

SLOAC Steering Committee Agenda
September 10, 2007, 1:45-3:45, Room 5131

Present: Steve Aurelio, Carlos Colombetti, Jacquie Escobar, Jan Fosberg, Chris Gibson, Cathy Hasson, Rick Hough, Nick Kapp, Lucia Lachmayr, Jen Merrill , Vanson Nguyen, Jude Navari , Regina Pelayo, Virginia Padron, Ariel Vigo, Linda Vogel, Dennis Wolbers , Karen Wong, Jennifer Yen, Soodi Zamani

Other handout: Rubric for Assessment of Progress Towards Implementing a Student Learning Outcomes Framework at a Community College

I. Introductions: Cathy, Christine, Regina, Ariel, Lucia, and Karen presenting at RP Student Success Conference

II. Assess our campus' progress on the SLOAC and determine next year's agenda by applying the rubric designed by Julie from the Research and Planning Group

A. Where are we and why?

1. Spreadsheet available at

<http://www.smccd.net/accounts/skysloac/slocalendar.html>

a. SLOs (2.5)→ (+) Framework; (+) course level and institutional outcomes; (+) assessment plans being developed

b. Dialogue (2)→ (+) dialogue taking place, (-) but in selective settings (such as CC and wherever SLOAC committee members are; desire to get more people actively involved)

c. Organization (3)→ (+) course outline template integrates SLOs; (+) program review integrates SLOAC; (+) timeline developed and implemented this semester; (+) alluded to in the planning/ self study documents; (+) SLOAC Steering Committee; (-) implementers are not adequately freed up to participate and assist people just getting on board; (-) would like deans and other administrators to help get more people involved

d. Institutional Commitment (2)→ (+) \$10,000 for the initiative, including compensation for piloting; (+) SLOAC workshops; (-) want a full flex day or two to work on the SLOAC; (-) individual ownership of SLOAC related books; (-) insufficient time to work on the initiative; (-) would appreciate more support from the deans to get

full-time and adjunct faculty involved and to help to establish and support reasonable timelines and benchmarks for faculty to complete

e. Alignment of Practices (1.5-2.5)→ (+) Framework; (+) planning to align courses with institutional outcomes; (-) no explicit connections with curriculum and pedagogy beyond generating SLOs, but not too worried since most likely we won't see the dividends until we've gone through the Cycle.

f. Evidence (1.5-2)→ (+) SLOs available in course outlines; (-) need to feature the institutional outcomes on our college website, college catalogue, and the student handbook so it's easily accessible to students and local industry; (-) need to come up with a standard statement in job announcements for SLOAC experience to be included under desirable qualities

B. What goals should we prioritize?

1. Moving The SLOAC Frame work out of the beta stage by December 2007
 - a. Part I (Proposed changes will be discussed on Oct. 8)—Christine Roumbanis (Chair), Nick Kapp, Chris Gibson, Cathy Hasson & Karen Wong can also assist if need be
 - b. Part II (Proposed changes will be discussed on Oct. 29)—Karen (Chair), Regina, Soodi, Linda Vogel, Carlos, Jennifer, Vanson Nguyen, Steve Aurilio, Jan
 - c. Part III (Proposed changes will be discussed on Nov. 19)—Cathy (Chair), Jennifer Yen, Rick, Ariel Vigo, Dennis, Jude, Lucia Lachmayr
 - d. Part IV—eventually add a section on dealing with data
2. Integrating the SLOAC into institutional processes
 - a. continued integration into program review, such as a matrix aligning courses with institutional outcomes
3. Further define the aesthetic engagement institutional outcome?
 - a. Proposed additions on p.2—will vote at the next meeting
4. Training departments in hands-on workshops on creating assessment plans?
 - a. Hands-on workshops to address where departments are, such as writing SLOs and creating assessment plans since “it's not so hard if we do it collectively”

5. Presentations by departments coming up for program review on their assessment plans in order for them to receive feedback?
- C. What other resources do we need?
1. the deans to support the SLOAC: time for implementers to present and help folks in the department, time for full-time and part-time faculty and staff to work on the initiative, support to get full-time and part-time faculty and staff participating
 2. own copies of SLOAC related books, such as *Assessment Made Simple*, *Effective Grading*, etc.
- D. What types of workshops should we offer and who can teach them?
1. SLOAC Rollout, Phase II by all committee members– Fall 2007
 - a. Fall 2007 Flex led by Cathy and Karen—19 participants
Karen noted that the Powerpoint presentation is dense, so more likely than not, the presentation will need to be followed up with a hands-on workshop, for which Cathy and she can assist the presenters if need be
- III. Feedback on an assessment plan: Dennis Wolbers (Information Literacy Institutional Outcome)
- IV. Institutional Outcomes—Aesthetic Engagement—draft from Arthur Takayama and Robert Millar

Students will be able to analyze and critically evaluate within historical and social contexts the ideas, emotions, and values expressed in works of the human imagination, including literature, music, and the visual and performing arts.

The ability to make aesthetic judgments will involve:

- AN ENDEAVOR TO SEEK THE ANSWERS TO FOUR ESSENTIAL QUESTIONS:
 - WHAT IS THE WORK TRYING TO EXPRESS?
 - HOW IS THE EXPRESSION BEING ACCOMPLISHED TECHNICALLY?
 - WHAT DOES THE WORK MAKE YOU FEEL OR THINK ABOUT?
 - WHAT IS THERE TO ADMIRE IN THIS WORK?
- The articulation of an opinion based upon the descriptive observations and personal interpretations of a creative effort.
- Descriptive observations should reflect an awareness of the cultural, HISTORICAL and social CONTEXTS from which the works arose,

demonstrating an understanding that all aspects of culture/society are interactive and often contradictory.

