SLOAC Steering Committee Agenda
March 10, 2008, 1:45-3:45, Room 5131

Present: Steve Aurelio, Carlos Colombetti, Jan Fosberg, Chris Gibson, Cathy Hasson, Rick Hough, Nick Kapp, Vicki Morrow, Jude Navari, Regina Pelayo, Virginia Padron, Christine Roumbanis, Phyllis Taylor, Ariel Vigo, Dennis Wolbers, Karen Wong, Jennifer Yen, Soodi Zamani

I. ASCCC Northern California SLOAC Regionals at Skyline on April 11th from 10- 3 in Rooms 6202-6206—please RSVP to me ASAP if you are interested in attending
   A. Agenda: Introductions; Assessment Method Exchange; Update on the World of SLOs, Accreditation and Peer Review; Lunch; Effective Practices Forms; Discussion Group of Hot Topics Generated During the Introduction; Case Study; Wrap up and Evaluation

II. Review materials for the second section of *The Framework*: (a) pp. 17-18—Virginia will find a better example from student services, (b) pp. 34-36--approved, (c) p. 59 Appendix exercise—approved, and Virginia will submit an objective or SLO from a counseling course.

III. Discussion of promising methods to assess institutional outcomes by examining case studies from Marilee Bresciani's *Assessing Student Learning in General Education* and conferences.
   A. The ideal is to enable course/program level assessment to be happening concurrently with institutional assessment. In other words, best is if one method can be employed to collect data for both, as opposed to two separate processes.
   B. Raising students' awareness of the institutional outcomes
      1. (Indiana, Isothermal)—explicit connections on course syllabi, laminated bookmarks, large signs/posters
      2. (Indiana & Isothermal)—embed in First Year Experience type of seminars
         a. could broach this idea with the Basic Skills group that is creating curriculum
      3. (Indiana)—e- portfolio submissions of artifacts and self reflections by students
   C. Mapping to courses or programs
      1. (Alverno) map institutional outcomes to courses
         a. (+) This method could help us to facilitate the process of identifying which faculty would be most appropriate for a given faculty inquiry group (anyone who identifies as certain institutional outcome as being "central").

D. Recording engagement in the SLOAC
    1. (Indiana) via program review & e-portfolios
    2. (Cabrillo) interesting method in which formal reports only record process and involvement whereas other forms enable them to process information but internally; raises questions about how to report, including how much as well as the narrative/ primarily qualitative vs quantitative data.

E. Faculty Inquiry Groups
    1. (Alverno; Isothermal) multiple assessment committee for each IO; each committee creates "external" assessments to assess that SLO in multidisciplinary contexts, such as rubrics; they also provide ongoing professional development for non-committee members
    2. (-) labor involved and adequate reassigned time, but can look into in-house grants to support our work
    3. (+) in some ways, this conversation is already beginning with the Basic Skills Faculty/Staff Development groups
    4. (+) opportunity to engage in cross-disciplinary dialogues

IV. Update on the proposal to ask deans to give feedback on and house assessment plans and related instruments

A. The deans will get involved with **giving feedback** to faculty about their assessment plans. Donna's example of the work she did with Steve Aurilio seemed to be just the type of involvement the SLOAC Steering Committee was requesting.

B. The deans are going to identify a single **contact person** for each of their departments. They want the SLOAC Steering Committee to identify which programs they will be working with to get the training going and the assessments written.

C. Once the teams are figured out, Regina and Karen will develop a more **explicit timetable** for getting all of the teams on the first year of the model timeline for rolling out assessment. This means a schedule for 08/09 listing specific departments, specific faculty leader(s) in the department , and the specific SLOAC Steering Committee member.

D. The **assessments need to be housed** in one place. That will fall under institutional effectiveness. We will work with Cathy Hasson to figure out a collection system. Long-term the SLOAC Steering Committee will look into a software solution, but in the meantime we can use existing technology (web, Sharepoint, intra-district portal???).

V. Reminders:

A. Give the Phase II presentation on Assessment to your division this semester. Be prepared to report out at the next steering committee meeting.

B. To prepare for the next meeting, peruse the materials on software to facilitate the assessment of SLOs. In particular, which will best complement our vision for assessing institutional SLOs and why?

(E-lumen, TracDat, WeaveOnline, will get information on e-portfolios)

C. Please save the following Monday afternoons, 1:45-3:45, for SLOAC Steering Committee meetings: April 14, May 5. The next meeting I hope to get a photo of the steering committee for our website.

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

OBJECTIVES VS. SLOS (17-18)

One way to understand the distinction between objectives and SLOs is to understand how they are related to each other. While course objectives are the input, outcome(s) are the output. Instructors and staff provide whichever discrete skills, tools and/or content that are needed for students to fulfill the outcome(s) (the "input"). Conversely, student learning outcomes describe what students can DO with the aforementioned to demonstrate proficiency (the "output"). Note the shift in orientation from the instructors and staff "inputting" to the students "outputting."

