

SLOAC Steering Committee Minutes

October 24, 2011, 2-4, Room 6203

Present: Steve Aurilio, Michael Bishow, Luciana Castro, Jan Fosberg, Chris Gibson, Rick Hough, Melissa Komadina, Lucia Lachmayr, Jude Navari, Regina Pelayo, Christine Roumbanis, David Ulate, Dennis Wolbers, Karen Wong

Absent: Rob Johnstone, Nick Kapp, Arthur Takayama, Mike Williamson

- I. Approval of the 9/26/11 Minutes—approved as is
- II. The need to accelerate assessment—How?
 - A. Once again, we grappled with the question of whether our College needs to assess more than what our committee currently recommends, which is to assess the courses that departments consider “core” to their mission. The ACCJC has not provided clear guidelines about how much needs to be assessed, yet on the other hand we don’t want to be penalized for not assessing enough. Just as importantly, we don’t want to lose sight of our College’s goal to assess in authentic and sustainable ways. In talking with SLOAC coordinators at the Strengthening Student Success conference, Karen heard that some campuses plan to assess all courses, for instance, with all departments being told to assess 20% of their courses a year so as to eventually assess all at the end of a five year cycle. She also heard from at least one ACCJC member that assessing all courses seems unreasonable. The question for us is whether the emphasis on quantity will be at the expense of quality. All along, our committee has embraced assessment as a means to improve student learning, not just fulfill a directive. Thus, we will continue to recommend that each department identify the “core” courses to assess, such as courses in a sequence, GE courses, and so on, with the notion that faculty discuss the data and its implications. In addition, we decided to act on the following until we get feedback from our accreditation visit:
 1. All departments will be asked to revise or create a six-year calendar of assessment, and to integrate more courses in to the subsequent six-year calendar (Rob’s suggestion) – Karen will send a campus announcement, and Steering Committee members will follow up with announcements to departments in their divisions, as well as remind their colleagues to place course SLOs on syllabi. Update since the meeting → The Office of the Vice President will collect those schedules at the end of the spring semester.

a) The Office of Research and Planning will provide an updated list of highly enrolled courses, to be disseminated to faculty so that they will ideally include highly enrolled courses in their assessment plans so that we can demonstrate that we are assessing many students even if we haven't assessed all courses.

b) In this request for a six-year calendar of assessment, Karen will highlight how to assess in efficient, sustainable yet also meaningful ways.

c) Update since the meeting → She'll also include the checklist of assessment activities that was included in the SLOAC Update that all faculty and staff received at the beginning of the Fall semester.

B. Provide training

1. A TracDat workshop for new and continuing users will be offered on Friday, January 13, from 9- 12, in Room 2117B.

2. **TO DO: Each SLOAC Steering Committee member will consult with the Dean and/or faculty of each department to determine how much they've completed and what help they need to move forward. Next semester Karen and the appropriate division representatives will host "working" workshops with departments and/or divisions to help folks move forward.**

C. Schedule a SLOAC working day—so far the College doesn't support one

III. Approved a revision of the ISLO assessment plan to lower the number of units for participating CTE Program students

A. The work of students enrolled in CTE Programs (even those with fewer than 36+ units) that have an application and select admissions process will be assessed for the relevant ISLOs. These programs are Automotive, Cosmetology, Surgical Technology, and Respiratory Therapy (AS). Students who are assessed should be in one of the courses that is near the end of the sequence.

IV. Note revisions to the Effective Communication spreadsheet. (Attach David Ulate's revised document.) The rubric descriptors are pop-ups, and faculty can enter the raw data for up to 20 students.

V. Align the CT ISLOs and the rubric more purposefully. (Rick—attach Rick's document)

A. Original bullet points

1. raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.

2. analyze and compose arguments; assess the validity or strength of an argument using appropriate deductive and inductive techniques.
 3. 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.
 4. make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.
 5. demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.
 6. analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
- B. Suggested revising the bullet points under the ISLO to match the rubric, which the SLOAC Steering Committee will need to vote on at the next meeting. Once finalized, Karen will need to announce the revision to the College and update the TracDat entries. The revision is as follows: “Critical thinking includes the ability to:
1. Support claims with **relevant and credible** evidence.
 2. Respond to bias; be fair-minded.
 3. **Apply** accurate and logical analysis **appropriate to the discipline to achieve desired outcome.** (red was recommended; blue was still under discussion)
- C. Meanwhile, we approved revising one of the primary traits on the rubric under “Responsiveness to Bias; Fair mindedness” → **Avoids** ~~Justifies~~ assumptions based on ideology (political, religious, or personal), peer pressure, or self- interest.

VI. Suggested revising the first primary trait for the Effective Communication rubric to encompass more than just essays. The SLOAC Steering Committee will need to revisit the revision at the next meeting.

- A. Assignment Fulfillment could be “Demonstrated Understanding of the Assignment,” “Production of a Focused Message,” “Addresses the Prompt.”

VII. Revisions to the [calendar of ISLO assessment](#). (See below.)

VIII. Please designate the following Monday (the 4th Mondays of the month, except the first meeting of each semester), 2-4, for SLOAC Steering Committee meetings: November 28, 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. 3

SPRING 2011	FALL 2011	SPRING 2012	FALL 2012
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Discuss experiences with piloting and revise the plan. • Create a rubric to assess computer literacy. • Identify courses that are central to EC and get feedback and lists of faculty from the Deans. • Contact the faculty teaching those courses so they can anticipate assessing EC next semester. 	<ul style="list-style-type: none"> • Collect artifacts to assess effective communication. • Assess effective communication. • Identify courses that are central to CT and get feedback and lists of faculty from the Deans. • Contact the faculty teaching those courses so they can anticipate assessing CT next semester. 	<ul style="list-style-type: none"> • Report findings on effective communication. • Collect artifacts to assess critical thinking. • Assess critical thinking. • Identify courses that are central to CL and get feedback and lists of faculty from the Deans. • Contact the faculty teaching those courses so they can anticipate assessing CL next semester.
SPRING 2013	FALL 2013	SPRING 2014	FALL 2014 etc.
<ul style="list-style-type: none"> • Report findings on critical thinking. • Collect artifacts to assess information literacy. • Assess computer literacy. 	<ul style="list-style-type: none"> • Report findings on computer literacy. • Collect artifacts to assess computer literacy. • Assess information literacy. (Library staff will oversee this assessment, drawing from English 100 and other classes that require research for projects.) • Identify courses that are central to C and get feedback and lists of faculty from the Deans. • Contact the faculty teaching those courses so they can anticipate assessing C next semester. 	<ul style="list-style-type: none"> • Report findings on information literacy. • Collect artifacts to assess citizenship. • Assess citizenship. • Identify courses that are central to LW and get feedback and lists of faculty from the Deans. • Contact the faculty teaching those courses so they can anticipate assessing LW next semester. 	<ul style="list-style-type: none"> • Report findings on citizenship. • Collect artifacts to assess lifelong wellness. • Assess lifelong wellness. • Identify courses that are central to EC and get feedback and lists of faculty from the Deans. • Contact the faculty teaching those courses so they can anticipate assessing EC next semester.
SPRING 2015 etc			
<ul style="list-style-type: none"> • Report findings on lifelong wellness. • Collect artifacts to assess effective communication. • Assess effective communication. 			

