

## **SLOAC Steering Committee Agenda**

**April 27, 2009, 1:45-3:45, Room 5131**

Present: Steve Aurilio, Michael Bishow, Luciana Castro, Jan Fosberg, David Hasson, Tom Hewitt, Rick Hough, Rob Johnstone, Lucia Lachmayr, Vicki Morrow, Jude Navari, Vanson Nguyen, Virginia Padron, Regina Pelayo, Felix Perez, Christine Roumbanis, Regina Stanback-Stroud, Arthur Takayama, Karen Wong, Soodi Zamani

Absent: Carlos Colombetti, Ray Hernandez, Nick Kapp

Materials: (a) ACCJC Rubric for SLOs, (b) Curricunet vs. TracDat Chart, (c) Effective Communication rubric, (d) Rob Johnstone's Powerpoint presentation on the CCSSE and ISLOs

I. Achieving compliance (see the attached rubric) → working backwards, are we on target to achieve the benchmark by 2012? What is our campus' current status? how much is enough?

A. By 2012, all campuses are expected to be at the "proficiency" level. (Our site visit is 2013, so we'll be conducting our self-study in 2012).

B. The accreditation guidelines (see below) are not clear about how much needs to be assessed, but with our current proposed timeline, we definitely won't be at 100% compliance. Assuming a worst case scenario (100% compliance on the course, program, and institutional level), Regina expressed concern that we could be placed on warning or worse, so we need to look at ways to accelerate assessment. People expressed concern that the emphasis not shift from quality to quantity, that we keep the focus on authentic, meaningful assessment so that it will improve teaching and learning. Regina felt that our response doesn't need to be an "either/or," but rather that we can achieve a balance between these competing demands. One suggestion to achieve compliance is by administering a survey as an indirect measure, yet also to continue using direct measures since they are most likely to yield concrete information about student learning.

C. TO DO: We need to define "programs" to determine how much needs to be assessed at that level. Resolving this question will be a high priority next year.

II. Curricunet and TracDat— While the extra program review component of the new version of Curricunet can be used to document assessment, TracDat overall can do more in the area of assessment. For instance, TracDat can aggregate data from

multiple disciplines that use a common rubric, so it can be used to facilitate the assessment of our ISLOs.

Regina reported that the VPs recommended to the District Office that we acquire both TracDat and Curricunet since they fulfill different functions. Acquisition will be dependent on availability of funds as well as adequate training support from the companies. (On Wednesday, May 6, Karen received a message from Jing that the District is actively looking into acquiring TracDat, negotiating the terms and the price, but of course the purchase will be dependent on available funds.)

### III. Discussing CCSSE data as one measure of our institutional outcomes.

A. The Community College Survey for Student Engagement (CCSSE), which measures student engagement in a variety of dimensions, was administered in Spring 2008. It can be used as a proxy (albeit an indirect measure) for achievement of Institutional Student Learning Outcomes (ISLOs). Cathy Hasson and Karen conducted an item analysis, selecting from the CCSSE 4-16 items per ISLO. In Spring 2009, Rob converted the data into 0-100 scales.

B. Since we administered the CCSSE for the first time, our data can be used to set our benchmarks for subsequent administration. This time, the overall means score for Information and Computer Literacy was highest (60.7), while Citizenship was lowest (42.9). In between were Critical Thinking (55), Lifelong Wellness (54.7), and Effective Communication (50.3).

#### C. Next steps:

1. TO DO: The items chosen by Cathy and Karen seem pertinent to the ISLOs, but we should add some of our own to supplement the current ones. Specifically, we need to add questions related to library research (for Information and Computer Literacy) and healthcare, nutrition, et. al. (for Lifelong Wellness).
2. TO DO: We need to have a larger discussion about which items to weigh more heavily since they pertain more directly to the ISLO.
3. TO DO: Rob will look into how we compare with other campuses that have administered the CCSSE.
4. Michael suggested that we analyze predictors—which factors need to be present to suggest certain outcomes?

IV. ISLO Rubric on Effective Communication

A. Will pilot it in the Fall

B. If this ISLO is central to your course, and from this course, you have a major assignment in which students will demonstrate this ISLO, then save originals or copies of the student work so that we can apply the rubric to them next semester.

V. Reminders:

A. Register for the “Strengthening Student Success Conference,” which is from Wednesday- Friday, October 7-9 in Burlingame, For more information, see <http://www.rpgroup.org/events/sss09.html> . It often fills up by late June because it’s such a well regarded conference. Also note that professional development monies are available now!

B. Please designate the following Monday (4<sup>th</sup> Mondays of the month), 1:45-3:45, for SLOAC Steering Committee meetings: August 24, September 28, October 26, November 23, January 25, February 22. March 22, and April 19. *If you’re unable to continue, please arrange for your replacement.*

**Accrediting Commission for Community and Junior Colleges**

Western Association of Schools and Colleges

**Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes**

(See attached instructions on how to use this rubric.)

