

SLOAC Steering Committee Agenda
February 11, 2008, 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, Jude Navari , Vanson Nguyen, Regina Pelayo, Virginia Padron, Christine Roumbanis, Arthur Takayama , Phyllis Taylor, Ariel Vigo, Dennis Wolbers , Karen Wong, Jennifer Yen, Soodi Zamani

Other handout: (1) Powerpoint presentation from the 2008 Academic Senate Accreditation Institute, "SLO Advanced Assessment Techniques-- 60,000 mile tune-up: GE and Institutional Assessment Techniques

- I. Apply or encourage your colleagues to apply to present at the Student Success conference.
- II. Update on this semester's workshops: "Check Please! Dining with SLOACers"; Creating Assessment Plans; Designing Surveys and Rubrics, etc.
 - A. Volunteer to be one of the two presenters at each stage for the progressive to be successful: (a) appetizers—SLOs, (b) entrée—assessment plans, (c) dessert—completed the cycle→ Ariel, Regina, maybe Lucia
- III. Goal this Semester: Create a means to assess institutional outcomes
 - A. Peruse the materials, keeping the following questions in mind:
 1. **Which methods should we adopt or refine to evaluate institutional learning outcomes that will help to inform decisions or recommendations to improve learning?**
 2. **Which methods should we adopt or refine to gather, analyze, and interpret results in a manner that will lead to decisions and recommendations for improvement at all levels?**
 3. **Which methods should we adopt or refine to report the results such that it will invite feedback from those involved in the learning process?**

4. What resources will we need to adopt such processes?

B. Sign up to be the “expert” for your designated method

IV. Framework, Part II:

A) Throughout section two, change “Aligning” to “Mapping.”

B) Revise definition of “programs” within the Framework’s glossary:

- “A program is a cohesive group of courses or activities that support a common set of outcomes.”
(approximation of Consummes’ definition)

C) Mapping Course Level SLOs to Institutional SLOs—revise the proposed matrix by the next meeting, and if approved, forward it to the Curriculum Committee (see below)

V. Discussion of assessment implementation schedule (see below and the attached schedule that was already adopted)

A. Approved by the committee as a model, to be finessed by the Section Three Framework sub-committee and eventually rolled out to the entire campus

B. Clarified that course outlines of record can have more than three SLOs, but for the purposes of assessing according to this suggested timeline, the core three SLOs being assessed is sufficient.

C. Noted that faculty and staff are not bound to this exact model, as some might opt to assess an entire course each year, but every department should be assessing something each year.

D. Raised the question of where to “house” the data and resultant discussions—at a meeting later this semester, Karen will bring forward some software options.

VI. Feedback on assessment plans—Soodi Zamani

VII. Reminders:

A. Arrange for the Phase II presentation on Assessment to your division or department this Spring semester.

B. Save the following Monday afternoons, 1:45-3:45, for SLOAC Steering Committee meetings: February 11, March 10, April 14, May 5.

C. Apply for short term professional development so that you can attend the upcoming district-wide SLOAC workshop at CSM led by Jerry Rudmann on Friday, Feb. 29. The instructional workshop will be from 9-12, and the student services workshop from 1-4, with lunch for everyone linking the two events. Encourage your

colleagues to attend.

- D. Apply to present at or attend the Student Success conference, October 1-3 in Anaheim. Proposals are due on March 15. For more information, see <http://www.rpgroup.org/SuccessConf-Main.htm>.
- E. If you're piloting, please submit your update as to where you're at in the process.

2/08 Proposals for Section Two in *The Framework*

ALIGNING PROGRAM SLOs WITH INSTITUTIONAL SLOs

MAPPING INSTRUCTIONAL COURSE LEVEL SLOs WITH INSTITUTIONAL SLOs (FRAMEWORK, 33-34)

