

SLOAC Steering Committee Minutes

March 25, 2013, 2-4, Room 6203

Present: Michael Bishow, Luciana Castro, Jan Fosberg, Chris Gibson, Rick Hough, Melissa Komadina, Jude Navari, Regina Pelayo, Sarah Perkins, Sarita Santos, Arthur Takayama, David Ulate, Dennis Wolbers, Karen Wong

Absent: Steve Aurilio, Alice Erskine, Jacquie Escobar, Loraine DeMello, Nick Kapp, Christine Roumbanis

Documents: 2012 ACCJC PROFICIENCY REPORT; ACCJC Rubric

- I. Approval of the 2/25 Minutes – approved as is
- II. *SLOAC Framework*, Part One
 - A. Determined that the graphic is out of place since it addresses assessment as a whole. Arthur will work on revising the information so that it makes more clear how the SLOAC fits within the larger campus assessment framework.
 - B. We approve of Arthur’s graphic, which will include hyperlinks to the specific stakeholders, and will add it to the Framework. We also suggest that the following be added or clarified on the graphic:
 1. Program level—faculty, staff, and deans
 2. Institutional level—faculty, staff, and administrators
 3. Assessors—acting on the results and then assessing again
 4. Add a line—administrative service outcomes (ALUR)
 - a) Assessors—administrators and staff
- III. New accreditation assessment requirement
 - A. Context— The ACCJC has added more requirements, such as articulating our General Education Program and assessing it (#34-39), providing more detailed information about Career Technical Education Programs, and making public our program level assessment results.
 - B. 30a. Percent of all college programs with SLO assessment results available to prospective students:
 - 30b. URL(s) from the college website where prospective students can find SLO assessment results for programs:

It turns out that we post our comprehensive program review reports online, so we fulfill this requirement. See

<http://www.skylinecollege.edu/programreview/submissions.php> .

- C. Common Practices Nationwide (see [below](#) for the e-mail with links)
1. This move toward transparency is embraced by many assessment-oriented organizations, and is becoming more common practice, especially among universities and colleges.
 2. Baltimore Community College is an especially good model. The focus appears to be on student learning more than scrutiny of individual faculty.
 3. Nevertheless, we need to be mindful of how much information is made public, mainly because people may misappropriate and misuse the information for their own political purposes. We want to ensure that the intent is to improve student learning and student success.
- D. Concerns to consider for the future
1. Faculty and staff need to be reminder that the program review report is readily accessible to the public.
 2. We need to reiterate that assessment results not be used in faculty evaluation.
 3. Past program reviews may not address assessment results. However, since assessment results were recently built into the annual planning template and comprehensive program reviews, more recent submissions will have more assessment results than in the past.

IV. Forge an action plan in response to the 2012 Proficiency Report that Skyline submitted (most likely an agenda item for our November meeting)

A. Update on the data

	ACTIVE COURSES	COURSES WITH ONGOING ASSESSMENT	COURSES WITH RESULTS
OCTOBER 2012	691	449 (65%)	
MARCH 2013	672	510 (76%)	272 (40%)

V.

March 2013	ACTIVE COURSES	COURSES WITH ONGOING ASSESSMENT	COURSES WITH RESULTS
Business	187	73 (39%)	53 (28%)
Kinesiology	93	90 (97%)	76 (82%)
Language Arts	91	87 (96%)	33 (36%)
SMT	108	82 (76%)	52 (48%)
SS/ CA	181	135 (75%)	41 (23%)
Student Services Courses	15	5 (33%)	4 (27%)

A. Karen's specific draft recommendations-- Skyline is at the proficient level. The challenge ahead will be fostering and supporting the development of a culture of inquiry in which the SLOAC plays a central role. To that end, the College will need to:

- Continue to support faculty and staff in assessing by designating time, providing stipends for adjunct faculty, providing assessment training ,and so on.
- Continue assessing — The College has an especial need to train staff to interpret results and act on the findings, and perhaps evaluate their assessment methods.
- Continue TracDat training—TracDat coordinators will need to become more adept at using TracDat, including running relevant reports for their purposes.
- Transition to annual planning mechanisms that act on the results of assessment.
- Foster more cross-disciplinary conversations about SLOs and assessments, which can be accomplished through continued discussion of ISLO results as well as student fulfillment of interdisciplinary degree PSLOs.
- Involve students more in assessments (via focus groups, for instance), discussion of assessment results, and even awareness (via explicit references to PSLOs and ISLOs).

B. Raise campus awareness of what we've done with assessment—video? "cliff notes"? party/ thank you for what we've done so far

C. Professional development—how to engage our students in discussion of SLOs and assessment

1. Best practices—e.g.,make explicit connections with day-today goals and the outcomes of the course at the beginning of class
2. Cross-disciplinary discussions

VI. ISLO graphic options

A. Livius and I will work with Cherie to launch an awareness campaign.

1. Painted on the walkways?
2. Beverage containers with the ISLO graphic to intersect with our sustainability efforts?
3. ISLO graphic on the student planner, which was discontinued due to funding issues?

