

SLOAC Steering Committee Minutes

November 22, 2010, 2-4, Room 6203

Present: Steve Aurilio, Michael Bishow, Luciana Castro, Greg Christensen, Maria Escobar, Kathleen Feinblum, Jan Fosberg, Rob Johnstone, Nick Kapp, Melissa Komadina, Jude Navari, Regina Pelayo, Sybyl Quan (AJ), Christine Roumbanis, Arthur Takayama, Dennis Wolbers, Karen Wong

Absent: Rick Hough, Lucia Lachmayr, Vicki Morrow, Sita Motipara

- I. Approval of the 10/25/10 Minutes—approved as is

- II. Lifelong Wellness Pilot (Jan Fosberg)
 - A. Which classes besides those in Counseling should be surveyed? In which classes is personal development addressed or even central to class outcomes?
 1. We have this ISLO, but the issue is that students aren't required to take any coursework that is specifically related to personal development, and even those on the AA/AS track can choose courses listed under "Personal Development" that don't explicitly address personal development as our ISLO defines it, so how can we expect it of them? Yet we also recognize that these qualities are central to a student's development and therefore should be included as an ISLO.
 2. Students are exposed in other venues, however, especially so student services. Thus we came up with the following plan:
 - a) Proceed with our plan to survey HIST 201 and COUN 100 in the spring using the On Course survey we spoke of at our meeting
 - b) Administer the survey to students who have earned 50+ units in order to best represent "exiting" students
 - c) Potentially survey students in those classes which list this ISLO as "central" to their course
 - d) Survey students in Student Services areas that directly address personal development/use of resources (such as EOPS, Trio, Financial Aid)
 - e) To ensure that the survey does measure attainment, administer the survey in CRER 410 since it is a starting point for students. Hypothetically students should be scoring lower than exiting students.
 3. Recommendation: Update the "Personal Wellness" ISLO by eliminating "or" from the overarching statement, and revising the second

bullet point so that it says the following: “take personal responsibility for identifying psycho-social needs, determining resources, and accessing appropriate services for academic success.”

- III. Need volunteers to help stage spring flex workshops
 - A. Please announce the January workshops to your division colleagues and encourage them to attend. Consider providing a brief TracDat demonstration to your colleagues to perk their interest.
 - B. Thursday, January 13 flex: TracDat (9-12, Room 2117B)—Michael Bishow will help as a floater; and Creating PSLOs (1-3, Room 8220)—Luciana Castro will help as a floater
 - C. Friday, March 11 flex: TracDat-- Phase II- inputting PSLOs; mapping SLOs to PSLOs and ISLOs) and Phase I (inputting SLOs, assessments, instruments, assessment results and action plans) – Dennis Wolbers will help as a floater; Jan Fosberg and Luciana Castro will also help

- IV. Recommendation for how much to assess on the course level while fulfilling accreditation recommendations
 - A. Rob’s chart—in assessing less than 10% of courses, 46% of the students are enrolled and therefore assessed
 - B. How to proceed
 - 1. Forward the chart to the Deans to strongly advise their faculty to prioritize assessment of the most heavily enrolled courses, such as the top three from each department (which is what Foothill CC did).
 - 2. Ask every department to create a schedule of when courses will be assessed; thus, even if all of the target courses haven’t been assessed, at least there is a clear schedule by the time of the accreditation visit.
 - 3. Amp up assessment so that departments are assessing at least one course a semester (could be only one SLO).

- V. [Getting the word out about creating PSLOs](#)
 - A. (10/20/10) Curriculum Committee
 - B. Instructional Leadership Team via Regina
 - C. Message to the Campus & Flex Workshop in January

VI. Update on the [SLOAC Stipend for Adjunct Faculty](#)—sent 10/10/10—only one taker so far

VII. [Updated SLOAC website](#)—the steps

VIII. Please designate the following Mondays (the 4th Mondays of the month, except the first meeting of each semester), 2-4, for SLOAC Steering Committee meetings: 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.

October 10, 2010

Hi Connie, Don, Mike, Donna, and Joe, thanks for informing me about departments within your Division that are adjunct led.

The SLOAC Steering Committee has long wanted to support adjunct faculty participation in the SLOAC. Though we have a limited budget, we set aside funds to at least jump start assessment in adjunct led departments that are required to undergo program review. **Please contact faculty to gauge their interest, and let me know who will be participating. Please also forward them this handout, as well as let them know who within your Division can assist them with their assessment plan creation and implementation,** most likely SLOAC Steering Committee members. (Anyone whose name is in parentheses knows assessment but is not on the Steering Committee.)

