1319
2. February 26 (designing surveys workshop open to the campus; feedback on assessment plans)—Room TBA
3. March 19 (training on how to lead workshops on creating assessment plans; feedback on assessment plans)—Room 5131
4. April 16 (designing rubric workshop open to the campus; feedback on assessment plans)—Room 5131
5. May 7 (finalizing "institutional outcomes"; feedback on assessment plans) —Room 5131

Fall 2006 Draft Institutional Outcomes/ Degree Level Student Learning Outcomes/ Core Competencies

Tasks:

- October/ November 2006: Meet in subcommittees to refine the drafts from the Curriculum Committee.
- November 13, 2006 SLOAC Meeting: Present second drafts and receive feedback on content to refine the draft for the next meeting on February 5. Determine: (a) whether to include all of these categories or to collapse further; (b) what to call this comprehensive list; (c) the format (ie., Title, brief overarching description, more specific bullet points). **(Changes are noted in orange.)**
- November/ December 2006/ January 2007: Meet with subcommittee to refine the drafts based on feedback from the November 13 meeting.
- February 5, 2007 SLOAC Meeting: Present third drafts for approval to move forward and consult with the rest of the campus (i.e., Academic Senate, ASSC, Classified Council, College Council, ILT, IPC, etc.).
- Spring 2007: Integrate feedback into the final draft, which will be finalized at our last meeting on May 7.
- May 7, 2007 SLOAC Meeting: Approve the fourth draft and forward to the Curriculum Committee and other governing committees.

Fall 2006 Draft from the Curriculum Committee	**Fall 2006/Spring 2007 Draft from the SLOAC committee**
Communication: Students will be able to write, speak, read and listen in order to understand ideas of others and express ideas effectively Betty, Karen, & Lucia	IV. Effective Communication Students will be able to comprehend, analyze, and respond appropriately to oral, written, and visual information. ~~Conversely,~~ Students will be able to effectively express ideas through speaking and writing.

V. Christine R. & Dennis	**Information and Computer Technology Literacy** Students will be able to: 1) Effectively locate and access information in numerous formats using a variety of appropriate search tools. 2) Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in ~~a knowledge~~ an information society. 3) Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills. 4) Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought. (moved to Global Citizenship)
Reasoning: Students will be able to use scientific and quantitative reasoning skills to solve everyday problems and understand the relationship of their biological, physical and cultural environment Jonathan, Karen, & Soodi	Recommend that this category be subsumed under Critical Thinking *(committee agreed)* ~~Students will be able to solve challenging problems by analyzing information, reasoning critically and creatively, and formulating ideas/concepts carefully and logically from multiple perspectives and across disciplines. As such, students will be able to:~~ • ~~Identify, develop, and evaluate arguments;~~ • ~~Assess the adequacy of both qualitative and quantitative evidence;~~ • Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method; • Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal. (moved these latter two to Critical Thinking)

Critical Analysis & Logical Thinking: Students will be able to apply intellectual standards to their thinking processes in order to ▪ raise vital questions and problems, ▪ gather and assess information, ▪ develop well-reasoned conclusions and solutions; and ▪ think open mindedly within alternative systems of thought and communicate effectively with others in figuring out solutions to problems. Carlos, Jude, & Rick (and Jennifer?)	**Critical Thinking** Students will be able to: • raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification, • analyze and compose arguments; assess the validity or strength of an argument using appropriate deductive and inductive techniques, • make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information; • ~~apply scientific reasoning and explanatory criteria to evaluate scientific hypotheses or pseudo-scientific claims,~~ (replaced with the bullet point from scientific and quantitative reasoning) • demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method; • think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem; • analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal; (moved from scientific and quantitative reasoning) • recognize the value of critical thinking in problem solving ~~in the context of a collegiate environment as well as~~ across the disciplines and in daily life

Students will be able to use acquired knowledge and skills of history, society and culture to be effective citizens of the globe, understand the interconnectedness of the people of the globe, understand and respect the range of cultural diversity , develop a code for personal and civic life as a responsible citizen and make judgments based on a system of values Alma, Chris C., Dennis, Richard Soyombo	**Global Citizenship** Students will be able to: • use knowledge of the humanities, social sciences, and natural sciences to be ethical global citizens and to take responsibility for being informed, active citizens of their community and of the world; • develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought. (moved from Information and Computer Technology Literacy)
Students will be able to: • Identify and assess their current fitness level and alter or modify specific fitness practices in order to improve body composition, flexibility, cardiovascular fitness and/or strength. • Demonstrate an understanding of cardiovascular fitness and its impact on health, and identify diseases associated with a sedentary lifestyle • Compare personal fitness test results with societal norms and averages, identify potential risk factors for disease and injury, and participate in a progressive fitness program to show improved cardiovascular fitness levels Jan & Regina	~~VI. P.E./Personal Development~~ VII. Lifelong Wellness Students will be able to demonstrate ~~develop~~ an understanding of physical fitness and its role in personal development and lifelong wellness.

SIGN UP TO GET FEEDBACK
ON YOUR ASSESSMENT PLAN DRAFT

Need to sign up: Jan, Carlos, Arthur, Virginia, Jacquie, AJ

February 5	1) Ariel Vigo 2) Jon Freedman 3)
February 26	1) Rick Hough 2)
March 19	1) Jude Navari 2) Christine Roumbanis 3)
April 16	1) Dennis Wolbers 2) Ray Hernandez
May 7	1) Soodi Zamani 2)