

SLOAC Steering Committee Agenda

March 29, 2010, 1:45- 3:45, Room 6203

Present: Steve Aurilio, Michael Bishow, Luciana Castro, Kathleen Feinblum, Jan Fosberg, Tom Hewitt, Rick Hough, Nick Kapp, Lucia Lachmayr, Vicki Morrow, Sita Motipara, Regina Pelayo, Christine Roumbanis, Karen Wong, Soodi Zamani

Absent (usual meeting time postponed due to Sacramento Education rally): Ray Hernandez, Rob Johnstone (League of Innovation), Johannes Masare, Jude Navari, Virginia Padron, Arthur Takayama

Materials:

- Napa Valley College's TracDat reporting (#5, #7-- page 2, 10 in particular)

I. Congratulations to Lucia and Steve for receiving tenure this year! They've both made significant contributions to this committee, for which we are thankful.

II. Approval of the 2/22/10 Notes – approved as is

III. What recommendations, if any, should we make to the Curriculum Committee about how to further integrate the SLOAC into program review?

A. Goals of any recommendations: Help faculty to manage the SLOAC and also get the data analysis and implications to the Deans as needed. How much do the Deans need to support faculty in engaging in the SLOAC and to use assessment implications to inform budget/ resource requests?

B. Current status of required documents: Curriculum Committee presently requires a section on the self study on the SLOAC; a spreadsheet in which people identify which courses have SLOs, an assessment plan, been assessed, and been discussed; a matrix in which departments align core courses with ISLOs.

(<http://www.skylinecollege.edu/facstaff/GovCommittees/currcom/directionandfor ms.html>)

C. Current status of the timeline: Program review is on a six-year cycle. Should that be revisited so that departments are held to the present recommendation to assess at least one course a year? Or what procedures need

to be in place such that departments are held accountable? (i.e., Deans tabulating the data from TracDat for each department and reporting at the Instructional Leadership Team meetings. Deans reading the reports to note which resources are needed to make the changes so that they can advocate for their department as well as shape their three-year division plan accordingly.)

1. Existing timelines
 - a) Budget requests by March 1
 - b) Program Review by end of March/ beginning of April
 - c) Three Year Division workplans (Fall 2011)— The division workplans have a year-end workplan report due May 15th.
Revisions to the next year's work plan are due in early September.

2. Recommendation: Consult with the deans about how much and how frequently would be of help to them as they draft division work plans and submit budget and resource requests. Annual submissions may be excessive; would midterm reports (every three years) be sufficient?

D. Which TracDat reports, if any, should be submitted as part of program review?

1. Recommendation: the four column report, at this point.

E. What revisions are needed in the current program review document to address the SLOAC? Recommendations to which TracDat reports should be added to program review? Calls into questions the six year cycle—perhaps it should be annual so departments are held accountable to assessing?

1. If the four column report is submitted as part of program review, we definitely will no longer need the first question. The second and third questions are also questionable, unless they're meant to bullet point the primary findings and subsequent request for resources.

F. Recommendation: Karen will draft a timeline packet for departments to employ that (a) encourages every department to create a six year plan (recommendation one to three core courses per year—assessing all SLOs and/or one SLO per course), (b) reminds people to revisit their mapping of courses to ISLOs and connect them via TracDat,(c) encourages departments to create their program SLOs and map accordingly. This draft will be presented at a subsequent SLOAC meeting.

G. Recommendation: Ask administration for compensation for departmental assessment coordinators.

IV. Feedback on the Global Citizenship, Personal Wellness, and Information and Computer Literacy Rubrics

- A. ISLOs are presently assessed via the CCSSE. Two other ways that they will be assessed are via the “rolling up” of course level assessment data to ISLOs, and faculty employing ISLO rubrics. For the first option, Tracdat departmental leaders will need to map their courses up to the ISLOs, to be done next Fall.
- B. Global Citizenship—Luciana and Christine are revising based on the feedback.
- C. Next meeting we’ll look at the Personal Wellness and Information and Computer Literacy.
- D. Attached is the revised Critical Thinking rubric.

V. Please designate the following Monday (4th Mondays of the month), 1:45-3:45, for the SLOAC Steering Committee meeting: April 26.

Piloting a Global Citizenship Institutional Student Learning Outcomes

For the purpose of identifying the institutional student learning component of global citizenship, a faculty subcommittee is piloting slo's for the institution on a completely anonymous basis.

