

SLOAC Steering Committee Minutes

August 30, 2010, 1:45- 3:45, Room 6203

Present: Steve Aurilio, Michael Bishow, Luciana Castro, Greg Christensen, Kathleen Feinblum, Jan Fosberg, Rick Hough, Rob Johnstone, Nick Kapp, Lucia Lachmayr, Vicki Morrow, Jude Navari, Regina Pelayo, Christine Roumbanis, Arthur Takayama , Dennis Wolbers, Rick Wallace, Karen Wong

Absent: Melissa Komadina (assigned after the meeting), Sita Motipara

Materials:

Notes from the 4/26/10 Meeting

Notes from the 3/29/10 Meeting

Accreditation SLOAC Rubric

Excel spreadsheet of which programs issue 20+ degrees and/or certificates

CHANGED MEETING START AND END TIME TO 2-4

- I. Introductions
- II. Approval of the 4/26/10 and 3/29 Notes-- approved
- III. 09/10 Accomplishments—anything else?
 - A. Initiated first wave of training for TracDat, with Deans and about twenty faculty in the Spring 2010 semester and Student Services and more faculty in the Fall 2010 semester.
 - B. Drafted and submitted statements to Rob to supplement the CCSSE so as to assess Information and Computer Literacy and Personal Wellness, and determined to what degree existing statements should be weighted in assessing the related ISLOs.

- C. ISLO subcommittees created rubrics which were piloted and on which the SLOAC Steering Committee gave feedback.
- D. Piloted the Effective Communication rubric by applying it to some Administration of Justice papers.
- E. Revised the Citizenship ISLO overarching statement
- F. Considerable discussion on program level assessment, including soliciting feedback from the Deans, which will result in a draft recommendation to be further discussed and acted on in the Fall 2010.
- G. Flex workshops: (a) Assessment Poster Buffet, (b) Departmental meetings, with SLOAC Steering Committee members assisting as needed, (c) Survey workshop (3), (d) Rubrics workshop (6), and Data Analysis workshop (13).
- H. Conference: Strengthening Student Success (October, 2009)
- I. Statewide recognition from the Academic Senate and the Research and Planning Group: Rob Johnstone as Researcher of the Year and Karen as SLOAC Coordinator of the Year

IV. Accreditation SLOAC Rubric, Report and a Five Year Plan (separately is the rubric, and below is our report and and our five year plan)

- A. 2012—expected to be at the “proficiency” level on the ACCJC rubric, Part III, SLOs
- B. General discussion about whether Skyline has achieved the proficiency level
 - 1. SLOs and assessments on course, program and degree level-- 100% SLOs in place on the course and degree levels, and about 30% PSLOs thanks to our CTE programs; majority of departments have assessment plans
 - 2. Results used for improvement-- Changes primarily being made on the course level; need to remind folks to revisit the assessments if changes were implemented
 - 3. Institutional dialogue—not “widespread” but rather among select individuals, such as the SLOAC Steering Committee, IPC, and Curriculum Committee, and via flex days, which have unfortunately been decreased
 - 4. Appropriate resources—vague question, but if it has to do with \$\$\$ for SLOAC, our annual budget is \$10,000. This year we’re looking into compensating adjunct faculty in departments with only adjunct faculty to participate in the SLOAC. Suggestion to write a proposal for Measure G funds.

5. Comprehensive assessment reports—uneven thus far, but once folks are on board with TracDat, it should be easier.
 6. Course SLOs aligned with ISLOs— preliminary chart was completed with courses aligned with ISLOs, but TracDat requires that course SLOs be aligned with ISLOs, so departments will have to revisit.
 7. Students demonstrate awareness of goals and purposes of courses and programs in which they're enrolled—ISLOs are in College Catalogue; Course SLOs on syllabi in all departments except PE; some faculty aligned major course assignments with specific SLOs; some faculty ask students to evaluate how well they've fulfilled the SLOs at the end of the semester; queries about orientation and the roles counselors play in helping students understand
- C. Timeline seems reasonable and attainable.
1. Moved "Discuss and analyze CCSSE data to 2012/2013 since it won't be administered until 2011/2012
- V. Update from the Deans about assessment and program review
- A. Prompted by our discussion of which recommendations, if any, we should make to the Curriculum Committee to further integrate assessment, particularly TracDat reports, into the program review instrument.
 - B. Met with the Instructional Leadership Team on May 10 to solicit feedback
 1. To ensure that departments are assessing annually, the Deans were most supportive of adding a "trigger" in the annual workplan report that is submitted to Rob's office that reminds them to check in with their faculty or TracDat about assessment progress. This "trigger" can be as simple as "Has _____ department completed its annual assessment?" (The actual list of which courses have been assessed within each department would continue to be housed in the program review spreadsheet.) Rob affirmed that this "trigger" is feasible, and that he'll broach the topic with the IPC.
 - a) Some did express concern that checking a box may result in compliance rather than conducting meaningful assessment.
 2. No funds are presently available to compensate departmental Tracdat Faculty Leads
- VI. Feedback on the TracDat Faculty Lead Guidelines (below)
- A. Feedback