Levels of Implementation	<p align="center"><b>Characteristics of Institutional Effectiveness in Student Learning Outcomes</b></p> <p align="center"><i>(Sample institutional behaviors)</i></p>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• There is preliminary, investigative dialogue about student learning outcomes.</li> <li>• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.</li> <li>• There is exploration of models, definitions, and issues taking place by a few people.</li> <li>• Pilot projects and efforts may be in progress.</li> <li>• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.</li> <li>• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.</li> <li>• Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.</li> <li>• Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.</li> <li>• Appropriate resources are being allocated to support student learning outcomes and assessment.</li> <li>• Faculty and staff are fully engaged in student learning outcomes development.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</li> <li>• Results of assessment are being used for improvement and further alignment of institution-wide practices.</li> <li>• There is widespread institutional dialogue about the results.</li> <li>• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</li> <li>• Appropriate resources continue to be allocated and fine-tuned.</li> <li>• Comprehensive assessment reports exist and are completed on a regular basis.</li> <li>• Course student learning outcomes are aligned with degree student learning outcomes.</li> <li>• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</li> </ul>

<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"><li>• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.</li><li>• Dialogue about student learning is ongoing, pervasive and robust.</li><li>• Evaluation and fine-tuning of organizational structures to support student learning is ongoing.</li><li>• Student learning improvement is a visible priority in all practices and structures across the college.</li><li>• Learning outcomes are specifically linked to program reviews.</li></ul>
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JP;DB: cg 8/2007

## April 2009 TracDat and Curricunet for SLOAC Purposes

(list created by Karen and Christine)

TracDat	Curricunet
<ul style="list-style-type: none"> <li>• Can align course level outcomes with PSLOs and ISLOs</li> <li>• Can document assessment plans and instruments</li> <li>• Can aggregate data of related courses if a common rubric is used</li> <li>• Can aggregate data across disciplines if a common rubric is used               <ul style="list-style-type: none"> <li>○ Can determine and flag specified courses to use the rubric, with all of the data rolling up into one report</li> </ul> </li> <li>• Can set different levels of access to preserve confidentiality AND can assign different tasks (i.e., entering student data vs. aggregating the data)</li> <li>• Can download student names from Banner to enter data for each student</li> <li>• Can track all of the courses' assessment progress and whether you've achieved those SLOs               <ul style="list-style-type: none"> <li>○ Can send reminders via e-mail to enter data</li> </ul> </li> <li>• Can align reports with college mission/ objectives</li> <li>• Can adapt reporting units/ not bound to their structure, and can adapt for each college even if we have a site license</li> </ul>	<ul style="list-style-type: none"> <li>• Can align course level outcomes with ISLOs</li> <li>• Can document % of courses with SLOs</li> </ul> <p style="text-align: center;">PROGRAM REVIEW COMPONENT (ADDITIONAL COST -- \$15,000 onetime fee for all three colleges.)</p> <ul style="list-style-type: none"> <li>• Can document assessment reports               <ul style="list-style-type: none"> <li>○ Needs a standardized format to report data, though it works with both MS Word and Excel</li> </ul> </li> <li>• Can document assessment instruments if they're formatted in the same way</li> <li>• ISLOs can be checked as applicable to each course. Then report all courses having the same ISLOs.</li> <li>• Can aggregate statistics for courses that have the same or similar course level SLOs.</li> <li>• Percentage of courses that were assessed can be tabulated.</li> <li>• Assessment instruments can be attached as part of the assessment report.</li> </ul>

ISLO: Effective Communication				
	Needs Work	Adequate	Good	Excellent
Comprehension	<p>Student does not relate the message to his or her own framework/ existing knowledge, <u>summarizes inaccurately</u>, or fails to mention the message.</p> <p>(delete? Student's <u>knowledge of the subject is generally inaccurate.</u>)</p>	<p>Student integrates the message into his or her own frame of reference/ <u>existing knowledge</u>.</p> <p>Student's knowledge of the subject is generally accurate, though flawed or <u>in the words of the original source</u>.</p>	<p>Student develops a framework for organizing the message and relating it to his or her own frame of reference/ <u>existing knowledge</u>.</p> <p>Student's knowledge of the subject is accurate throughout except with minor details, <u>and is in his or her own words</u>.</p>	<p>Student develops a framework for organizing the message and relating it to his or her own frame of reference/ <u>existing knowledge or broader context/ larger world perspective</u>.</p> <p>Student's knowledge of the subject is accurate throughout, <u>and is in his or her own words</u>.</p>
Analysis and audience	<p>Student generally lacks an awareness of the reader, for the discussion lacks evidence, illustrations, other definitive details and/or <u>reasonable follow-up explanations</u>. Analysis shows undeveloped observational skills. <del>Makes unreasonable or inappropriate inferences.</del></p>	<p>Student makes some attempt to provide evidence, illustrations, or other definitive details to convince the audience, but some information is either extraneous or insufficient. Analysis shows reasonable observational skills. <del>Makes several reasonable inferences.</del></p>	<p>Explanations and uses of evidence, illustrations, or other definitive details generally convince the audience. Analysis reflects good observational skills. <del>Makes inferences which are, for the most part, reasonable and appropriate.</del></p>	<p>Explanations and <u>sophisticated/ original</u> uses of evidence, illustrations, or other definitive details effectively convince the audience. Analysis reflects highly developed observational skills. <del>Makes appropriate and reasonable inferences</del></p>

				from the observations.
Organization and audience	Opening comments are inappropriate, or are unlikely to engage the audience; provides little or no focus or order to the material; closes abruptly, either with no apparent concluding statement or with inappropriate remarks.	Opening comments attempt to reveal the purpose and major points and engage the audience, but the approach seems somewhat artificial, weak, or unimaginative; provides some focus or order to the material, but the structure is somewhat unclear or awkward; concluding comments relate to the purpose and major points, but they either bring in extraneous information or are unnecessarily redundant.	Opening comments attempt to reveal the purpose and major points and engage the audience; focuses and orders the materials to convey a generally unified point or effect, and provides movement within and between major points and from beginning to end; concluding comments are appropriate and relate to the purpose and major points, but they are not very strong or emphatic.	Opening comments attempt to reveal the purpose and major points and engage the audience; focuses and orders the material to convey a unified point or effect, and provides clear and consistent movement within and between major points and from beginning to end; concluding comments are strong both in reemphasizing the purpose and major points and in leaving the audience with an appropriate closing statement.