

## SLOAC Steering Committee Minutes

April 25, 2011, 2-4, Room 6203

Present: Steve Aurilio, Luciana Castro, Kathleen Feinblum, Jan Fosberg, Rick Hough, Rob Johnstone, Nick Kapp, Melissa Komadina, Lucia Lachmayr, Jude Navari, Christine Roumbanis, Dennis Wolbers, Karen Wong, & Mike Williamson, Connie Beringer, Donna Bestock, & Don Carlson (overlapping agenda with the Instructional Leadership Team)

Absent: Michael Bishow, Maria Escobar, Sita Motipara, Regina Pelayo, Arthur Takayama

- I. Approval of the 3/28/11 Minutes—approved with a minor clarification regarding piloting
- II. TracDat Updates
  - A. Once we finish creating the division level reports, I will make that information available to all department leads as well.
  - B. CSM's Chandra Vanjashki will be leading most TracDat workshops from here on out and will be available to assist one-on-one. This arrangement will enable me to focus energies back on helping people to design assessments.
- III. Plans for assessing ISLOs—calendar and need for student artifacts
  - A. Our committee will evolve in to an assessment committee.
  - B. Revised our third option to assess ISLOs, which we'll roll out over the next couple of semesters. We'll randomly pick some faculty to use a common rubric that is relevant to their course, for instance critical thinking. Here are the parameters:
    1. The SLOAC Steering Committee will pilot Effective Communication and Critical Thinking this semester with work from students with 36+ units. From that experience, we can provide clearer directions to other faculty about how to participate in the assessment of the given ISLO, which might include workshops as to how to apply the rubric. Among the issues to take note of are the amount of time it took to assess, whether the rubric worked, and other related issues.
      - a) TO DO: Once each member determines which course to pilot, then give Rob the section number to determine which students' work to assess.

2. To determine which courses to gather artifacts from, we can use the list of courses that fall under the area degree requirements to determine which courses fulfill a given ISLO.

3. From that list, Rob will identify which courses have a majority of students with 36+ units. Artifacts will come from these students. We'll aim to collect at least 150 artifacts, with some being used to assess critical thinking if they apply. By lowering the sample size to students with 36+ units, instead of 45, we netted another 1800 course enrollments, or 50% more potential students to sample.

4. This semester we'll send an invitation to all faculty to give them the heads up (including the rubric), and at the beginning of next semester, we'll send invitations to specific faculty with the intention of getting the artifacts or their data by late October so that we can evaluate that ISLO in the same semester. Faculty need to know ahead of time so that they can make sure their assignment is appropriate. They also should identify what parts of the rubric they'd apply.

a) Steering Committee members from the same division may need to conduct some outreach and clarify the tasks.

5. Designated faculty will have the option of assessing the student artifacts themselves—just the students with 36+ units, or all of their students so that they can also complete a course level assessment, and sending us the raw data, or they can provide copies of the student artifacts and the assessment committee will apply the rubric to the student work..

6. We'll pilot an ISLO each semester.

7. We'll provide reports to the campus about how students are performing on each given ISLO, and perhaps create flex days to engage the campus in dialogues about these findings. The ultimate goal is to spark conversations about these findings.

8. TO DO: Rob and Karen will meet to generate a list of which courses will be assessed, and then send it to the SLOAC Steering Committee and the Deans to determine if those courses are appropriate.

C. Draft descriptor to send to faculty whose courses we'd like to include for the assessment of the Effective Communication and Critical Thinking ISLO :

1. Congratulations! You've been chosen to participate in the assessment of \_\_\_\_\_ ISLO...

2. major assignments or projects in the latter half of the semester in which students have to write responses in which students are asked to demonstrate effective communication or critical thinking—short essay responses (for instance on final exams) also suffice

3. options to help: (a) provide copies of work from students with 36+ units and your assignment prompt and the assessment committee will evaluate the students' work with the attached rubrics, (b) participate in the assessment with the assessment committee, which meets on the 4<sup>th</sup> Mondays from 2-4, (c) apply the rubric(s) to the work of students with 36+ units and send us the completed rubrics, (d) apply the rubric(s) to all students' work so as to generate your own course level data and send us the completed rubrics for the work of students who have 45+ units.
4. Rob will provide a list of the students with 36+ units.

IV. Flex workshop volunteers? Lucia (CATS); eventually discussion of ISLOs results

V. Please designate the following Monday (the 4<sup>th</sup> Mondays of the month, except the first meeting of each semester), 2-4, for SLOAC Steering Committee meetings: August 29, September 26, October 24, November 28 (possibly the 21<sup>st</sup> so it's before Thanksgiving), January 30, February 27, March 26, and April 23—Outlook invitations forthcoming! If you cannot continue with the committee next year, please arrange for a replacement within your Division and update me.

## ISLO CALENDAR OF ASSESSMENT v. 2

SPRING 2011	FALL 2011	SPRING 2012	FALL 2012
<ul style="list-style-type: none"> <li>Pilot the assessment of effective communication and critical thinking with artifacts from students with at least 36 units that are enrolled in steering committee members' classes.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss experiences with piloting.</li> <li>Collect artifacts to assess effective communication.</li> <li>Assess effective communication.</li> <li>Create a rubric to assess computer literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Report findings on effective communication.</li> <li>Collect artifacts to assess critical thinking.</li> <li>Assess critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Report findings on critical thinking.</li> <li>Collect artifacts to assess information literacy.</li> <li>Assess information literacy.</li> </ul>
SPRING 2013	FALL 2013	SPRING 2014	FALL 2014 etc.
<ul style="list-style-type: none"> <li>Report findings on information literacy.</li> <li>Collect artifacts to assess computer literacy.</li> <li>Assess computer literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Report findings on computer literacy.</li> <li>Collect artifacts to assess citizenship.</li> <li>Assess citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>Report findings on citizenship.</li> <li>Collect artifacts to assess lifelong wellness.</li> <li>Assess lifelong wellness.</li> </ul>	<ul style="list-style-type: none"> <li>Report findings on lifelong wellness.</li> <li>Collect artifacts to assess effective communication.</li> <li>Assess effective communication.</li> </ul>

List which courses will provide artifacts.