1. The guidelines are helpful
 2. Recommend that TracDat coordination count toward committee work and/or flex
- B. Should I continue to offer general workshops, or try to cater them to specific divisions?
1. General
 2. Folks trained on TracDat can provide a brief demonstration to drum up interest among their colleagues in attending
- C. Future TracDat workshops
1. A TracDat “best practices” and “shortcuts” flex workshop

VII. 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: 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.

July 2010 Accreditation Midterm Report

Recommendation #5: The team recommends that the college build on the structure established for the development and review of student learning outcomes and accelerate the full implementation and integration of student learning outcomes into the institution's instructional and student services programs, and utilize these assessment findings to guide future decision-making and institutional improvements.

Since receiving recognition by the visiting team in Fall 2007 for its SLOAC infrastructure, the college has continued to evolve its historically strong efforts in the SLO arena. In the subsequent time period, the college has revisited and revised its SLOAC Framework, which is a 74-page nuts-and-bolts implementation guide for campus practitioners that can be viewed at <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/framework.html>.

The college is proceeding on parallel trajectories to achieve the proficiency level of ACCJC's SLO rubric by the deadline of Fall 2012. With a focus on designing authentic SLO assessment paradigms that provide faculty with valuable information to create more powerful learning environments, the college seeks to not only meet the "requirement" but more importantly emphasize and maintain focus on improving the outcomes of our students.

In a recent organizational process step, the college purchased TracDat in Spring 2010 to help provide a technological framework for its SLOAC efforts. In addition, the transparency and continued interest that TracDat enables will cement the notion of SLOAC work leading to action and improvement. The TracDat work is ramping up at the writing of this report, with numerous campus faculty, staff, and administrators participating in a Spring 2010 Flex Day TracDat training.

Below are excerpted highlights from the past two years of SLOAC work; further accomplishments can be viewed at

http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/assets/newsletters/SLOAC_Accomplishments_09.pdf

- SLOAC steering committee members presented Rollout II: The SLOAC Framework, with an emphasis on creating an assessment plan, in departmental, division, and campus-wide meetings.
- Implemented the CCSSE, and identified key items that were mapped to institutional SLOs; ultimately formed scaled scores for each iSLO based on CCSSE data. Results were shared at SLOAC and Institutional Planning Committee meetings, with reflection on results and further refinements suggested to the process.

- Created an annual reporting template for assessment results that was adopted by the Curriculum committee.
- Created an assessment flowchart and checklist for faculty and staff to track their progress.
- Student Services leaders have implemented SLO assessment paradigms in nearly all areas, with a number of units having completed at least one full assessment cycle.

Current Status:

This major recommendation has been addressed.

Evidence:

- <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/index.html>
- <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/framework.html>

http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/assets/newsletters/SLOAC_Accomplishments_09.pdf

SPRING 2010: SKYLINE SLOAC FIVE- YEAR ROLLOUT

2009/2010

- Instruction (Course Level Assessment): Continue assessing core courses.
- Student Services: Continue assessing the program.
- ISLOs (Degree Level Assessment): Discuss and analyze CCSSE data.
- ISLOs (Degree Level Assessment): Create rubrics for the five ISLOs.
- TracDat for Instruction: (a) Identify faculty leads to coordinate assessment via TracDat; (b) Phase I of training instructional faculty—enter SLOs, assessment plans, instruments, and results, if any.