We also recognize that many departments are staffed by primarily adjunct, with only one FTER to juggle the assessments, or are taught by majority adjunct faculty. Clearly if assessment is going to have a large scale impact, the participation of adjunct faculty is important in any discussions about SLOs, evaluation of student work, and implications. Unfortunately the Steering Committee doesn't have the resources to support all of those faculty, and as such, the SLOAC is an unfunded mandate for adjunct faculty. But Connie, my dean, got me to think about another alternative, which is to request monies for adjunct faculty participation in the SLOAC as a Fund 1 project since it is ongoing. For instance, in English, the majority of our courses are taught by adjunct faculty who could then participate in the norming sessions, which is when we apply our rubric to essays and discuss why we gave essays those scores, and evaluation meetings, when we then apply the rubrics to the essays and tabulate data. I hope that you also will consider that option and advocate for it at the CBC meetings.

As always, please let me know how I can be of help,

Karen

BUSINESS (Funding for up to three faculty)

- 1) CAOT: Medical
- 2) CAOT: Legal
- 3) Fashion Merchandising & Interior Design

Resources: Christine Roumbanis, Regina Pelayo, Sita Motipara, Karen Wong

LANGUAGE ARTS (Funding for up to two faculty)

- 1) Foreign Languages: Chinese, Arabic, Tagalog, and/or ASL, etc.

Resources: Michael Bishow, Luciana Castro, Lucia Lachmayr, Kathleen Feinblum, (Gary Nicol), Karen Wong

PHYSICAL EDUCATION (Funding for up to one faculty)

- 1) DANCE

Resources: Jan Fosberg, Karen Wong

SCIENCE, MATH, AND TECHNOLOGY (Funding for up to two faculty)

- 1) Emergency Medical Tech
- 2) Computer Science

Resources: Rick Hough, Nick Kapp, (Chris Case), (Soodi Zamani), Karen Wong

SOCIAL SCIENCES/CREATIVE ARTS (Funding for up to two faculty)

- 1) Humanities
- 2) Paralegal

Resources: Steve Aurilio, Jude Navari, Arthur Takayama, (Carlos Colombetti), Karen

**2010/ 2011 STIPENDS AVAILABLE FOR FACULTY IN ADJUNCT-LED
DEPARTMENTS TO ENGAGE IN THE SLOAC**

The Skyline SLOAC Steering Committee has long wanted to support adjunct faculty participation in the SLOAC. Thus we've designated stipends from our limited budget to support you to participate in the SLOAC, \$250 for the first course level assessment and \$100 for other course level assessments, for up to \$550 total. Available to assist you are SLOAC Steering Committee members, *The SLOAC Framework*, and the website with resources for each step at <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/slocalendar.html>. Please contact Karen Wong at wongk@smccd.edu if you have any questions or concerns.

Designing and Implementing a Course Level Assessment Plan

Please use the following checklist to keep track of your assessment efforts:

- Identify which core courses to assess and when they'll be assessed. The point of assessment is to improve student learning and development, so focus your energies on core courses in your program whose assessment is likely to have the most widespread impact (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.), or courses that you're interested in troubleshooting. Satisfy your intellectual curiosity and your desire to better promote learning and student success.

If possible, should you make any revisions to curriculum, instructional delivery, and the like, you should assess that course again so as to determine if the revisions had any palpable impact.

- Narrowing down your efforts to one course, identify the best means to assess the key SLOs. ([See Appendix A.](#)) For direct measures (a.k.a. student demonstration of a knowledge, skill, and/or attitude), one of the most efficient means is to evaluate one major student "artifact" that pertains to multiple SLOs (i.e., an essay; a performance; a speech; designated

questions from an important test that pertain to those SLOs). This way you can use or simply revise an existing major assignment, and also you only need to collect one “artifact.” For indirect measures (a.k.a. student evaluation of his own knowledge, skills, and/or attitudes), a survey works well, and you may find that it works for multiple courses. Numerous examples are available from <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/examples.html>

- Identify what will be assessed and when it will be assessed. For test questions or surveys, identify which questions pertain to which SLOs.
- Create any necessary instruments to evaluate student work, such as rubrics, surveys, or answer keys to test questions. ISLO rubrics are available for your use and/or adaptation.
- Determine the performance criteria; what do you think is an adequate outcome (i.e., 80% students attain a passing score of 70)? The purpose is for you to establish a goal for student achievement, and if they don't achieve it, then that SLO becomes a focus for improvement. You also might find that your benchmark is too low or too high, in which case you have the option of revising it.
- 1. If need be, coordinate assessment with others teaching the course.
- Ask your Dean to upload the aforementioned on TracDat. (If you'd like to manage your department's assessment, let Karen know so that you will receive a invitation to an upcoming training.)

