

SLOAC Steering Committee Minutes

February 28, 2011, 2-4, Room 6203

Present: Steve Aurilio, Michael Bishow, Luciana Castro, Greg Christensen, Kathleen Feinblum, Jan Fosberg, Rick Hough, Nick Kapp, Melissa Komadina, Lucia Lachmayr, Sita Motipara, Jude Navari, Regina Pelayo, Christine Roumbanis, Mike Williamson, Dennis Wolbers, Karen Wong & Connie Beringer, Donna Bestock, Don Carlson, & Joe Morello (overlapping agenda with the Instructional Leadership Team)

Absent: Maria Escobar, Rob Johnstone, Arthur Takayama

- I. Approval of the 1/31/11 Minutes—approved as is

- II. Discussion with the Deans about how they can support accelerating assessment on our campus, and how we can support them
 - A. Main concern was how to keep track of each department's progress, so we looked at the TracDat adhoc reports (the next agenda item).

 - B. Another question was how much each department should be assessing. We reiterated our recommendation that each department determine which courses to assess: courses which are highly enrolled, courses which are central to the discipline or to fulfilling GE requirements, and courses which are part of a sequence or required in multiple certificates/ degrees. They should then plan which courses (or which SLOs from which courses) will be assessed based on a six year cycle, the same as program review's. For instance, if a department identifies 12 courses to assess, they may plan to assess two courses a year (or at least one SLO for each of the two courses).

- III. Feedback on TracDat Ad-hoc Reports
 - A. Demonstrated how the TracDat reports will help us to answer the four questions:
 - 1) How can I calculate the percentage of courses that have SLOs? Look at two reports, the list of course with SLOs (distinct count to avoid counting courses multiple times) and the list of courses without— add the two for the denominator to calculate percentages.

- 2) How can I calculate the percentage of courses that have assessments? Once you identify the total # of courses, divide the number of “count” assessments with the total # of courses
- 3) How can I calculate the percentage of courses that have analysis and action plans? Once you identify the total # of courses, divide the number of “count” analysis and action plans with the total # of courses
- 4) How can I identify which courses don't have SLOs?
 - “List of courses without SLOs”
- 5) What do the other reports provide?
 - List of courses with assessments and results are summaries of what's been done so far.
 - Other reports are summaries of what's been done.
 - “Course SLO summary” has the courses, the # of outcomes, the # of outcomes with assessments, and the # of outcomes without assessments.

B. Recommendation for courses listed in TracDat: Because TracDat's SLOs are used to update Curricunet, we need to list all active courses, even if taught infrequently. The only exceptions are discontinued or banked courses, special topics, independent study, and experimental courses.

1. Unfortunately that requirement will increase our denominator, and since we've advised people to determine what to assess, it will appear as if we're not assessing a high percentage of course. *That's why it's more important than ever that every department assess the most highly enrolled courses.* As opposed to presenting the accreditors a high percentage of courses being assessed, instead we'll show that our assessments are impacting a high percentage of students. Our aim is to improve instruction, so it makes sense that we try to impact the most students possible.

2. Question to be revisited: Should co-op education be included or excluded from assessment?

C. Recommendation for the ad-hoc reports: Create these same ad-hoc reports each year, including the new year and all of the data for the past four years.

D. Recommendation for ad-hoc reports: Create an ad-hoc summary report that also includes results, assessments, and follow-up.

IV. Feedback on the revised Program Review documents that integrate the SLOAC (see below)

V. Reminder about March 11 Flex

A. Two TracDat workshops will be held in 2117B

1. 9-12: Phase I (inputting SLOs, assessments, instruments, assessment results, and action plans) – Dennis, Jan, and perhaps Luciana will help as floaters

2. HOSTED LUNCH—need volunteers to help straighten up after lunch—Rob, Jan, Rick, Regina, and perhaps Lucia and Luciana will help—more volunteers are needed

3. 1-3: Phase II (inputting PSLOs; mapping SLOs to PSLOs and ISLOs) for everyone who already participated in Phase I training

VI. 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: March 28, April 25. If you cannot continue with the committee next year, please arrange for a replacement within your Division and update me.

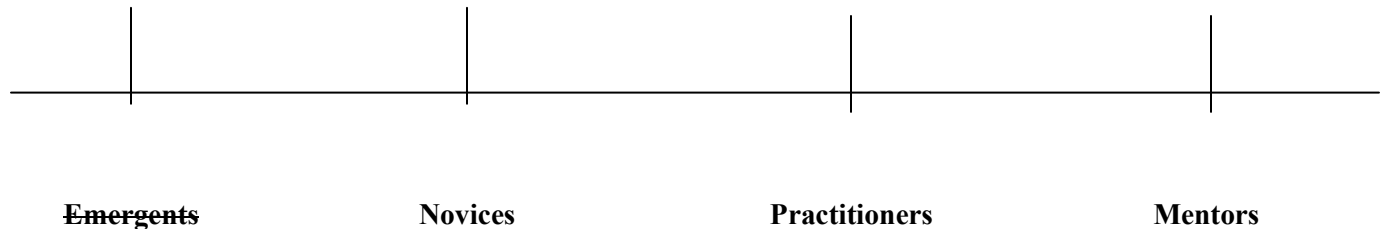
On the self study form at
<http://skylinecollege.edu/facstaff/GovCommittees/currcom/directionandforms.htm>
 I:

Student Learning Outcomes & Assessment

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

Emergents	Novices	Practitioners	Mentors
<ul style="list-style-type: none"> • Learning and discovering • Gathering information • Attending workshops 	<ul style="list-style-type: none"> • Beginning a dialogue • Drafting SLOs • Drafting assessment plans • Taking inventory of assessments • Creating instruments for assessment 	<ul style="list-style-type: none"> • Engaging in widespread dialogue • Implementing assessment plans • Refining SLOs • Reviewing outcome data and discussing implications 	<ul style="list-style-type: none"> • Facilitating discussions and generating new dialogue • Conducting workshops • Lending assistance

Mark an X on the continuum and briefly comment.



