Present: Steve Aurelio, Michael Bishow, Luciana Castro, Carlos Colombetti, Jan Fosberg, David Hasson, Tom Hewitt, Rick Hough, Rob Johnstone, Nick Kapp, Jude Navari, Regina Pelayo, Felix Perez, Christine Roumbanis, Arthur Takayama , Karen Wong, Soodi Zamani

I. Feedback on the flow chart and checklist for the March 11 morning flex workshop

   a. Better to have two flowcharts, one for course level assessment, and another for student services/ program level assessment.

   b. Include the checklist and the flowcharts (printed back to back)

   c. Offshoot discussion on when we're going to generate program level SLOs and how they'll be assessed—we need to determine which programs need to assess, and if so, how to assess

      i. Not clear what constitutes a program— if a discipline, should programs be only those that have prerequisites or sequential sequence? Another possibility is by establishing three programs—general education, basic skills, and career technical education (with clear certification outcomes)

      ii. Course level assessment results should be able to be used for program assessment

      iii. Roll out the mapping mechanism as articulated in *The Framework*, especially for sequential programs—identify courses as introduced, practiced, or mastered to reflect on whether the sequence works

II. Update on March 11—help needed!

   a. Morning workshop (9- 10:15) —need help bringing materials from my office to 2306 (David, Jan, Tom, Felix) and help distributing them (David, Jan, Tom, Felix, Carlos, Arthur); need help directing people to sign up if they'd like a rapid response team to help them (Soodi, Jan); need help encouraging

people to sit with departmental colleagues when they enter the room (Jan, Steve, Jude); need help bringing materials back to my office (David, Carlos, Tom).

b. Morning workshop (10:30- 11)—need help giving feedback on assessment plans (rapid response team members should help out at this session if you're not out in the field).

c. Days leading up to March 11—please announce the workshops in your department and division meetings; also advise individuals within your department/ division to attend specific workshops; Trustees' grants

d. SURPRISE!

III. Update on the shared governance proposal to the Academic Senate (1/23/09)— expressed appreciation for our work but voted against official shared governance committee status because: (a) the need for the Steering Committee is temporary and project driven, so there might not be need for permanent status, (b) our campus already has too many committees, which is over-stretching personnel, and (c) perhaps the work of the committee can be integrated with existing committees, such as the AS Curriculum Committee and the Research Committee.

IV. Update on the Annual Departmental Assessment Analysis Report for Instruction and Student Services proposal to the Curriculum Committee (2/18/09)— approved as a draft; seek input and roll it out by way of the Deans

V. Create a rubric to assess an institutional outcome

VI. Reminders:

a. Please designate the following Mondays (4th Mondays of the month), 1:45- 3:45, for SLOAC Steering Committee meetings: March 23, and April 27.

Institutional Student Learning Outcomes

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 other sensory information.

- effectively express ideas through speaking and writing.

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:

- 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: 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.

ISLO:				
	Needs Work	Adequate	Good	Excellent
response to prompt or task				
comprehension				
substantiating opinion				
audience awareness				

SLOAC LIAISONS
BUSINESS (Christine, Regina) Accounting—Christine Automotive Technology—Christine Business Administration-- Christine Computer Applications and Office Technology—Christine Cosmetology—Regina Early Childhood Education—Christine Family and Consumer Science—Christine Fashion Merchandising—Regina International Trade—Regina Marketing-- Regina Real Estate—Regina
LANGUAGE ARTS LIAISONS (Luciana, Lucia, Phyllis, Michael, Karen) English— Lucia and Karen ESOL— Karen Foreign Languages—Luciana Journalism— Karen Reading—Lucia Speech—Phyllis and Michael
LEARNING CENTER & LIBRARY (Felix (TLC), Tom, Dennis)

PHYSICAL EDUCATION

Jan Fosberg

SCIENCE, MATH, AND TECHNOLOGY (Nick. Rick, Soodi, Vanson)

Biological Sciences—Nick

Chemistry—Soodi

Computer Science—Soodi

Physical Sciences-- Soodi

EMT-- Soodi

Health Science—Soodi

Mathematics—Vanson, Soodi, Rick

MESA—Rick

Natural Sciences-- Rick

Physics—Rick

Respiratory Therapy—Rick

Surgical Technology—Rick

Telecommunications & Network Technology—Rick

SOCIAL SCIENCES/ CREATIVE ARTS (Carlos, Jude, Steve, Arthur)

Administration of Justice—Steve

Anthropology-- Arthur

Art—Jude

Economics-- Arthur

Geography-- Arthur

History-- Carlos

Humanities—Jude

Music—Jude

Paralegal Studies-- Steve

Philosophy—Carlos

Psychology-- Carlos

Sociology-- Carlos

STUDENT SERVICES (Virginia, with assistance from Karen and Rob)

Admissions and Records-- Virginia

Career Center—Virginia

Co-op Education-- Virginia

Counseling—Virginia

DSP & S-- Virginia

EOPS/CalWorks-- Virginia

Financial Aid—Virginia

Health Center-- Virginia

International Students-- Virginia

Security-- Virginia

Student Activities-- Virginia

Transfer Center-- Virginia

PLEASE SIGN UP TO HELP MAKE THE MARCH 11 FLEX DAY A SUCCESS!!!

TASK/ COMMITTEE	
Draft a **checklist** for flex participants that enables them to identify what they need to do in order to complete a cycle on the course or program level	Rick Hough, Jude Navari, Vanson Nguyen
Draft a workshop description and lead a morning workshop on **creating assessment plans**	Soodi Zamani, Regina Pelayo, Dennis Wolbers
Draft a workshop description and lead a morning workshop on **designing surveys**	Michael Moynihan, Michael Bishow
Draft a workshop description and lead a morning workshop on creating **rubrics**/ chocolate chip cookie/ on-line rubric generator	Karen Wong
Draft a workshop description and lead a morning workshop on **classroom assessment techniques**	Lucia Lachmayr, Felix Perez, Christine Roumbanis
Draft a workshop description and lead a morning workshop on **clickers**	Tom Broxholm
Be on a morning **rapid response team**	Arthur Takayama, Steve Aurilio, Carlos Colombetti, Lucia Lachmayr, Karen Wong, Tom Hewitt, Luciana Castro, Nick Kapp