

## SLOAC Steering Committee Agenda

October 26, 2009, 1:45-3:45, Room 6203

### Materials:

(a) Notes from the 9/28/09 Meeting;

(b) Download the CCSSE Survey: [http://www.ccsse.org/aboutsurvey/CCSR\\_2005.pdf](http://www.ccsse.org/aboutsurvey/CCSR_2005.pdf) .

**Present:** Steve Aurilio, Michael Bishow, Luciana Castro, Kathleen Feinblum, Jan Fosberg, Tom Hewitt, Rick Hough, Rob Johnstone, Lucia Lachmayr, May Lee, Johannes Masare, Vicki Morrow, Sita Motipara, Jude Navari , Vanson Nguyen, Christine Roumbanis, Arthur Takayama , John Ulloa, Karen Wong, Soodi Zamani

**Absent:** Ray Hernandez, Nick Kapp, Virginia Padron, Regina Pelayo

I. Welcome New Members: May Lee (Cosmetology), Sita Motipara (Computer Applications and Office Technology), John Ulloa & Johannes Masare (History & Anthropology)

II. Approval of the 9/28/09 Notes—approved as is

III. Determining how to Assess on the Program Level

A. Primary Question to Consider: What are we supposed to gain by assessing a program? The general sentiment is that it should be a means to strengthen an overall program.

B. Not clear what constitutes a program

1. Definition from *The SLOAC Framework*: “A program is a cohesive group of courses or activities that support a common set of outcomes.”

2. The Curriculum Committee’s definition doesn’t work for this purpose, if the intent of assessing on a program level is to strengthen a program. Presently, the definition of a program defaults to degree or certificate bearing. But it seems like poor use of faculty time if they’re

assessing programs that have few declared majors, with most students enrolling in the courses to fulfill their general education requirements.

C. If a program is a discipline, should only the programs that have prerequisites or a ~~sequential sequence~~ structured sequence be asked to create program SLOs?

1. Advantage 1: Course level assessment results could be used to inform program level discussions, thus eliminating the need to create separate program level assessments (unless using a common survey across all levels).

2. Advantage 2: These programs could be asked to complete a matrix in which they are asked to identify courses as introducing, practicing, or mastering a program SLO as a tool to reflect on whether their sequence is the most effective for student learning. (The disadvantage is that programs will have to complete this matrix.)

a) “Aligning courses with Program SLOs enables you to assess overall program coherence. Completing a matrix like the example below ensures that students have been introduced to the outcome, had formative feedback and opportunities for practice, and are finally assessed concerning successful student learning. After writing the Program SLOs, conduct an analysis of where those SLOs are introduced (I), practiced (P), and demonstrated at the mastery level (D) by plotting them on the matrix. Consider the following questions afterward.” (*The SLOAC Framework*, p. 33)

3. Proposal to further explore this option: Work with the deans to work with stakeholders and SLOAC Steering Committee members to identify which programs that fall under the current proposed definition should engage in program level assessment. We’ll take a look at the list at the next SLOAC Steering Committee meeting to see if we can further refine the definition, and attach to this definition a list of programs so that they’re aware that they will need to assess. Even if programs are not on the list, they still have the option of assessing on the program level if they feel it is pertinent.

D. Another possibility is by establishing three programs—general education, basic skills, and career technical education (with clear certification outcomes)—This option was rejected by the group.

1. Advantage: Our ISLOs can be used for assessing on the course and program level. Programs have already completed a matrix aligning their courses with the ISLOs. Assessment data from those courses that

identified an outcome as central to their course will “roll up” and be used to reflect on how well students are achieving the ISLOs. Assessment data for basic skills courses can be extracted for program level assessment.

2. Disadvantage: Programs with prerequisites and/or sequences won't have the opportunity to reflect on how all of their courses connect.

3. Disadvantage: Basic Skills and CTE Programs will need to work together to create CTE ISLOs.

4. Disadvantage: The general sentiment is that these three categories are too broad to yield much useful information for improving programs. This situation is particularly true for CTE programs, whose outcomes are so specific to their vocations that blending is not valuable.