The components of Global Citizenship have been identified as

- scientific literacy
- cultural awareness
- lifelong learning
- social skills
- active citizenship

Today we are piloting one of those components, scientific literacy

Instructions for Administering the Survey:

1. Look at the Indicators attentively.
2. Read the content of the boxes carefully.
3. Mark the box with which you identify better for every single indicator.
4. Review your answers before you turn in the rubric.
5. If you have comments or questions please let us know.

Comments or Questions:

Thank you very much for your time.

Demonstrate scientific literacy concerning a range of global issues

Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Use the scientific method of inquiry, interpretation and analysis and inference to address problems from data to determine what conclusions or solutions are reasonable.	Student does not understand the scientific method for determining reasonable conclusions or solutions to address problems.	Student is aware of the scientific method for determining conclusions or solutions to problems, but this knowledge is general and sparse.	Student, when guided, is aware of the scientific method for determining reasonable conclusions or solutions to problems.	Student is able to use the scientific method for determining reasonable conclusions or solutions to problems.
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Understand the impact of decisions made by local, national and international organizations, societies, environments and economies.	Student has no knowledge of these organizations or their functions and how they impact decisions made by local, national and international organizations.	Student understands generally that local, national and international organizations impact societal, environmental, and economic conditions, but is unaware of specific policies/decisions that impact his/her world.	Student understands how some specific decisions made by local, national and international organizations impact many facets of his/her day-to-day world; however, knowledge is limited or tends to cast issues in black and white.	Student has an excellent understanding of the way specific decisions made by local, national and international organizations impact his/her day-to-day world. He/she is able to evaluate these issues critically and thoroughly.
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Understand the impact of the global economy on political decision-making.	Student is unaware of the impact of economic considerations on political decision-making. He/she may be largely unaware of political events and international economic conditions.	Student is generally aware that political decisions are shaped by economic considerations; however, he/she has little knowledge of specific considerations and national/international policies.	Student is aware of some of the economic considerations that drive political decisions. However, this knowledge is somewhat limited or tends to cast issues in black and white terms.	Student possesses an excellent understanding of economic considerations that drive specific national policies and decisions. He/she can critically evaluate the gains and losses that result from these policies.

Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Understand the interconnectedness of the world.	Student does not understand that resource use of nations impact one another.	Student is aware that resource use by countries impacts one another, but this knowledge is general and sparse.	Student is aware that human, economic, and natural resources of one nation can impact those of other nations, but he/she is not aware of political/social/environmental issues raised by economic interdependence.	Student understands how each country's human, economic, and natural resources impact each other; he/she can think critically about political/social/environmental issues raised by economic interdependence.
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Participate in the global society.	Student is unaware that persons in other nations directly influence his/her life socially, politically, environment economically.	Student has a growing awareness of the global nature of the world. He/she is interested in the study of international policy and affairs—but action is limited to learning and reflection.	Student recognizes his/her own role as an individual in a global society. He/she when guided participates locally through economic, political, or social means (e.g., donations to relief efforts, contributions to international social, health, or environmental concerns).	Student is aware of how his/her actions and the actions of his/her country exert influence globally. He/she seeks to understand the global impact of personal actions (i.e. consumerism, consumption of energy, or recycling), and acts accordingly.

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- cultural awareness
- lifelong learning
- social skills
- active citizenship

Today we are piloting one of those components, **social skills**

Instructions for Administering the Survey:

6. Look at the Indicators attentively.
7. Read the content of the boxes carefully.
8. Mark the box with which you identify better for every single indicator.
9. Review your answers before you turn in the rubric.
10. If you have comments or questions please let us know.

Comments or Questions:

Demonstrate appropriate social skills in group settings

Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Social Interaction	Student shows low competence; rarely displays cooperation or friendliness, appears reluctant to help, delivers criticism with sarcasm, listens infrequently and inconsistently, such as interrupting, laughing or making side remarks; exhibits low self-control or respect.	Student is building competence; sometimes displays cooperation and friendliness; occasionally helpful and may deliver criticism if prompted; shows some listening and respect.	Student displays emerging competence; shows regular listening and attention; usually displays empathy and self-control; often generous in comments; shows respect.	Student demonstrates exemplary integration of social skills; almost always displays helpfulness, empathy, cooperation, and self-control; accepts and delivers criticism with compassion and confidence.
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Participation	Student shows unsatisfactory engagement; is detached or uninvolved; shows little or no response to comments or bids for connection; lets others set agenda; haphazard attendance	Student is building engagement; takes some part in setting group goals; listens attentively and is reliably responsive to material; occasionally asks questions; consistent attendance	Student has proficient engagement; prepared in advance; takes part in setting agenda; moderately skilled in offering input; volunteers willingly and carries own share of the group's responsibilities.	Student demonstrates outstanding engagement; draws out ideas or concerns of others, including those who have not participated; helps group stay on track; summarizes group actions and assignments.
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced

