

SLOAC Steering Committee Minutes

October 22, 2012, 2-4, Room 6203

Present: Michael Bishow, Chris Gibson, Rick Hough, Melissa Komadina, Lucia Lachmayr, Jude Navari, Sarah Perkins, Sarita Santos, Arthur Takayama, David Ulate, Dennis Wolbers, Karen Wong

Absent: Steve Aurilio, Luciana Castro (conference), Alice Erskine, Jan Fosberg, Nick Kapp (teaching a lab during this time all semester), Regina Pelayo (interviews), Christine Roumbanis (sick)

- I. Approval of the 8/27 and 9/24 Minutes – approved as is
- II. E- Portfolio Discussion (not originally on the agenda)
 - A. The District/ College should support piloting.
 - B. Use a platform that will transfer so our students can continue to build on their portfolios.
 - C. The end product is useful for authentic assessment of ISLOs.
- III. Revise the ISLO Assessment Calendar (See below.)-- approved
 - A. Suggestions
 1. Assessment of information literacy
 - a) could evaluate some research papers in non-English 100 courses and compare students' performance (since students typically fulfill the two information literacy workshops while enrolled in English 100)
 - b) could evaluate some research papers in general education courses with different English prerequisites and/or recommendations to see if students' performance differs
 2. Professional development workshops can be offered on the given ISLO the semester before it's assessed
- IV. Informational item about assessment of the PSLOs— primarily through course level assessment results rolling up, and programs also will have the option of conducting separate program level assessments (such as performance on certification exams, exit surveys, focus groups, etc.)
- V. Revise the *SLOAC Framework*

A. General sentiments

1. The *Framework* needs to be revised into a handbook format. We no longer need to provide as much of a rationale or explanations; instead it should be an easy to consult “how to” resource.

- a) Make the text more concise.
- b) Use bullet points.
- c) Move templates to the back of the *Framework* as appendixes.
- d) Revise templates so that they reflect the TracDat language (or adapt the TracDat language to echo the template language).
- e) Create a flow chart of steps, and create hyperlinks within the flow chart that correspond with the templates. (Who configured this document? Melissa?)

2. It may be more useful as a series of web pages, or at least a hyperlinked adobe document.

B. Part II: Creating SLOs—Jude’s group presented what he, Christine, and Luciana did. Red is what they inserted. Blue is what should be emphasized with bigger font.

C. Curricunet Course Outline of Record Template Problems

1. The directions on Curricunet about SLOs and objectives is confusing, as the two are conflated. We need to alert the CC about this problem, referencing the *Framework*, 19, that makes the distinction clear. Someone needs to get on the next CC agenda.

2. Update→ On 11/5/12, Dennis suggested an alternative to Nick and Sarah via e-mail, which both Karen and Jude approved. (See below for the text of the e-mail.)

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: 11/26, 1/28, 2/25, 3/25, 4/ 22.

ISLO CALENDAR OF ASSESSMENT v. 4

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. 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"> Assess effective communication. 	<ul style="list-style-type: none"> Discuss findings on effective communication. Identify courses that are central to CT from TracDat. Contact the faculty teaching those courses so they can anticipate assessing CT next semester.
SPRING 2013	FALL 2013	SPRING 2014	FALL 2014
<ul style="list-style-type: none"> Assess critical thinking. Library staff will identify English 100 courses (and other classes that require research for projects?) to assess IL. Contact the faculty teaching those courses so they can anticipate assessing IL next semester. 	<ul style="list-style-type: none"> Discuss findings on critical thinking. Assess information literacy. (Library staff will oversee this assessment.) Identify courses that are central to C from TracDat. Contact the faculty teaching those courses so they can anticipate assessing C next semester. 	<ul style="list-style-type: none"> Discuss findings on information literacy. Assess citizenship. Identify courses that are central to LW from TracDat. Contact the faculty teaching those courses so they can anticipate assessing LW next semester. 	<ul style="list-style-type: none"> Discuss findings on citizenship. Assess lifelong wellness. Identify courses that are central to EC from TracDat. Contact the faculty teaching those courses so they can anticipate assessing EC next semester.
SPRING 2015 etc			
<ul style="list-style-type: none"> Discuss findings on lifelong wellness. Assess effective communication. 			

Shown below is text that might help faculty distinguish between SLO's and course objectives. Perhaps this text could be inserted into a "help" screen on CurricUNET.

STUDENT LEARNING OUTCOMES (SLOs):

What will STUDENTS do to demonstrate competency in the course content? (i.e. STUDENT OUTPUT)

- Shifting the focus from what is taught to what students do to demonstrate proficiency, list one to four student learning outcomes for the course.
- Use action words. Determine which three domains of learning (KSAs) apply to the course: cognitive (knowledge), psychomotor (skills), and/or affective (attitudes). Click the "Taxonomy" link on the course checklist to view an extensive list of sample verbs.
- Be broad in scope. Identify the overarching product(s) that students will generate.
- Define the SLOs in terms of measurable performance levels. SLOs result in product(s) that can be observed as a behavior, attitude, skill and can be evaluated against criteria.
- SLO example:

Students will analyze a documented nutrition problem, determine a strategy to correct the situation, and write a patient nutrition plan that is consistent with FDA standards and addresses the broad scope of the problem.

COURSE OBJECTIVES:

What discrete skills, tools, and instruction will the INSTRUCTOR provide so that the student can fulfill the SLOs? (i.e. FACULTY INPUT)

- List the discrete skills, tools, subject content, and instruction that the teacher will provide in order for students to demonstrate competency in the aforementioned SLOs.
- Course objective examples:

*Describe and analyze causes and consequences of nutritional problems.
Discuss differences in nutritional requirements associated with sex, age, and activity.
Identify key factors involved in correcting nutritional behavior.*