- Personal interpretations should recognize the application of socially and personally based value criteria and biases when making value judgments of a creative effort.
- The ability to prioritize those value judgments to formulate a summary perspective about the creative effort.

Recommendations to be voted on at the next meeting:

- Change the heading from “Aesthetic Judgment” to “Aesthetics”
- Aesthetics includes the ability to:
 - identifying what the work is trying to address;
 - explaining how the expression is being accomplished technically;
 - articulating a personal response to the expression;
 - appraising its value based on socially, historically, and/or personally based value criteria.

V. Reminders:

- A. Arrange for the Phase II presentation on Assessment to your Division or Department this Fall.
- B. Please save the following Monday afternoons, 1:45-3:45, for SLOAC Steering Committee meetings: The meetings are: (1) Sept. 10, (2) Oct. 8, (3) Oct. 29, and (4) Nov. 19.
- C. Arrange to meet with your Framework team prior to your scheduled date to present findings: (1) Part I – Oct. 8, (2) Part II—Oct. 29, (3) Part III—Nov. 19
- D. Draft assessment plan presentations this Fall will be from Christine Roumbanis (CAOT); Soodi Zamani, (Math); Virginia Padron (Counseling/ Career Center); Jacquie Escobar & Melissa Komadina (Counseling Course), Ray Hernandez??? (RT), and anyone else who wants feedback

Institutional Student Learning Outcomes

Highlighted in the boxes, the following Institutional Student Learning Outcomes were generated with considerable input from the entire Skyline community. Upon completing an A.A./ A.S. degree and/or transfer preparation, students will show evidence of ability in the following core competency areas:

CRITICAL THINKING

STUDENTS WILL BE ABLE TO DEMONSTRATE CRITICAL THINKING SKILLS IN PROBLEM SOLVING ACROSS THE DISCIPLINES AND IN DAILY LIFE.

Critical thinking includes the ability 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.
- 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.
- make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.
- 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.

EFFECTIVE COMMUNICATION

STUDENTS WILL BE ABLE TO COMMUNICATE AND COMPREHEND EFFECTIVELY.

Effective communication includes the ability to:

- comprehend, analyze, and respond appropriately to oral, written, and visual information.
- effectively express ideas through speaking and writing.

AESTHETIC JUDGMENT

STUDENTS WILL BE ABLE TO ANALYZE AND CRITICALLY EVALUATE WITHIN HISTORICAL AND SOCIAL CONTEXTS THE IDEAS, EMOTIONS, AND VALUES EXPRESSED IN WORKS OF THE HUMAN IMAGINATION, INCLUDING LITERATURE, MUSIC, AND THE VISUAL AND PERFORMING ARTS.

CITIZENSHIP

STUDENTS WILL BE ABLE TO USE KNOWLEDGE ACQUIRED FROM COURSEWORK AND CAMPUS RESOURCES TO BE ETHICALLY RESPONSIBLE, CULTURALLY PROFICIENT CITIZENS, INFORMED AND INVOLVED IN CIVIC AFFAIRS LOCALLY, NATIONALLY, AND GLOBALLY.

Citizenship includes the ability to:

- articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.
- develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.
- demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.

INFORMATION AND COMPUTER TECHNOLOGY LITERACY

STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO INFORMATION AND COMPUTER TECHNOLOGY LITERACY.

Information and computer technology literacy includes the ability to:

- effectively locate and access information in numerous formats using a variety of appropriate search tools.
- use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.
- evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.

LIFELONG WELLNESS

STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF LIFELONG WELLNESS THROUGH PHYSICAL FITNESS AND/OR PERSONAL DEVELOPMENT.

Lifelong wellness includes the ability to:

- demonstrate an understanding of physical fitness and its role in lifelong wellness.
- take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.

SLO Assessment Plan Checklist

(to be revised and added to the Framework)

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).

	Yes	No
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.		
RECOMMENTATIONS, IF ANY:		

SIGN UP TO LEAD A WORKSHOP ON CREATING ASSESSMENT PLANS

YOUR NAME(S)	DEPT/ DIVISION WORKSHOP?	WHEN? (Specify if you will be presenting at the Fall Division meeting, Tuesday's Open Flex afternoon, or later in the semester.)
Dennis Wolbers	Dept. Workshop (Library Sciences)	Sp. 07 (Library Assessment Plan)
Virginia Padron & Jacquie Escobar	Dept. Workshop (Counseling)	Fall 07 (October?)
Christine Roumbanis	Dept. Workshop (CAOT)	
Jan Fosberg	Division Workshop about SLOs (PE)	Sp. 07
Jon Freedman, Rick Hough, & Soodi Zamani	Dept. Workshop (Math)	Fall 07 (November?)
Lucia Lachmayr, Phyllis Taylor, & Ariel Vigo	Division Workshop (Language Arts)	Fall 07 (End of September)
Steve Aurilio, Arthur Takayama, Carlos Colombetti, Jude Navari, Jennifer Merrill	Departmental Workshops on whatever the department needs	Fall 07

Regina Pelayo	Dept. Workshop (Cosmetology)	Fall 07
Karen Wong & Cathy Hasson	Campus Flex Workshop	Fall 2007
Ray Hernandez? Nick Kapp?		