

SLOAC Steering Committee Minutes

January 30, 2012, 2-4, Room 6203

Present: Steve Aurilio, Michael Bishow, Luciana Castro, Alice Erskine, Jan Fosberg, Chris Gibson, Melissa Komadina, Lucia Lachmayr, Jude Navari, Arthur Takayama, David Ulate, Karen Wong

Absent: Rick Hough (Accreditation Meeting), Rob Johnstone, Nick Kapp (Accreditation Meeting), Regina Pelayo, Christine Roumbanis (Accreditation Meeting), Mike Williamson, Dennis Wolbers (Accreditation Meeting)

SHORTENED THE MEETING SINCE MANY MEMBERS WERE AT THE ACCREDITATION KICK-OFF

- I. Approval of the 11/28/11 Minutes—approved as is
- II. Please remind faculty in your division/ department meetings...
 - A. ... to revise and/or create a six- year calendar of assessment, to be submitted to the Office of Instruction by the end of the Spring 2012 semester.
 - B. ...to update TracDat since it will be the primary vehicle through which everyone's assessment efforts will be noted
 - C. ...to contact me if they have any questions about participating in the Effective Communication ISLO assessment. (You also may want to remind them of the schedule: Research Office will provide a list of students with 36+ units after the census date; they should apply the rubric in the second half of the semester to at least the work from students with 36+ units; they should enter their rubric data on the spreadsheet that the Research Office provides by the end of the semester.)
- III. Need at least three models of assessment per division to feature on the SLOAC website -- > *Please send me a brief narrative paragraph along with any supporting documentation such as the TracDat four column-report, rubrics, surveys, etc. The narrative should encompass the assessment cycle: briefly describe the course, the assessment method(s), major findings and (if applicable) the resultant action plan.*
 - A. Business
 1. CAOT 225
 2. ACCT 121
 3. FCS 310
 - B. Language Arts (Need one more, ideally from COMM or ESOL)

1. English 836/ 846
2. SPAN 110
- C. Kinesiology
 1. INDV 101 + 105
 2. FITN 112
 3. FITN 106
 4. DANC 350
- D. Science/ Math/ Technology (Need two more)
 1. Math 811
- E. Social Sciences/ Creative Arts (Need three)
- F. Student Services
 1. Library

IV. Need Flex Workshop Leaders and Teams for Friday, March 9

1. Workshop Ideas:
 - a) Analyzing Assessment Data – Rob & David (ask for participants to send their raw data, such as rubric or survey data)
 - b) Getting Quick and Easy Feedback about Student Learning via CATS (Classroom Assessment Techniques)—Lucia (a.m.) and Chris if the Acceleration events take place later in the afternoon;
 - c) Using Web Access to Administer Quizzes and Get Instant Assessment Data— Nick;
 - d) Using TracDat to Document Assessment Efforts-- Chandra (am) and Steve (assistant)
2. Save for future semesters
 - a) Collecting Survey Data via Web Access —possibly Rick Escalambre and Jude Navari
 - b) Mapping SLOs to Attain a Coherent Curriculum--- possibly Rick as an assistant

V. Create a computer literacy rubric (see below for other College's rubrics)

- A. ISLO: Students will be able to demonstrate skills central to computer technology literacy.
 1. Computer technology literacy includes the ability to: 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.

2. Delayed a decision, but talked about how most disciplines expect students to already possess these competencies; the only discipline in which it is taught and assessed is CAOT, so perhaps it shouldn't be an ISLO

VI. 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: February 27, March 26, and April 23. If you cannot continue with the committee next year, please arrange for a replacement within your Division and update me.


Name: _____

Course: _____


Instructor: _____

COMPUTER LITERACY RUBRIC


Hardware and Software Terminology and Concepts

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5. Demonstrates proficiency in the understanding and use of terminology; clearly articulates conceptual and component-oriented understanding of the modern digital computer. Displays strong non-technical understanding of the Internet and telecommunications.
 - 4.
 3. Demonstrates a general understanding of terminology with mostly correct and appropriate usage; understands major subsystems and areas of components and concepts. Displays some non-technical understanding of the Internet and telecommunications.
 - 2.
 1. Fails to demonstrate sufficient understanding of terminology and appropriate usage of that terminology; identifies core components of hardware and software concepts. Displays no understanding of the Internet or telecommunications.


Word Processing Software

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5. Demonstrates exemplary skill in the use of layout, design, and formatting features; shows some ability to use advanced word processing features and tools.
 - 4.
 3. Demonstrates competence using the basic layout and desktop publishing style features of modern word processing systems.
 - 2.
 1. Fails to demonstrate knowledge of or skill in the use of word processing software.


