

SLOAC Steering Committee Minutes

August 26, 2013, 2-4, Room 6203

Present: Steve Aurilio, Michael Bishow, Tammy Calderon, Nohel Coral, Loraine DeMello, Jacquie Escobar, Jan Fosberg, Rick Hough, Nick Kapp, Jude Navari, Regina Pelayo, Sarita Santos, Arthur Takayama, David Ulate, Allison Winston, Dennis Wolbers, Karen Wong

Absent: Alice Erskine, Lucia Lachmayr, Sarah Perkins, Christine Roumbanis

Documents: Course level assessment spreadsheet; PSLO and three-year assessment calendar spreadsheet; Powerpoint presentation

- I. Welcome back and introductions
- II. Approval of the 4/22 Minutes – approved but add the actual logo; one abstention due to absence
- III. 2012-2013 Accomplishments
 - A. Formally adopted the annual program planning processes that build up to the comprehensive program review, both of which fully integrate assessment results into deliberations about curricular and pedagogical changes, as well as resource allocation
 - B. Revised the *SLOAC Framework* with newly created processes in assessing at the program and institutional level; a chart designed by Arthur Takayama that shows the assessment cycle at multiple levels and identifies whom is responsible; an ISLO graphic designed by Skyline student Livius Darmawan
 - C. Assessed the Critical Thinking ISLO with a direct assessment
 1. Revised the ISLO direct assessments such that participating faculty are recruited, assess all of their students, and receive more guidance; revised the data collection method so that it's now housed online; secured funding for participating faculty
 - D. Skyline student Livius Darmawan designed the ISLO graphic to raise campus awareness
 - E. Implemented the assessment of PSLOs by rolling up course level assessment results, which can be facilitated by TracDat
 - F. Assessed the interdisciplinary degrees with a representative from each relevant academic division. Some of these assessments were used to assess the newly minted General Education program for its annual program plan report.

- G. Published PSLOs in the College Catalog and the College website
- H. Departments compressed their six-year assessment plans into three-year plans to ensure all courses are assessed at least twice in a six-year program review year cycle
- I. Designated division and department meetings for assessment related work and dialogues-- among other options, to ensure that time is set aside for this work and so that adjunct faculty can participate and be compensated.
- J. Secured funding for adjunct faculty to participate in creating and implementing assessments, analyzing data, and forging action plans if necessary.
- K. Co-hosted two SLOAC Town Halls with the Academic Senate to analyze: (1) the results to the Effective Communication ISLO and (2) the CCSSE results that pertain to the ISLOs
- L. Workshops: (a) multiple TracDat workshops (Fall—21 participants; Spring—27; and other working sessions throughout the semester); (b) WebAccess's Quiz and/or survey function (to collect data for assessment) (15 participants); (c) Drop-in consulting with Michael Bishow about assessing the Critical Thinking ISLO.

IV. Update on Progress of SLOAC—course level assessment percentages, PSLO reports, and three- year assessment calendars→ **August 31 deadline**—consult the attached spreadsheets to determine whom to assist within your division

V. Revise our charge as the Institutional Effectiveness Committee—Evolution of the SLOAC Steering Committee Activity

- A. What is the content of our meetings, what we do in our meetings, how we interact with one another in our meetings, how our meetings are structured and organized, how our meetings create a sense of identity as member of this committee
 - 1. Developed framework for SLOAC process—guiding source for SLOs within disciplines
 - 2. Learning outcomes at the course level, PSLOs, and ISLOs and an assessment cycle for each
 - 3. Measuring our effectiveness with regards to SLOs
 - 4. Brainstorming, clarifying, refining, planning, defining
 - 5. Collaboratively, collegial spirit, community development
 - 6. Facilitator, agenda, group feedback, a shared process
 - 7. Shared thoughts and ideas to better create/ understand each other's disciplines' ideas for student success
 - 8. Agenda and minutes aid accessibility prior to meetings—motivated in collaborating prior to meetings

9. Extension of Karen
 - a) Work done by subcommittees
 - b) Content of meetings has helped the SLOAC
 - c) Helped us learn to facilitate
 - d) Support for advocacy within divisions and departments
10. Complain
 - a) Discuss progress
 - b) Encourage each other in the process
 - c) Share strategies and experiences
 - d) Support each other
11. We interact well.
 - a) Motivate
 - b) Collegial; enjoy learning about other departments, divisions, meeting faculty outside of our own divisions
 - c) Get ideas for assessment
 - d) Encouraged and gave presentations at statewide conferences about assessment
12. SLOAC Tattoo would foster a sense of identity
13. Identity through shared goals, vision, interests

B. **Looking back/** looking forward—successes of our meetings, what we want to put more attention toward, what committee talents/assets/resources we can utilize more effectively

1. SLOAC website rocks
2. Framework versions—all divisions and student services were represented when revising (one dot)
3. We accomplished our major goal—templates are available yet we truly wanted to be totally inclusive
4. Awareness of SLOs—catalog, syllabus, course outlines of record
5. Well organized meetings with agendas, though we can sometimes get “stuck” on a small issue, but at the end Karen brings it all together between meetings; appreciate reminders; efficient “super Karen” (notetaker/ facilitator)
6. Supportive to uniqueness of members and disciplines
7. SLOAC authenticity instead of compliance

C. Looking back/ **looking forward**—successes of our meetings, what we want to put more attention toward, what committee talents/assets/resources we can utilize more effectively

1. How can we close the loop on our varied assessment measures and processes (e.g. Employee Voice; CCSSE; Balanced Scorecard; SLOs; PSLOs; ISLOs?) (7 dots)
2. Simplify the revision process—reduce “the work” necessary to do assessments (3 dots)
3. Identify good models of SLO assessments (2 dots)
4. Going back to the basics/ revisiting what’s been done (e.g. SLOAC committee members can support faculty in developing SLOs) (2 dots)
5. ISLOs are in flux—why and what to do? (2 dots)
6. Emergency intervention for lagging departments who need help (2 dots)—offer libations and food as bait
7. After completing a round of ISLO assessment, develop a campaign across the curriculum (one dot)
8. Students should know what SLOs pertain to them according to their program→ via orientation, counseling
9. What specific effectiveness questions do we want to explore?
10. Build on diverse perspectives and talents to create new targeted strategies
11. Flex workshops but no follow through
12. Involve different constituent groups (expand representation)
13. Use presentations as learning tools
14. SLOAC committee serves as a resource for faculty/ staff experiencing SLOAC issues; Karen serves as a point person; need liaisons for individual divisions

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 meeting: August 26, September 23, October 28, November 25, January 27, February 24, March 24, April 28. *Outlook invitations will be forthcoming.*

Division/ Dept. --> SLOAC Update 7/15/13	SLOs	Assessment Plans	Results
Skyline College	656	612 (93%)	482 (73%)
Business	167	133 (80%)	132 (79%)
Kinesiology	93	91 (98%)	86 (92%)
Language Arts	91	87 (96%)	60 (66%)
Science/ Math/ Tech	121	95 (79%)	87 (72%)
Social Sciences/ Creative Arts	179	159 (88%)	76 (42%)
Student Services Courses	29	22 (76%)	13 (45%)