Teamwork	Student has low level of competence; stays disconnected to group; does not initiate his/her own contributions.	Student shows adequate beginning progress; joins a group cooperatively and acknowledges group members; listens attentively; often appears prepared regarding topic; sometimes contributes to end product.	Student displays proficient mastery; gives input confidently; is prepared and completes assigned task in timely fashion, respects differing viewpoints and offers positive responses to others.	Student demonstrates accomplished competence; takes an active position in group; attempts to have end product reflect all viewpoints; encourages and acknowledges work of all group members.
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Leadership	Student is reluctant or uncertain about exercising leadership; focuses only on task or on participants; may not ask for ideas or does so without considering them; may show favoritism; does not initiate own ideas or they are off track.	Student shows some skills in leading; either insecure or overly confident about own leadership skills; lets group ramble or stray off track or keep group too rigidly focused with no regard to relevant issues; offers own ideas and goals.	Student shows confidence in leadership duties; regular listening and positive responses to others; balances task accomplishment with needs of individuals in group; shares information openly; may check in for agreement	Student regularly takes initiative in leading; consistently contributes ideas to group discussions; respectfully attends to and/or solicits others' ideas; keeps group on track by managing time, providing coaching, using humor or resolving differences; helps others to provide leadership.

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- cultural awareness
- lifelong learning
- social skills
- active citizenship

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11. Look at the Indicators attentively.
12. Read the content of the boxes carefully.
13. Mark the box with which you identify better for every single indicator.
14. Review your answers before you turn in the rubric.
15. If you have comments or questions please let us know.

Comments or Questions:

Demonstrate appropriate active citizenship in global settings

Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Articulation of similarities amongst cultures	Demonstrates incompetence in the articulation of similarities amongst cultures	Demonstrates limited mastery of articulation of similarities amongst cultures	Demonstrates competence in associating different cultures and in the participation of events	Demonstrates <u>strong</u> competence in associating different cultures and in the participation of events
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Contrast among cultures	May not address the contrast amongst cultures adequately	May address the differences amongst cultures adequately	Addresses the contrast amongst cultures appropriately	Addresses the differences amongst cultures completely, clearly and effectively
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Knowledge of several cultural values and issues	May be overly simplistic or incoherent about cultural, values and issues	Evidences developing reflection, but perhaps a lack of deep and mature thought on culture, its values and issues	Evidences some reflection and mature thought about culture and values	Evidences good critical thinking, mature thought, and reflection about culture
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Commitment to active citizenship	Is severely discouraged to participate in global citizenship	Demonstrates some attitudinal weakness that does not allow him to participate in citizenship	Is organized with an adequate participation in active citizenship	Is well organized with an inviting attitude and participation in active citizenship

Personal Wellness Rubric

Bullet Point Addressed	Primary Traits	Needs Work	Adequate	Good	Excellent
Physical Education	Students will demonstrate an understanding of physical fitness and its role in lifelong wellness	Student will score under 70% on a comprehensive exam pertaining to physical fitness and wellness topics	Student will score 70 to 79% on a comprehensive exam pertaining to physical fitness and wellness topics	Student will score 80 to 89% on a comprehensive exam pertaining to physical fitness and wellness topics	Student will score 90% or more on a comprehensive exam pertaining to physical fitness and wellness topics
Personal Development A component of self-actualization	Self-awareness (of academic and psycho-social needs)	Student <i>relies on others to determine</i> their academic and/or psycho-social needs. Student can't identify their own strengths and weaknesses or define their goals.	Student <i>has a vague awareness of their strengths and weaknesses and how to set goals.</i>	Student is somewhat aware of <i>1 or 2 of their</i> strengths and weaknesses. Student needs guidance to set goals.	Student can articulate 3 or 4 strengths and weaknesses and set performance/personal goals <i>with minimal guidance.</i>
Personal Development A component of self-actualization	Resourcefulness (ability to determine resources)	Student is unaware of campus resources and has not attempted to find resources to address their needs.	Student is <i>vaguely</i> aware of a limited number of campus resources but can't identify how to utilize them.	Student is aware of <i>various</i> campus resources and <i>has explored 1 or 2 options.</i>	Student is able to identify numerous campus resources relevant to their needs.
Personal Development A component of self-actualization	Action (accessing appropriate services)	Student has not used campus resources <i>and/or finds them irrelevant</i>	Student has considered utilizing campus resources but has <i>either</i> not made the effort to do so <i>without encouragement from others or has procrastinated.</i>	Student has utilized a campus resource <i>but has done so infrequently.</i>	Student <i>consistently</i> utilizes relevant campus resources to improve academic performance and/or psychosocial outlook