The connection between college mission and SLOs is frequently through core competencies ~~institutional SLOs~~. An ~~institutional student learning outcome~~ core competency is a ~~knowledge, skill, ability, and/or attitude~~ skill, ability or knowledge that Skyline College wants its students to ~~should~~ attain by the end of their college experience. For example, ~~Here at Skyline~~, students who complete the GE requirements or receive an AA or AS degree from Skyline College should have mastered the following ~~institutional SLOs~~: ~~core competencies~~. ~~critical thinking, effective communication, citizenship, information and computer technology literacy, and lifelong wellness~~. They typically include: ~~critical thinking, written and oral communication competency, awareness and appreciation of human diversity and achievements, personal and social responsibility, intellectual curiosity, intellectual integrity and honesty, and professional development~~. The Skyline College institutional SLOs ~~are~~ will be formulated to capture these desired ~~knowledge, skills, abilities, and attitudes~~ core competencies. Individual academic programs will make their discipline-specific contribution to attaining these learning outcomes.

Aligning Program Mapping course-level SLOs with institutional SLOs enables you to identify which assess how various courses within your program may be contributing to student achievement of these outcomes, ~~even though your program's approach may differ from others'~~. whether your program supports Skyline's overall vision; Conversely, ~~mapping~~ gives us the means to determine whether our institutional ~~core competencies~~ SLOs reflect our priorities as instructors.

~~Program assessment is more comprehensive than assessment at the level of courses, though both aim to improve learning outcomes and the educational practices that achieve those outcomes. Program review has been largely about displaying the details of the program. The aim of program assessment, however, is to produce improvement in the achievement of learning outcomes.~~

~~Some of the SLOs at both the course level and the program level will match the overall aims of Skyline College. For example, it is part of the mission of Skyline College to “provide a breadth of educational opportunities and experiences which encourage students to develop their general understanding of human effort and achievement.” This mission statement, cast as it is in terms of “understanding” (not an SLO term) could be reformulated as an SLO for the institution. Program assessment will then be aligned with this institutional SLO, with each distinct program offering its own approach. For example, Mathematics, Anthropology, and History will each have their distinct approach to this learning outcome. Where applicable, each program will formulate SLOs that align with our institutional mission.~~

Now that Skyline has defined its institutional outcomes, input the names of the key courses in your program (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.) and determine whether achieving those institutional outcomes are: Once the college defines its institutional-level SLOs, the college and individual programs will conduct an analysis of where those institutional SLOs are (c) central to a course or (s) supported by the course. An SLO is “central” if it is essential to the course’s intent and therefore an instructional priority, and it is “supported” if addressed but not quite at the level of importance as a “central” SLO. Leave the space blank if the institutional SLO does not apply. supported by the program, and conversely, (r) whether the stated institutional aims reflect the aims of an academic program.

*** Please note that the same process can be employed for programs that don’t have courses, though programs will map their program outcomes to the institutional outcomes.*

	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.								
	Demonstrate commitment to active citizenship.								
Information and Computer Technology Literacy:	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:	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.								

TIMELINE for SLO/ASSESSMENT PLAN creation and implementation

Name of Department/Program: **LIBERAL STUDIES DEPARTMENT**

Name of Professor: **PROF. CHUCKLES**



Thresholds:

1. Six core courses per department/program
2. Three SLOs **MAXIMUM** per course
3. Three assessments **MAXIMUM** per SLO

Core courses in Department/Program:

LIB 100
LIB 200
LIB 300
LIB 400
LIB 500
LIB 600

For each course, SLOs and their assessments are designated **SLO # Ass. #.1, Ass. #.2, Ass. #.3**

For example, a complete assessment plan for LIB 100 would include up to three SLOs each with up to three assessments (nine assessments per course maximum).

<u>LIB 100</u> SLO 1 Ass. 1.1 Ass. 1.2 Ass. 1.3	<u>LIB 100</u> SLO 2 Ass. 2.1 Ass. 2.2 Ass. 2.3	<u>LIB 100</u> SLO 3 Ass. 3.1 Ass. 3.2 Ass. 3.3
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The Assessment Fairy says, “Focus on evaluating SLOs not evaluating assessments!”