2. *Highlight any major findings and resulting action plans (i.e., conduct further assessment, use new or revised teaching and/ or evaluation methods, plan purchase of supplies, make staffing changes, engage in professional development, revise the course curriculum or program). ~~course or program modifications.~~*

TO MY KNOWLEDGE, THERE'S NO WAY TO SIMPLY LIST A LINK TO TRACDAT REPORTS. BUT TRACDAT REPORTS CAN BE .PDF AND ZIP FILES.

3. *What additional resources are needed to implement the action plan(s)?*

4. *Have you examined your PSLOs and made any necessary revisions? Yes No*

Have you mapped your course level SLOs to ISLOs? Yes No

Have you mapped your course level SLOs to PSLOs? Yes No

If your program issues more than 20 degrees or certificates, have you identified or created a program level assessment? Yes No Add examples after the identified or created.

MAPPING INSTRUCTIONAL COURSE LEVEL SLOs WITH INSTITUTIONAL SLOs (FRAMEWORK, 34- 37)

An institutional student learning outcome is a knowledge, skill, ability, and/or attitude that students should attain by the end of their college experience. Here at Skyline, students who complete the GE requirements or receive an AA or AS degree should have mastered the following institutional SLOs: critical thinking, effective communication, citizenship, information and computer technology literacy, and lifelong wellness.

Mapping course-level SLOs with institutional SLOs enables you to identify which courses within your program may be contributing to student achievement of these outcomes, even though your program's approach may differ from others'. Conversely, mapping gives us the means to determine whether our institutional SLOs reflect our priorities as instructors.

Now that Skyline has defined its institutional outcomes, input the names of the key courses in your program (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.) and determine whether achieving those institutional outcomes are: (c) central to a course or (s) supported by the course. An SLO is "central" if it is essential to the course's intent and therefore an instructional priority, and it is "supported" if addressed but not quite at the level of importance as a "central" SLO. Leave the space blank if the institutional SLO does not apply.

This same process can be employed for programs, such as Student Services Programs, that don't have courses. But instead, map your program outcomes to the institutional outcomes.

Next, on TracDat, under the "Course Assessment Plan," and then "Related Goals," choose the course and SLO from the drop down menu, and then click on the corresponding ISLO box(es).

Skyline College Institutional Outcomes Key: (C) central to a course, (S) supported by a course, (blank) does not apply		Which SLOs from Course A or Program Outcome 1	Which SLOs from Course B or Program Outcome 2	Which SLOs from Course C or Program Outcome 3	Which SLOs from Course D or Program Outcome 4	Which SLOs from Course E or Program Outcome 5	Which SLOs from Course F or Program Outcome 6	Which SLOs from Course G or Program Outcome 7	Which SLOs from Course H or Program Outcome 8
Critical Thinking:	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 or 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:	Comprehend, analyze, and respond appropriately to oral, written, and visual								

	information.								
	Effectively express ideas through speaking and writing.								
Citizenship:	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								

	<p>central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.</p>								
	<p>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.</p>								

	Demonstrate commitment to active citizenship.								
Information Literacy:	Effectively locate and access information in numerous formats using a variety of appropriate search tools.								
	Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.								
Computer Technology Literacy:	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.								
Lifelong Wellness:	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.								

MAPPING INSTRUCTIONAL COURSE LEVEL SLOs WITH PROGRAM SLOs (FRAMEWORK, 33)

Directions: Input the numbers of the key courses in your program (i.e., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.) vertically in the left column, and PSLOs horizontally on the top row. Determine whether achieving those program level outcomes are (P) practiced with feedback or (D) demonstrated at the Mastery level Appropriate for Graduation.

Next, on TracDat, under the “Course Assessment Plan,” and then “Related Goals,” choose the course and SLO from the drop down menu, and then click on the corresponding PSLO boxes that are P or D.

Option: If your department has a sequence of courses or prerequisites, it’s worthwhile to evaluate whether your curriculum is cohesive. List core courses vertically in the left column, and PSLOs horizontally on the top row. What insights can you gain about its relative cohesiveness?

Save your matrix and subsequent discussion on TracDat, as it is a useful means to assess your program’s cohesiveness.

Instructional Program Outcomes Alignment Matrix

Course #	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5

I = Introduced, P = Practiced with Feedback, D = Demonstrated at the Mastery Level Appropriate for Graduation

Student Service Program Outcomes Matrix

Service	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5

I = Introduced, P = Practiced with Feedback, D = Demonstrated at the Mastery Level Appropriate for Graduation