1. What is the healthiest way to lose/reduce body fat?
 - A. Dieting and eating foods low in fat
 - B. Engaging in 30 minutes of cardiovascular exercise per day
 - C. Engaging in 30 minutes of cardiovascular exercise per day in conjunction with eating fewer calories than you use
 - D. 12 minutes of sprint or speed-based exercise per day in conjunction with a low-fat diet
2. What is the difference between body composition and body weight?
 - A. Body composition is your total percentage of body fat plus lean body mass (fat free mass), body weight is your actual weight on a scale
 - B. Body composition is your actual weight on a scale, body weight is your total percentage of body fat.
 - C. Body composition is the type of body you have (short, tall, lean, obese), body weight is your weight on a scale.
 - D. Body composition and body weight are essentially the same thing.
3. What is lean body mass (fat free mass)?
 - A. Cellulite, cholesterol, and fat mass
 - B. The composition of a person's stomach-that is, if he/she is in shape.
 - C. Bones, muscle and tissue (other than fat).
 - D. A total body fat measurement of less than 20%.
4. What is the healthy fat percentage range for most adult females?
 - A. 10-17%
 - B. 18-25%
 - C. 26-33%
 - D. 34-41%
5. What is the healthy fat percentage range for most adult males?
 - A. 10-15%
 - B. 16-21%
 - C. 22-27%
 - D. 28-33%
6. Which of the following measurements is considered borderline hypertension?
 - A. 160/100
 - B. 110/70
 - C. 100/80

D. 135/85

7. A healthy blood pressure reading is approximately:

A. 140/100

B. 130/90

C. 110/95

D. less than 120/80

8. A person's body weight is a better indicator of overall health than his/her body composition.

A. True

B. False

9. Heart disease is the number one cause of death in the U.S.

A. True

B. False

10. Characteristics and habits that contribute to heart disease include:

A. Obesity, an excess of sleep and exercise.

B. Aerobic exercise, swimming and cycling.

C. Anaerobic exercise, a low fat diet and smoking.

D. Regular and persistent stress, obesity, smoking and family history.

11. A healthy heart rate on the Step Test is

A. 25-35 beats per 15 seconds

B. 35-45 per 15 seconds

C. 45-55 per 15 seconds

D. 55-65 per 15 seconds

12. As a general rule, the lower the resting heart rate, the better the fitness level of an individual.

A. True

B. False

13. Crunches reduce fat in the stomach region.

A. True

B. False

14. Many fat free foods contain so much sugar that they are no lower in calories than their original versions.

A. True

B. False

15. High blood pressure is caused by _____.

- A. high fat diet
- B. chronic stress
- C. physical inactivity
- D. all of the above

16. The best way to manage your weight is to:

- A. monitor your daily caloric intake and weight
- B. engage in moderate physical activity more than 3 times a week
- C. maintain adequate hydration
- D. all of the above

17. Physiological benefits of exercise

- A. lowers risk of heart disease
- B. makes you feel good
- C. stronger bones & muscles prevent injury
- D. all of the above

18. Why do we do the fitness tests?

- A. to identify risk factors and students' weak areas,
- B. to collect data that demonstrates the benefits of Physical Education in order to protect Physical Education Departments in public schools
- C. to educate students and so they can share the information with others
- D. all of the above

Please choose an answer that best describes how you feel about the following statements;

19. I understand physical fitness and its role in lifelong wellness.

- A. Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly disagree

20. I have a better understanding of fitness and wellness after completing a class in physical education.

- A. Strongly agree B. Agree C. Neither agree nor disagree D. Disagree E. Strongly disagree

Fall 2009: Revised Draft Rubric for the *Information and Computer Technology Literacy* ISLO

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.