Year in Cycle	Academic Year Dates	FALL SEMESTER						SPRING SEMESTER
0	2007-2008 no flex day	* indicates specific SLO assessment focus for analyze/evaluate/adjust cycle						Write SLOs for LIB 100 Write Assessment Plan for LIB 100
1 7	2008-2009 spring flex day 2014-2015 spring flex day	Assess <u>LIB 100</u> SLO 1 *Ass. 1.1 Ass. 1.2 Ass. 1.3				Assess <u>LIB 500</u> SLO 3 *Ass. 3.1 Ass. 3.2 Ass. 3.3	Assess <u>LIB 600</u> SLO 2 *Ass. 2.1 Ass. 2.2 Ass. 2.3	Analyze data from LIB 100 SLO 1 assessments Evaluate data from LIB 100 SLO 1 assessments Adjust LIB 100 SLO 1 & LIB 100 Assessment Plan as needed Write/Review (on repeat) SLOs for LIB 200 Write/Review (on repeat) Assessment Plan for LIB 200
2	2009-2010 spring flex day	Assess <u>LIB 100</u> SLO 2 *Ass. 2.1 Ass. 2.2 Ass. 2.3	Assess <u>LIB 200</u> SLO 1 *Ass. 1.1 Ass. 1.2 Ass. 1.3					Analyze data from LIB 100 SLO 2, 200 SLO 1 assessments Evaluate data from LIB 100 SLO 2, 200 SLO 1 assessments Adjust LIB 100 SLO 2, 200 SLO & LIB 200 Assessment Plan as needed Write SLOs for LIB 300 Write Assessment Plan for LIB 300
3	2010-2011 spring flex day	Assess <u>LIB 100</u> SLO 3 *Ass. 3.1 Ass. 3.2 Ass. 3.3	Assess <u>LIB 200</u> SLO 2 *Ass. 2.1 Ass. 2.2 Ass. 2.3	Assess <u>LIB 300</u> SLO 1 *Ass. 1.1 Ass. 1.2 Ass. 1.3				Analyze data from LIB 100 SLO 3, 200 SLO 2, 300 SLO 1 assessments Evaluate data from LIB 100 SLO 3, 200 SLO 2, 300 SLO 1 assessments Adjust LIB 100 SLO 3, 200 SLO 2, 300 SLO 1 & LIB 300 Assessment Plan as needed Write SLOs for LIB 400 Write Assessment Plan for LIB 400
4	2011-2012 spring flex day		Assess <u>LIB 200</u> SLO 3 *Ass.	Assess <u>LIB 300</u> SLO 2 *Ass.	Assess <u>LIB 400</u> SLO 1 *Ass.			Analyze data from LIB 200 SLO 3, 300 SLO 2, 400 SLO 1 assessments Evaluate data from LIB 200 SLO 3, 300 SLO 2, 400 SLO 1 assessments