Consider the following example from a Skyline developmental English course. What differences do you note?

Course Objectives:

Provide instruction in the following areas:

- Pre-writing activities;
- Organization: paragraph and essay unity;
- Thesis statements/ topic sentences;
- Introductions and conclusions;
- Revision, editing, and proofreading strategies;
- Sentence-combining;
- Various rhetorical modes with an emphasis on compare-contrast, classification, persuasion.

Course SLO:

Write focused, coherent, well-developed largely text based essays appropriate to the developmental level organized into effective paragraphs with major and minor supporting details, which support a clear thesis statement, and demonstrate competence in standard English grammar and usage.

(Red section needs to be REVISED. Virginia will find a replacement for the current example. The current example may be confusing, as the objectives are actually goals.

Also the SLOs end up being more discrete than the objectives, so they run counter to our definition of “broad in scope.”)

A parallel example for from a Student Services Program is from the Health Center. What differences do you note?

Program Objectives:

- Promote personal responsibility and student self-advocacy;
- Raise awareness of services, medical insurance, etc.
- Increase awareness of community for themselves and others.

Program SLOs:

- Articulate (explain) their health care needs to receive appropriate assistance.
- Evaluates resources needed to improve physical/mental/ emotional health
- Identify symptoms of substance abuse, eating disorder and/or other addictive/ behaviors and learn coping strategies;
- Demonstrate awareness of the global implications of diseases such as HIV, diabetes, etc.

Note that the course objectives make explicit what the teacher will provide to enable students to fulfill the outcome, breaking down the process into manageable stages. On the other hand, the SLO shifts to the students' perspective and identifies what they should be able to DO with that knowledge. The SLO requires students to employ higher level thinking that integrates the content and activities. In sum, objectives can be thought of as the input and SLOs the output, with students applying all they have learned.

MAPPING INSTRUCTIONAL COURSE LEVEL SLOS WITH INSTITUTIONAL SLOS (*FRAMEWORK*, 33-34) APPROVED.

An institutional student learning outcome is a knowledge, skill, ability, and/or attitude that students should attain by the end of their college experience. Here at Skyline, students who complete the GE requirements or receive an AA or AS degree should have mastered the following institutional SLOs: critical thinking, effective communication, citizenship, information and computer technology literacy, and lifelong wellness.

Mapping course-level SLOs with institutional SLOs enables you to identify which courses within your program may be contributing to student achievement of these outcomes, even though your program's approach may differ from others'. Conversely, mapping gives us the means to determine whether our institutional SLOs reflect our priorities as instructors.

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: (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.

*** 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.*

Skyline College Institutional Outcomes **Key: (c) central to a course, (s) supported by a course, (blank) does not apply**		Course A	Course B	Course C	Course D	Course E	Course F	Course G	Course H
Critical Thinking:	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 or 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:	Comprehend, analyze, and respond appropriately to oral, written, and visual information.								
	Effectively express ideas through speaking and writing.								
Citizenship:	Demonstrate scientific literacy concerning a range of global issues;								

	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.								

APPROVED, AND VIRGINIA WILL SEND A COUNSELING EXAMPLE

Objective or SLO Practice Exercise (60)

The statements below were written for programs and courses. Analyze the statements to determine whether they are objectives, or student learning outcomes. Write O for objectives and SLO for student learning outcome.

1.	(Public Speaking course) Critically listen to a publicly delivered speech and analyze the credibility of the content and the effectiveness of delivery.
2.	(Fundamental Mathematics) Cover applications of the "Pythagorean theorem" to find any side of a right triangle given the other two sides.
3.	(Music) Successfully perform a selection of choral ensemble pieces in English and other languages in front of a classroom audience.
4.	(Biology) Provide non-biology majors with a solid ground of biological principles.
5.	(Philosophy of Religion) Read primary works by (or secondary works about) the central figures in the history of the discipline.
6.	(Physical Education) Improve fitness levels, increase strength and flexibility, and lose body fat through participation in a variety of fitness activities.
7.	(Computer Studies) Cover assembly language programming: addressing; loops; arithmetic, subroutines, stack, recursion; macros; program design and testing; interfacing to high level language.
8.	(Spreadsheets) Using Excel, create a professional looking spreadsheet which includes accurate functions, charting and is properly formatted adhering to good spreadsheet design.
9.	(Developmental Writing) Demonstrate critical reading, writing, and thinking skills through analysis, synthesis, and evaluation of important ideas from multiple points of view.
10.	(Engineering) Use the techniques, skills, and modern engineering tools necessary for engineering practice to solve a defined engineering problem.

Answers:
1. SLO
2. O
3. SLO
4. O
5. O
6. SLO
7. O
8. SLO
9. SLO
10. SLO