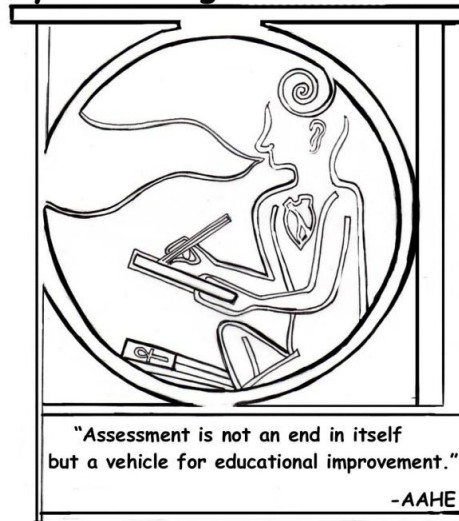
- Collect, analyze, and report assessment findings. (See Appendix B.)
 - Ask your Dean to upload that information to TracDat.

- Match core courses' SLOs to ISLOs, Institutional SLOs. (See Appendix C.)

By "mapping" the assessed course level SLOs up to the relevant ISLO(s), your data and subsequent analysis may be used to evaluate student achievement of said ISLOs, along with other courses' assessment findings. All efforts will be made to maintain your anonymity.

What is the timeline for completion? End of Fall 2011 for one course, with the option of extending the deadline if assessing other courses, but let Karen know at wongk@smccd.edu.

Skyline College SLOAC Team



November 19, 2010

Hello lovely colleagues,

Our campus has long been committed to student success, and assessment is one tool to help us fulfill our goal. We've now been immersed in the process for the past five years, and so at this point, every department should have gone through at least one course level assessment cycle per year, if not more.

Our next step is to generate program level SLOs (PSLOs), also known as departmental level SLOs. *Any department that is required to undergo program review* is required to write PSLOs, map core courses to PSLOs, and determine whether additional assessments need to be designed and implemented. Below are descriptions, rationales, and deadlines for each step, and attached are [resources](#) for you to complete each step.

Should you have any questions, please contact SLOAC Coordinator Karen Wong, division representatives on the SLOAC Steering Committee, or Curriculum Committee Co-chairs Nick Kapp or Christine Roumbanis.

Thanks,

Vice President of Instruction Regina Stanback-Stroud, SLOAC Coordinator Karen Wong, Curriculum Committee Co-chairs Nick Kapp & Christine Roumbanis

STEP ONE: CREATE AND DOCUMENT PSLOs BY THE END OF SPRING, 2011

Any department that is required to undergo program review must create PSLOs (students' knowledge, skills, and attitudes) that the core courses have in common. As with the course level SLOs, limit the PSLOs to three, perhaps four, as you will be assessing them in some manner.

A flex day workshop on writing PSLOs will be offered on Thursday, January 13, from 1-3, in Room 8220. Best is to attend with at least one of your departmental colleagues. Reserve your space by contacting Karen at wongk@smccd.edu.

Secondly, keep an electronic copy of your PSLOs on file with your Dean so that on **Friday, March 11**, someone with a user account with TracDat can upload the PSLOs. If your department does not have a designated faculty member, your Dean can upload them. **Anyone who has undergone the first TracDat training is encouraged to attend this second level TracDat workshop**; reserve your spot by contacting Karen at wongk@smccd.edu.

STEP TWO: MAP CORE COURSES TO PSLOs BY THE END OF FALL, 2011

Review the core courses which you are assessing, and determine which of their SLOs are central to students achieving the PSLOs. Once you enter that information on TracDat, assessment results conducted at the course level will "roll up" to the program level; as such, you can use course level assessment results as a means to reflect on how well students are achieving the PSLO.

The aforementioned **March 11 flex workshop** will cover how to map SLOs on the course level to PSLOs.

STEP THREE: DETERMINE WHETHER ADDITIONAL ASSESSMENTS NEED TO BE DESIGNED, AND IMPLEMENT IT BY THE END OF SPRING, 2012

In phase one of our program level assessment, only CTE programs and the four interdisciplinary studies programs (which used to be categorized under "Liberal Arts") with more than 20 degrees or certificates awarded each year, will be required to conduct a deeper assessment. This program level assessment may replace one of your annual course level assessments.

For programs with less than 20 degrees or certificates awarded each year, course level assessments “rolling up” to program level assessment will suffice for program level assessment, though they can do more if they want.