E. Action Plan: Solicit from the deans their input, in consultation with stakeholders and division SLOAC representatives. From that list, we'll see if we can refine our definition of what constitutes a program for the purposes of assessment.

IV. Revisiting how to effectively employ the CCSSE to assess ISLOs—each group's recommendations

A. Revise the ISLOs. (See the attached recommendations in red.) – Citizenship revisions approved; Information Literacy one needs to be revisited.

B. To what degree should each designated statement be weighted: really strong, moderate, or somewhat? (See the attached.) Approved.

C. What additional statements should be included to better assess the ISLO (especially the case for Information and Computer Literacy's library research bullet point, and Lifelong Wellness' healthcare, nutrition, et. al.'s bullet point)?

1. Citizenship (Arthur, Luciana, Vanson & Kathleen)

a) How concerned are you about environmental issues (ie., recycling, carbon footprint/ alternative fuels, vegetarianism, etc.) ? How often do you act on/ put into practice sound environmental practices? (ie. Recycling, taking mass transit, carpooling, etc.) – both tentatively approved

b) Have you participated in an activity from a culture other than your own? -- approved

c) Have you had participation and/or organization of cultural events on campus?

d) Do you have positive experiences with people of diverse backgrounds?

e) I understand that the appreciation of social, economic and political issues plays a role in my daily life.

f) My ideas, responses and actions are often influenced by my appreciation and considerations of the diversity of other peoples' perspectives and attitudes.

2. Information and Computer Technology Literacy (Tom, Christine, Nick) – use the library's program level data to assess part of this ISLO instead of adding pertinent statements to the CCSSE

3. Lifelong Wellness (Jan, Jude, Virginia, Rob)—use the physical education department's program level data to assess part of this ISLO instead of adding pertinent statements to the CCSSE

V. Update on Flex Workshops—**Please wear your SLOAC t-shirts from last spring, announce the workshops in your division/ departmental meetings, and encourage your colleagues to attend.**

A. Karen will compile a SLOAC packet to be sent to the campus via e-mail before the flex workshops.

B. Wednesday afternoon

1. 12:15- 1:15 (overlapping with lunch) Assessment Poster Buffet

2. 1:15- 3: Assessment Plan Workshop

C. Thursday morning

1. 9-12: Two Concurrent Workshops-- Surveys & Rubrics

VI. Please designate the following Monday (4<sup>th</sup> Mondays of the month), 1:45-3:45, for SLOAC Steering Committee meetings: November 23, January 25, February 22, March 22, and April 26.

*Also, please review the Effective Communication rubric so that we can pilot it at the next meeting.*



## **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 other sensory information.
- effectively express ideas through speaking and writing.

## CITIZENSHIP

STUDENTS WILL BE ABLE TO USE KNOWLEDGE ACQUIRED FROM ~~COURSEWORK AND CAMPUS RESOURCES~~ THEIR EXPERIENCES AT THIS COLLEGE TO BE ETHICALLY RESPONSIBLE, CULTURALLY PROFICIENT CITIZENS, INFORMED AND INVOLVED IN CIVIC AFFAIRS LOCALLY, NATIONALLY, AND GLOBALLY. **APPROVED**

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 COMPETENCY**

STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO INFORMATION AND COMPUTER TECHNOLOGY LITERACY. **NEED TO REVISIT SINCE THE LIBRARIANS PREFER "LITERACY" AND SINCE THERE IS AN INFORMATION LITERACY INITIATIVE PRESENTLY UNDERWAY**

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.

**Sept. 28, 2008 SLOAC Meeting**

**Suggested Questions or Topics to be addressed in CCSSE Questionnaire for Citizenship:**

**Have you had participation and/or organization of cultural events on campus? (LC)**

**Have you participated in an activity from a culture other than your own? (VN)**

[Clubs like Kababayan and to a smaller extent Puente and Hermanos/ Hermanas organize events here and there. But how about the student that belongs to the general population. Like in other colleges, the common citizen should be able to join into students' events while or before they are in the process of being organized. LC]

[There isn't much about volunteering except for items 7,10,15. I have students helping in my Math 811 class as well as students assisting at EYH. But I don't see anything specific about volunteering in the community. I feel that would be a representative item to our ISLO, however, at the same time, I don't believe many of our students have volunteered in any type of community service. VN ]