2010/2011

- Instruction (Course Level Assessment): (a) Continue assessing core courses; (b) Revisit which courses are central to the ISLOs, and make available for use the ISLO rubrics; (c) Create a six year cycle of assessment, identifying when core courses will be assessed.
- Instruction (Program Level Assessment): All programs asked to complete program review will create PSLOs.
- Student Services: Continue assessing the program.
- ISLOs (Degree Level Assessment): Add recommended questions from the SLOAC Steering Committee to the CCSSE, and then administer it in the Spring.
- TracDat for Instruction: (a) Review of Phase I, and initiate Phase II, with linking courses to ISLOs, entering PSLOs, eventually linking courses to PSLOs, and generating and saving annual assessment reports.
- TracDat for Instruction: (a) Identify additional faculty and train them.
- TracDat for Student Services: (a) Identify staff leads to coordinate assessment via TracDat; (b) Phase I of training staff—enter program level SLOs, assessment plans, instruments, and results, if any.
- Integrate into the annual division workplan report a mechanism to track assessment progress.
- Revisit the Program Review processes and instrument to integrate assessment and TracDat reports.

2011/2012

- Instruction (Course Level Assessment): Continue assessing core courses.
- Instruction (Program Level Assessment): Programs issuing more than an established number of degrees or certificates will assess on the program level.
- Student Services: Continue assessing the program
- TracDat for Instruction: Review of Phase I, and initiate Phase II, with linking courses to ISLOs, entering PSLOs, eventually linking courses to PSLOs, and generating and saving annual assessment reports.
- TracDat for Student Services: Review of Phase I, especially entering results, and initiate Phase II, with linking PSLOs to ISLOs.

2012/2013

- Instruction (Course Level Assessment): Continue assessing core courses.
- Instruction (Program Level Assessment): Programs issuing more than an established number of degrees or certificates will assess on the program level.
- Student Services: Continue assessing the program.
- ISLOs (Degree Level Assessment): Discuss and analyze CCSSE data—see if there have been any shifts from when it was administered in 2009/2010.
- TracDat for Instruction: Review of Phase I, and initiate Phase II, with linking courses to ISLOs, entering PSLOs, eventually linking courses to PSLOs, and generating and saving annual assessment reports.
- TracDat for Student Services: Review of Phase I, especially entering results, and initiate Phase II, with linking PSLOs to ISLOs.

Fall 2010

To: Lead Faculty for TracDat

From: Karen Wong, SLOAC Coordinator

Thank you for participating in the training for TracDat, a powerful tool to help you to coordinate your department's assessment efforts. In the course of the Spring 2010 training, participants asked for clarification of what coordination entails. The following steps are involved, all of which can be managed by way of TracDat entries:

1. Enter SLOs, an assessment plan, and if applicable, upload related current documents for each course within the department(s). This step may involve contacting faculty responsible for that course's assessment to send the information via e-mail, so as to easily copy, paste, and upload, or transferring existing materials from another database.
2. Map course level SLOs up to Institutional SLOs (which falls under the "Related SLOs" tab). This step may involve transferring the information from the already completed spreadsheet to TracDat, or contacting faculty to determine which course level SLOs are central to which Institutional SLOs. Any course level assessment results will "roll up" to the ISLOs, one means to determine how well students across the disciplines are achieving said ISLOs.

3. Determine the assessment schedule in collaboration with the appropriate faculty and/or staff, ideally over six years to complement the program review cycle. Then enter the dates into TracDat (under “Means of Assessment”). The next step may involve sending reminder e-mails to faculty responsible for an upcoming course assessment.

4. After the assessment has been completed, use the “assign” button to remind faculty responsible for assessing to enter the data, results, and/or action plans. Best is to send the “assignment” to yourself, and then forward the request to the faculty who are assessing. Another option is to attend a meeting when the discussion is taking place so as to immediately enter the subsequent decisions into TracDat.

When data is being collected from multiple sections of the same course, ask one of the faculty/ staff who is assessing to collate the results.

5. Run reports as needed by faculty or staff.

6. Last of all, remember that your role is as supporter and facilitator, not “enforcer.” So consult with your Division Dean if your reminders and requests are met with silence or resistance.