Presentation Software

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5. Demonstrates advanced skill with slide layout, designs, effects, show management, and deployment of different types of show.
 - 4.
 3. Demonstrates competence with layout, transition and animation effects, and design; shows some ability to use show types and applications.
 - 2.
 1. Fails to demonstrate knowledge of or skill in the use of presentation software.

Desktop Database Software

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5. Excellent knowledge of the purpose of desktop database software; can create sophisticated tables with the appropriate integrity and key constraints, complex multi-table queries, and forms and reports using any of the builder options including design view.
 - 4.
 3. Moderate knowledge of the purpose of desktop database software; can create relatively sophisticated tables, simple queries, and autoforms, autoreports, and wizard based forms and reports.
 - 2.
 1. Little to no knowledge of the purpose or use of desktop database software; inability to create anything beyond a simple table.

Spread Sheet Software

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5. Exemplary skill with all basic formulas, functions, charts, and other spread sheet fundamentals; moderate to advanced skill with advanced formulas, goal seek, pivot tables, and multi-parameter functions; understands the nature of reference and uses absolute and relative references correctly.
 - 4.
 3. Demonstrates competence with basic functions, formulas, data formatting, and charts, but only minimal skill with advanced formulas and multi-parameter functions; has some understanding of references and the difference between absolute and relative references.

2.

1. Fails to demonstrate knowledge of or skill in the use of spread sheet software.

Networking, the Internet, the World Wide Web and Email



5. Can fluidly use email, the World Wide Web and other Internet resources while distinguishing distinguishing authenticity and validity; understands all basic concepts, hardware, and software inherent in a computer network in at least a non-technical way.

4.

3. Can send and receive email and use World Wide Web resources; displays some understanding of the fundamental concepts, hardware, and software inherent in a computer network.

2.

1. Fails to demonstrate sufficient understanding of or ability to use the Internet, World Wide Web, or Email; shows little appreciation for the concepts and functionality of computer networks.

Score: _____

Computer Literacy Competency Rubrics

<http://www.docstoc.com/docs/26235203/Computer-Literacy-Competency-Rubrics>

1. Operating System and File Management												
<i>Performance Element</i>	Level 1 Novice			Level 2 Approaching Proficiency			Level 3 Proficiency			Level 4 Above Proficiency		
Manage computer operations.	<ul style="list-style-type: none"> • Power on the computer and peripherals. • Start an application (such as word processor, Internet browser, e-mail) by desktop icon or menu bar. • Use features of an application simply by using the mouse, keyboard, and the application's menu bar. 			<ul style="list-style-type: none"> • Connect ports of the computer to peripherals. • Install/uninstall an application. • Interrupt and restart applications or the computer when they freeze. 			<ul style="list-style-type: none"> • Configure desktop environment and applications for efficient operation (e.g., create short cuts, customize monitor size, customize menu bars). • Apply basic commands of operating system software. * (e.g., create, rename, and delete directories). • Employ desktop operating skills.* (e.g., use mouse buttons, and keyboard shortcuts). 			<ul style="list-style-type: none"> • Performance simple testing and diagnostics of devices (e.g., sound card, serial port, disk surface test). • Modify configuration of devices (e.g., modem, monitor). • Partition hard disk for data and application sharing. • Perform disk clean-up and disk defragmenter tasks. 		
Max Points = 10	1	2	3	4	5	6	7	8	9	10	★	★
Manage file storage.	<ul style="list-style-type: none"> • Maintain all files on local hard drive. • Put all data files in a single level directory or one folder. • Do not use different versions of files 			<ul style="list-style-type: none"> • Backup data sporadically to a backup media (CD, disk, etc.) or server. • Differentiate between files and directories* • Use folders or directories with meaningful names to store related files. 			<ul style="list-style-type: none"> • Backup data periodically to a backup media (CD, disk, etc.) or server. • Apply appropriate file and disk management techniques* (e.g., defragment and rearrange files, reinstall backup data) • Determine file organization* (e.g., use appropriate directory structures and names). 			<ul style="list-style-type: none"> • Perform scheduled systematic backup procedure. • Recover, as much as possible, erased or corrupted data. • Demonstrate knowledge of the system utilities used for file management* (e.g., change protection modes, rename, delete). 		
Max Points = 8	1	2		3	4	5	6	7	8		★	