			3.1 Ass. 3.2 Ass. 3.3	2.1 Ass. 2.2 Ass. 2.3	1.1 Ass. 1.2 Ass. 1.3			Adjust LIB 200 SLO 3, 300 SLO 2, 400 SLO 1 & LIB 400 Assessment Plan as needed Write SLOs for LIB 500 Write Assessment Plan for LIB 500
5	2012-2013 spring flex day			Assess <u>LIB 300</u> SLO 3 *Ass. 3.1 Ass. 3.2 Ass. 3.3	Assess <u>LIB 400</u> SLO 2 *Ass. 2.1 Ass. 2.2 Ass. 2.3	Assess <u>LIB 500</u> SLO 1 *Ass. 1.1 Ass. 1.2 Ass. 1.3		Analyze data from LIB 300 SLO 3, 400 SLO 2, 500 SLO 1 assessments Evaluate data from LIB 300 SLO 3, 400 SLO 2, 500 SLO 1 assessments Adjust LIB 300 SLO 3, 400 SLO 2, 500 SLO 1 & LIB 500 Assessment Plan as needed Write SLOs for LIB 600 Write Assessment Plan for LIB 600
6	2013-2014 spring flex day				Assess <u>LIB 400</u> SLO 3 *Ass. 3.1 Ass. 3.2 Ass. 3.3	Assess <u>LIB 500</u> SLO 2 *Ass. 2.1 Ass. 2.2 Ass. 2.3	Assess <u>LIB 600</u> SLO 1 *Ass. 1.1 Ass. 1.2 Ass. 1.3	Analyze data from LIB 400 SLO 3, 500 SLO 2, 600 SLO 1 assessments Evaluate data from LIB 400 SLO 3, 500 SLO 2, 600 SLO 1 assessments Adjust LIB 400 SLO 3, 500 SLO 2, 600 SLO 1 & LIB 600 Assessment Plan as needed Review SLOs for LIB 100 Review Assessment Plan for LIB 100
7	2014-2015 spring flex day	Assess <u>LIB 100</u> SLO 1 Ass. 1.1 *Ass. 1.2 Ass. 1.3				Assess <u>LIB 500</u> SLO 3 *Ass. 3.1 Ass. 3.2 Ass. 3.3	Assess <u>LIB 600</u> SLO 2 *Ass. 2.1 Ass. 2.2 Ass. 2.3	Analyze data from LIB 500 SLO 3, 600 SLO 2, 100 SLO 1 assessments Evaluate data from LIB 500 SLO 3, 600 SLO 2, 100 SLO 1 assessments Adjust 500 SLO 3, 600 SLO 2, 100 SLO 1 & LIB 100 Assessment Plan as needed Review SLOs for LIB 200 Review Assessment Plan for LIB 200
8	2015-2016 spring flex day	Assess <u>LIB 100</u> SLO 2 Ass.	Assess <u>LIB 200</u> SLO 1 Ass.				Assess <u>LIB 600</u> SLO 3 *Ass.	Analyze data from LIB 600 SLO 3, 100 SLO 2, 200 SLO 1 assessments Evaluate data from LIB 600 SLO 3, 100 SLO 2, 200 SLO 1 assessments Adjust LIB 600 SLO 3, 100 SLO 2, 200 SLO 1 & LIB 200

		2.1 *Ass. 2.2 Ass. 2.3	1.1 *Ass. 1.2 Ass. 1.3				3.1 Ass. 3.2 Ass. 3.3	Assessment Plan as needed Review SLOs for LIB 300 Review Assessment Plan for LIB 300
9	2016-2017 spring flex day	Assess <u>LIB 100</u> SLO 3 Ass. 3.1 *Ass. 3.2 Ass. 3.3	Assess <u>LIB 200</u> SLO 2 Ass. 2.1 *Ass. 2.2 Ass. 2.3	Assess <u>LIB 300</u> SLO 1 Ass. 1.1 *Ass. 1.2 Ass. 1.3				Analyze data from LIB 100 SLO 3, 200 SLO 2, 300 SLO 1 assessments Evaluate data from LIB 100 SLO 3, 200 SLO 2, 300 SLO 1 assessments Adjust LIB 100 SLO 3, 200 SLO 2, 300 SLO 1 & LIB 300 Assessment Plan as needed Review SLOs for LIB 400 Review Assessment Plan for LIB 400
10	2017-2018 spring flex day		Assess <u>LIB 200</u> SLO 3 Ass. 3.1 Ass. 3.2 *Ass. 3.3	Assess <u>LIB 300</u> SLO 2 Ass. 2.1 Ass. 2.2 *Ass. 2.3	Assess <u>LIB 400</u> SLO 1 Ass. 1.1 Ass. 1.2 *Ass. 1.3			Analyze data from LIB 200 SLO 3, 300 SLO 2, 400 SLO 1 assessments Evaluate data from LIB 200 SLO 3, 300 SLO 2, 400 SLO 1 assessments Adjust LIB 200 SLO 3, 300 SLO 2, 400 SLO 1 & LIB 400 Assessment Plan as needed Review SLOs for LIB 500 Review Assessment Plan for LIB 500

Etc...

THOUGH EVERYONE SHOULD PERUSE ALL OF THE CASE STUDIES, PLEASE SIGN UP TO BE ESPECIALLY WELL VERSED WITH ONE OF THE FOLLOWING APPROACHES.

Alverno College

Dennis
Jan

Indiana University—Purdue

Jude
Jennifer Yen

Isothermal CC

Rick

Paradise Valley CC

Carlos
Christine

Cabrillo College

Ariel
Chris
Regina

Long Beach City College

Lucia
Jacquie
Virginia