**Do you have positive experiences with people of diverse backgrounds?**

[In all job opportunities I see, "demonstration of cultural sensitivity" happens to show up in each. I strongly believe our student population is at least aware, if not sensitive, to a diverse population of culturally, socioeconomically, sexual-orientation, etc., since we live so close to an urban area. I propose an item along the lines of: "is comfortable with people of diverse backgrounds." VN]

**I understand that the appreciation of social, economic and political issues plays a role in my daily life.**

**My ideas, responses and actions are often influenced by my appreciation and considerations of the diversity of other peoples' perspectives and attitudes.**

[I'd like to have an item that discusses students' knowledge of current affairs, locally and globally, but I think most of them care more about MTV. Maybe we can create an item that relates pop culture with civic affairs? (VN)]

[It is apparent that the CCSSE Questionnaire does not directly ask questions about citizenship as anticipated from Skyline College's ISLO. Therefore, we need a question or two that does specifically address the topic. (AT)]

LC: Luciana Castro

VN: Vanson Nguyen

AT: Arthur Takayama



**ISLO: Effective Communication**

	Needs Work	Adequate	Good	Excellent
Comprehension	Student does not relate the message to his or her own framework/ existing knowledge, summarizes inaccurately, or fails to mention the message.	Student integrates the message into his or her own frame of reference/ existing knowledge. Student's knowledge of the subject is generally accurate, though flawed or in the words of the original source.	Student develops a framework for organizing the message and relating it to his or her own frame of reference/ existing knowledge.  Student's knowledge of the subject is accurate throughout except with minor details, and is in his or her own words.	Student develops a framework for organizing the message and relating it to his or her own frame of reference/ existing knowledge or broader context/ larger world perspective.  Student's knowledge of the subject is accurate throughout, and is in his or her own words.
Analysis and audience	Student generally lacks an awareness of the reader, for the discussion lacks evidence, illustrations, other definitive details and/or reasonable follow-up explanations. Analysis shows undeveloped observational skills.	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.	Explanations and uses of evidence, illustrations, or other definitive details generally convince the audience. Analysis reflects good observational skills.	Explanations and sophisticated/ original uses of evidence, illustrations, or other definitive details effectively convince the audience. Analysis reflects highly developed observational skills.

<p>Organization and audience</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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November 5, 2009 E-mail to Deans

Hi Connie, Donna, Joe, Margery, & Mike,

As you know from the accreditation standards, campuses are expected to assess on the course, program, and institutional level. While our campus is well into conducting course level assessments and in the early stages of assessing on the institutional level, the SLOAC Steering Committee is presently determining which instructional programs should assess on the program level, one implication being that such programs will need to create program level SLOs and may need to create a matrix in which they are asked to identify courses as introducing, practicing, or mastering a program SLO as a means to reflect on whether their sequence is the most effective for student learning (*SLOAC Framework*, p. 33). Presently we don't believe that all programs undergoing Program Review should have to conduct assessment on the program level, but we need your input in determining who should.

Why shouldn't we simply employ the same Program Review list as the Curriculum Committee? We don't think that it applies for the purposes of assessment. Consider the following scenario: a program offers a degree, but fewer than ten students graduate with that degree. Is it worth the time and energy to assess those ten students when meanwhile, many more students are taking said courses to fulfill their GE requirements? And just how useful would the information generated by program level assessment be? Thus, we came up with the following two criteria that constitute a program for the purposes of assessment:

- A program has a cohesive group of courses or activities that support a common set of outcomes;
- A program has prerequisites or a structured sequence.

SLOAC Steering Committee members feel that we could provide clearer guidance to the campus if we identify specific programs that should assess on the program level, and such a list may also help us to further refine the current criteria at the next meeting.

As such, we greatly appreciate your assistance in **compiling such a list** of departments within your division by **Wednesday, November 18**, sending it to [wongk@smccd.edu](mailto:wongk@smccd.edu), and highly recommend that you consult with SLOAC Steering Committee members and stakeholders from your division.

Thanks,

Karen & the SLOAC Steering Committee