2. Word Processing

<i>Performance Element</i>	Level 1 Novice	Level 2 Approaching Proficiency	Level 3 Proficiency	Level 4 Above Proficiency
Prepare simple documents and other business communications.	<ul style="list-style-type: none"> • Create documents using default template. • Rely on formatting defaults built in to template. • Employ spell check. 	<ul style="list-style-type: none"> • Create documents using additional templates. • Apply basic formatting to text (font face, color and size, alignment). • Employ word processing utilities such as grammar check or print preview. 	<ul style="list-style-type: none"> • Create documents (letters, memos, reports) both with and without templates. • Format text using basic formatting functions (e.g., paragraph spacing, margins, bullets, numbering...). • Employ word processing utility tools (e.g., track changes or thesaurus). 	<ul style="list-style-type: none"> • Create and use new templates, forms, and style sheets to make documents. • Format text using advanced formatting functions (e.g., borders and shading, indents and spacing...). • Use word processing utility or add-ins to share documents (e.g., fax, print to file, create a PDF...). • Customize the user environment, such as adding/removing toolbars, changing menus, adding utilities.
Max Points = 10	1 2 3	4 5 6 7	8 9 10	★

3. Internet

<i>Performance Element</i>	Level 1 Novice	Level 2 Approaching Proficiency	Level 3 Proficiency	Level 4 Above Proficiency
Access and Navigate Internet (e.g., use a web browser).	<ul style="list-style-type: none"> • Access a given web site using an Internet browser. • Navigate within a web site using basic browser software functions (e.g., back, forward). 	<ul style="list-style-type: none"> • Use additional browser functions (e.g., refresh, history, bookmarks). • Complete and submit web forms. • Organize bookmarks for frequently used or important web sites. 	<ul style="list-style-type: none"> • Navigate between and within web sites. • Access and use multiple browser windows. • Differentiate between secure and non-secure web sites. • Download a file from a web site to the desired location. 	<ul style="list-style-type: none"> • Troubleshoot problems with a given URL (e.g., a specific file has moved in the domain). • Use FTP to upload and download files to a remote computer. • Configure Internet browser (e.g., clear history and cache, set security levels...).
Max Points = 6	1 2	3 4	5 6	★

3. Internet

<i>Performance Element</i>	Level 1 Novice	Level 2 Approaching Proficiency	Level 3 Proficiency	Level 4 Above Proficiency
Search for information and resources.	<ul style="list-style-type: none"> • Use directory services (e.g., Yahoo, MSN, Netscape, Google directory). • Use search function in portals (such as excite.com, netscape.com). 	<ul style="list-style-type: none"> • Use one search engine • Conduct simple keyword search. • Access search results (identified web sites). • Use a search function within a web site. 	<ul style="list-style-type: none"> • Select search engine(s) appropriate for desired information. • Identify and articulate an information search. • Use phrase search and simple Boolean logic (AND, OR, NOT, NEAR) • Refine search by modifying search terms. 	<ul style="list-style-type: none"> • Refine search terms by using selection criteria (e.g., languages, file format, domain)
Max Points = 4	1	2 3	4	★

4. E-mail

<i>Performance Element</i>	Level 1 Novice	Level 2 Approaching Proficiency	Level 3 Proficiency	Level 4 Above Proficiency
Use email to communicate within and across organizations.	<ul style="list-style-type: none"> • Create an e-mail account. • Access e-mail system using login and password. • Send, receive, and reply to an e-mail. • Save, delete, and print e-mail. 	<ul style="list-style-type: none"> • Create entry in address book. • Use address book to send e-mail. • Forward and redirect an e-mail. • Demonstrate knowledge e-mail etiquette (do not flame people, no all caps, reply all when only appropriate). • Use find and sort functions. 	<ul style="list-style-type: none"> • Create e-mail messages in accordance with established business standards (e.g., grammar, word usage, spelling, sentence structure, clarity) • Manage mailboxes by deleting and organizing messages. • Use e-mail features such as reply requested, return receipt, out-of-office notices. 	<ul style="list-style-type: none"> • Filter messages into folders. • Set preferences/options. • Integrate e-mail and PIM address books. • Integrate multiple mail boxes.
Max Points = 12	1 2 3 4	5 6 7 8	9 10 11 12	★ ★

4. E-mail

<i>Performance Element</i>	Level 1 Novice	Level 2 Approaching Proficiency	Level 3 Proficiency	Level 4 Above Proficiency
Use email to share files and documents.	<ul style="list-style-type: none"> Open attachments for available applications. 	<ul style="list-style-type: none"> Access (open or detach) attached files and documents from e-mail message Attach files, documents, and links to messages 	<ul style="list-style-type: none"> Open (or detach) and save attachments to the intended location. Select appropriate strategy (attachment vs. link) for sharing information. Use appropriate e-mail security measures. (e.g., use virus scan to check virus, do not download attachments from unknown sources.) 	<ul style="list-style-type: none"> Recognize compressed files and when to send a file or document in compressed form.
Max Points = 8	1 2	3 4 5	6 7 8	★