

SLOAC Steering Committee Agenda

April 26, 2010, 1:45- 3:45, Room 6203

Present: Steve Aurilio, Michael Bishow, Kathleen Feinblum, Jan Fosberg, Tom Hewitt, Rick Hough, Rob Johnstone, Nick Kapp, Lucia Lachmayr, Jude Navari, Christine Roumbanis, Arthur Takayama, Karen Wong, Soodi Zamani

Absent: Luciana Castro, Ray Hernandez, Johannes Masare, Vicki Morrow, Sita Motipara, Regina Pelayo (conference)

- I. Approval of the 3/29/10 Notes – need to be revised and reviewed

- II. What recommendations should we make to the Curriculum Committee about how to further integrate the SLOAC into program review?
 - A. Karen requested a meeting with the ILT to solicit feedback, but hasn't received a response yet.
 - B. Meanwhile, to prepare faculty and staff to assess on the program as well as the course level, 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 so that course level data will “roll up” to ISLOs,(c) encourages departments to create their program SLOs and map accordingly. (d) provides an annual calendar of when steps should be completed. This draft will be presented at a subsequent SLOAC meeting.

- III. Feedback on the 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. Before ISLO rubrics are made available to the campus, the SLOAC Steering Committee is giving feedback on them, and ISLO subcommittees are piloting them.
- C. Feedback on the Personal Wellness rubric (Jan Fosberg)
 - 1. One of the three major components was piloted. "Physical Education" was piloted in her PE courses, and she'd like to pilot it in a couple of other PE courses as well. The "self awareness" component of "Personal Development" will be piloted via an OnCourse survey. And, the "resourcefulness" and "action" components of "Personal Development" will be piloted by counselors in Fall 2010, perhaps in Counseling 100 courses.
 - 2. Generally the rubric works well, with the primary drawback that it works from the assumption that the problem lies with the student, when actually the student may be contending with some very real and insurmountable barriers. Thus in the "adequate" category of the "self awareness component," it was recommended that "weaknesses" be replaced by "obstacles and strategies to overcome these obstacles."
- D. Feedback on the Information and Computer Literacy Rubric (Tom Hewitt)
 - 1. Dennis Wolbers is working with Jeff Westfall to pilot the rubric. In the Fall, he would like to solicit more feedback from the SLOAC Steering Committee once he's piloted it again.
 - 2. The ISLO rubric project is a convenient and pertinent forerunner to the Fall 2010 pilot of integrating an information literacy requirement into English 100. Library research workshops will be offered, with two per class and optional modules, and a representative sampling of English 100 essays will be evaluated with this rubric.
 - 3. It was recommended that "does not respond to the prompt" be added in the "Beginning" category of "Topic choice/ focus."
 - 4. The online search log that is needed to evaluate the "Search tool selection" has been a cumbersome process, so it may be replaced with a research narrative instead.
- E. Attached is the Critical Thinking rubric that was revised at an earlier meeting.

IV. Please designate the following Mondays (the 4th Mondays of the month, except the first meeting of each semester), 1:45-3:45, for SLOAC Steering Committee meetings: August 30, September 27, October 25, November 22, January 31, February 28, March 28, April 25. Outlook invitations will be forthcoming. If you cannot continue with the committee next year, please arrange for a replacement within your Division and update me.

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. Obstacles and strategies to overcome obstacles.</i>	Student is somewhat aware of 1 or 2 of their 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 vaguely aware of a limited number of campus resources but can't identify how to utilize them.	Student is aware of various campus resources and has explored 1 or 2 options.	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 relevant campus resources and/or finds them irrelevant	Student has considered utilizing relevant campus resources but has either not made the effort to do so without encouragement from others or has procrastinated.	Student has utilized a campus resource but has done so infrequently.	Student consistently 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. Does not respond to prompt.	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) This process has been cumbersome, so the log might be replaced by a research narrative instead.	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	Did not write citation(s),	Cited work, but	Cited work accurately	

documentation	or citation(s) contained major errors. Student is unaware of the nature, purpose, and specifics of citation style.	citation(s) contained minor style errors only.	with no style errors.	
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):					