- B. Student Success at the center of the lines? Around the edge? (to disassociate from Chrysler)
- C. The image—negative image—images white and the background black
- D. Check with the Disabled Resource Center about readability of the graphic

VII. Please designate the following Monday (the 4th Mondays of the month, except the first meeting of each semester), 2-4, for SLOAC Steering Committee meeting: 4/ 22. I would love for people to continue with the Steering Committee next year, but in the event that you cannot, please let me know who is your replacement.

3/2 SLOAC Listserv Response from Moderator Bob Pacheco in Response to My Question about Common Practices Nationwide

Folks,

I couldn't help but notice the email volleys on the public disclosure of program level outcomes results asked in the latest ACCJC SLO annual report.

I wanted to share some information on what schools, organizations and accreditors are expecting on this issue. I do not know chapter and verse the ACCJC policy docs, standards and handbooks, but I will take a look soon and report back to the group what I find. In the meantime, listed below are some resources on the public disclosure of outcomes results that I have at my fingertips in my role as RP Group Assessment Chair.

The ACCJC request is by no means novel, however, and in fact, follows the clear trend in outcomes assessment nationwide to place a premium on transparency and sharing of information. That is, the public has a right to know about our work in student learning, especially prospective students and parents who want to consider the rigor of faculty involvement in looking at learning and acting on the results as a factor in selecting schools. Moreover, faculty learn by examining the work done at other schools.

Now what has been a snug pair of shoes to put on has been the short window of time provided to colleges to respond to the request.

The issue of union involvement raised seems inapposite to the discussion of the disclosure of student learning results. Unions address working conditions, not academic and professional matters – and there are many nonunion schools in our region, and in a growing number across the country, nontenured as well.

In the same boat as you,

Bob Pacheco
Listsrv Moderator
Dean of Institutional Planning, Research and Grants MiraCosta College

Organizations

1. CHEA

The Council for Higher Education (CHEA) issues annual awards for outcomes assessment and the degree to which an institution discloses success with respect to outcomes to the public is an express criterion when selecting winners.

http://www.chea.org/chea%20award/CHEA_Awards_All.html (Karen's notes-- multiple

criteria, among them making the assessment results easily accessible and understandable to a general audience.)

Sample award winners include Community College of Baltimore County which provides on the web executive summaries at the course, program and GE levels.

<http://www.cbcmd.edu/loa/index.html> (Karen's notes—lots of great examples on the course level, and also articulates how they assess on all four levels, including a separate GE assessment.)

Mesa College in Arizona, another winner, produces an annual report on results and improvements (including archives) on the web. <http://www.mesacc.edu/about/office-research-planning/student-assessment>

2. NILOA

The National Institute on Learning Outcomes Assessment has long been a proponent of full disclosure of outcomes results to the public and has created, in cooperation with the Universities of Illinois and Indiana University, the Transparency Framework for outcomes disclosure.

<http://www.learningoutcomeassessment.org/TransparencyFramework.htm> (Karen's notes—they're all about transparency, in other words making everything public.)

The UI/IU study can be found at

<http://www.learningoutcomeassessment.org/transparencyofevidence.htm>

Model examples include Truman State <http://portfolio.truman.edu/> and St. Olaf College <http://www.stolaf.edu/offices/ir-e/assessment/topics/index.html> (Karen's notes on the press release—they conducted a study to see how public colleges are with their assessments; it's becoming more common but many campuses don't have that much assessment to report out yet, post their information internally, don't show how they're acting on the results, and/or haven't shown how assessment is helping to improve student learning.)

Voluntary Responses to Accountability

The Voluntary System of Accountability, a group of over 500 schools from the Association of Public and Land-grant Universities and the American Association of State Colleges and Universities has created the College profile which encourages the open disclosure of outcomes and achievement results. There are even comparison tools there.

http://www.voluntarysystem.org/slo_evaluation (Karen's notes—many CSUs are listed, and all colleges who have signed on are using three standardized assessments.)

The private colleges and universities are following suit.

http://www.naicu.edu/special_initiatives/accountability/Student_Assessment/id.514/default.asp

Accrediting Agencies

1. WASC Senior – while not an express requirement in the standards per se, public disclosure of student learning is a goal of the Senior Commission.

The University of Hawaii , Manoa

<http://manoa.hawaii.edu/assessment/update2/view.php> and Colorado State University <http://www.ssw.cahs.colostate.edu/degrees-certificates/bsw/files/ASSESSMENTOFSTUDENTLEARNINGOUTCOMESFORMBSW%2012-20-12.pdf> report program and degree results on their web pages.

See,

https://www.wascsenior.org/files/Transparency_and_Accountability_CFR_1.2_Resource_Guide_Oct_2009.pdf (Karen's notes—they appear to be mainly addressing retention and success rates, not necessarily SLO assessment results.)

2. Program Accreditors are expecting colleges to report the outcomes results, as well. The International Assembly of Collegiate Business Education requires public disclosure of outcomes results and even have a standard template. <http://iacbe.org/public-disclosure.asp> (Karen's notes—it's our cycle, including an action plan, and is on the course level.) A sample from St. Thomas Aquinas College is here: <http://www.stac.edu/schools/bs/pdf/STAC%20public-disclosure%202011-12.pdf>