	Beginning 0-1	Proficient 2-3	Advanced 4-5	Score
Topic choice / focus	Topic is not chosen, or is vague, too broad, or too narrow.	Topic has a discernable focus but lacks precision and needs to be better articulated.	Very clear focus on a topic that is appropriately precise and well articulated.	
Search tool(s) selection (assessed via student online search log kept during research process)	Inappropriate search tool(s) chosen for the type of information source(s) needed.	Search tool(s) chosen that might provide the type of information source(s) needed, but better choices are overlooked.	The best and most appropriate search tool(s) consistently chosen for the type of information source(s) needed.	
Online search strategy (assessed via student online search log kept during research process)	Significant mistakes made carrying out basic and/or advanced search techniques, (e.g. errors choosing search terms, identifying concepts within the research topic, choosing search mode, Boolean logic, truncation, etc.) Lacks overall conceptual understanding of search strategy.	Applies basic and/or advanced search techniques with few or only minor errors. Demonstrates basic understanding of the technical and conceptual aspects of online search strategy.	Applies basic and/or advanced search techniques skillfully and demonstrates complete mastery of all technical and conceptual aspects of online search strategy.	

	Beginning 0-1	Proficient 2-3	Advanced 4-5	Score
Information source documentation	Did not write citation(s), or citation(s) contained major errors. Student is unaware of the nature, purpose, and specifics of	Cited work, but citation(s) contained minor style errors only.	Cited work accurately with no style errors.	

	citation style.			
Information source relevance, quality, and credibility	Inappropriate and/or irrelevant source(s) chosen. Source(s) do not relate to the research topic and/or are of dubious quality and credibility. Student is unaware of and does not apply criteria used to judge information quality.	A diversity of higher quality sources is more prominent, although some sources chosen are only broadly or tangentially related to research topic or are otherwise of moderate quality. Student shows some ability to evaluate sources using criteria such as authority, relevance, purpose, currency, accuracy, scholarship, bias, intended audience, writing style, and documentation.	A variety of very high quality relevant sources and viewpoints are used exclusively. Sources selected indicate the student has carefully and thoroughly evaluated all sources according to established criteria, including looking for background information about authors, organizations, publications, and reading reviews of published works. Student is fully able to make reasoned judgments about which sources to use and which to discard.	

	Beginning 0-1	Proficient 2-3	Advanced 4-5	Score
Organization, formatting, and presentation of final research product	Final research product is poorly presented and formatted. Haphazard, inconsistent, or disorderly presentation and arrangement of text, charts, graphs, images, web links, etc.	Final research product shows skillful application of computer hardware and software, resulting in an well-organized presentation of text, charts, graphs, images, web-links, etc.	Computer hardware and software is expertly applied, resulting in a highly organized, professional-looking presentation of text, charts, graphs, images, web-links, etc.	
			Total Score (Max = 30)	

ISLO: Critical Thinking – Check the boxes that correspond to the frequency that a student has demonstrated the behavior in the work being assessed. Check “NA” if the particular type of critical thinking is not applicable to the work.						
		Consistently	Usually	Sometimes	Rarely	NA
Supports claims with evidence	Includes evidence that is appropriate and relevant.					
	Accurately interprets evidence such as quotes, graphics, statistics, etc.					
	Meets standards of evidence such as timeliness, accuracy, relevance and sufficiency.					
	Correctly uses and references multiple credible sources to ensure the accuracy of premises.					
	Other (please describe):					
Responsiveness to bias; Fair-mindedness	Provides unbiased selection, interpretation, and presentation of evidence.					
	Avoids unexamined use of emotionally loaded language or images.					
	Discriminates between facts versus values/opinions.					
	Justifies assumptions based on ideology (political, religious, or personal), peer pressure, or self interest.					
	Presents fair/charitable consideration of rival theories or opposing views.					
	Is open-minded regarding alternative conclusions; avoids dogmatism.					

	Other (please describe):					
Accurate and logical analysis	Does all or almost all of the following when appropriate	Consistently	Usually	Sometimes	Rarely	NA
	Infers conclusions that are well-supported by the premises.					
	Develops arguments that are deductively valid or inductively strong; uses appropriate deductive and inductive criteria in composing or analyzing arguments.					
	Demonstrates an understanding of theory and application.					
	Considers multiple methods in solutions.					
	Makes logical connections between and among ideas.					
	Appropriately chooses and correctly uses formulas or formal techniques, (such as in algebra, logic, probability theory, chemistry, physics, statistics, etc.)					
	Examines both internal and external inconsistencies. Checks solutions for reasonableness.					
	Understands how to form and test hypotheses.					
	Other (please describe):					

