

SLOAC Steering Committee/ Institutional Effectiveness Committee Minutes

January 27, 2014, 2-3:30, Room 6203

Present: Steve Aurilio, Linda Aldridge, Michael Bishow, Lorraine DeMello, Alice Erskine, Jacquie Escobar, Jan Fosberg, Angelica Garcia, Rick Hough, Lucia Lachmayr, Jude Navari, Regina Pelayo, Jesse Raskin, Christine Roumbanis, Pricilla Sanchez, David Ulate, Dennis Wolbers, Karen Wong

Absent: Tammy Calderon, Nohel Corral, Nick Kapp, Sarah Perkins, Sarita Santos, Arthur Takayama

Document: (a) the most recent productivity report; (b) the Citizenship rubric draft

- I. Approval of the 11/25/13 Minutes – approved as is
- II. Introductions and welcoming our new Counseling Dean, Angelica Garcia
- III. How to Interpret a Productivity Report and Why It's Significant to the College (David Ulate)
 - A. Explained each part:
 1. Fill rate is based on the number of enrolled students by the end of the semester (including those who withdrew) divided by the enrollment cap total
 - a) Enrollment cap is determined by deans.
 - b) Actions taken may be cancelling classes, yet they also can be discussions about how to publicize classes to attract students.
 2. Load is based on the WSCH (weekly student contact hours, a.k.a. total number of hours spent teaching in the classroom and the lab) divided by the FTES (number of students enrolled full-time)
 - a) Number of full-time students often decreases when the economy is doing well.
 - B. Questions raised
 1. Productivity and Efficiency is based entirely on enrollment, but shouldn't it be based on success (number of students who successfully pass a course with a C or better)?
 - a) That's not the intent of this report. This report uses criteria that are used statewide in calculating how much money is allotted to each campus. Even though our District is now basic aid, we're still using similar criteria.

b) Nevertheless, we are looking at multiple factors in evaluating our College's effectiveness, for instance retention and success. This information is provided annually in program data.

(1) Based on assessment, the Math department is committing to the set enrollment caps to see if it impacts student success.

IV. Discussion of the Citizenship Rubric

A. What is meant by "active citizenship"? Should there be a delineation between citizenship within the classroom and outside of it?

B. What is meant by "lifelong learning?" Does the proposed addition cover it?

C. Does the revision to cultural sensitivity (as opposed to competency) work better than the original?

D. See the revision below.

V. Please designate the following Monday (the 4th Mondays of the month, except the first meeting of each semester), 2-3:30, for SLOAC Steering Committee meeting: February 24, March 24, April 28. Outlook invitations were sent.

Demonstrate scientific literacy concerning a range of global issues.

Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Use the scientific method of inquiry, interpretation and analysis and inference to address problems from data to determine what conclusions or solutions are reasonable (a)	Student does not understand the scientific method for determining reasonable conclusions or solutions to address problems.	Student is aware of the scientific method for determining conclusions or solutions to problems, but this knowledge is general and sparse.	Student, when guided, is aware of the scientific method for determining reasonable conclusions or solutions to problems.	Student is able to use the scientific method for determining reasonable conclusions or solutions to problems.
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Understand the impact of decisions made by local, national and international organizations, societies, environments and economies (a)	Student has no knowledge of these organizations or their functions and how they impact decisions made by local, national and international organizations.	Student understands generally that local, national and international organizations impact societal, environmental, and economic conditions, but is unaware of specific policies/decisions that impact her/ his world.	Student understands how some specific decisions made by local, national and international organizations impact many facets of her/ his day-to-day world; however, knowledge is limited or tends to cast issues in black and white.	Student has an excellent understanding of the way specific decisions made by local, national and international organizations impact her/ his day-to-day world. S/he is able to evaluate these issues critically and thoroughly.
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Understand the impact of the global economy on political decision-making (a)	Student is unaware of the impact of economic considerations on political decision-	Student is generally aware that political decisions are shaped by economic	Student is aware of some of the economic considerations that drive political	Student possesses an excellent understanding of economic considerations that

	making. S/he may be largely unaware of political events and international economic conditions.	considerations; however, s/he has little knowledge of specific considerations and national/ international policies.	decisions. However, this knowledge is somewhat limited or tends to cast issues in black and white terms.	drive specific national policies and decisions. S/he can critically evaluate the gains and losses that result from these policies.
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Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Understand the interconnectedness of the world (i.e., one nation's impact on other nations) (a)	Student does not understand that resource use of nations impact one another.	Student is aware that resource use by countries impacts one another, but this knowledge is general and sparse.	Student is aware that human, economic, and natural resources of one nation can impact those of other nations, but s/he is not aware of political/social/ environmental issues raised by economic interdependence.	Student understands how each country's human, economic, and natural resources impact each other; s/he can think critically about political/social/ environmental issues raised by economic interdependence.

Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Participate in the global society (e)	Student is unaware that persons in other nations directly influence her/ his life socially, politically, environment economically.	Student has a growing awareness of the global nature of the world. S/he is interested in the study of international policy and affairs—but action is limited to learning and reflection.	Student recognizes her/ his own role as an individual in a global society. When guided, s/he participates locally through economic, political, or social means (e.g., donations to relief efforts, contributions to	Student is aware of how her/ his actions and the actions of her/ his country exert influence globally. S/he seeks to understand the global impact of personal actions (e.g., consumerism, consumption of energy, or recycling), and acts accordingly.

			international social, health, or environmental concerns).	
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Demonstrate appropriate social skills in group settings.

Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Social Interaction (c,d)	Student shows low competence; rarely displays cooperation or friendliness, appears reluctant to help, delivers criticism with sarcasm, listens infrequently and inconsistently, such as interrupting, laughing or making side remarks; exhibits low self-control or respect.	Student is building competence; sometimes displays cooperation and friendliness; occasionally helpful and may deliver criticism if prompted; shows some listening and respect.	Student displays emerging competence; shows regular listening and attention; usually displays empathy and self-control; often generous in comments; shows respect.	Student demonstrates exemplary integration of social skills; almost always displays helpfulness, empathy, cooperation, and self-control; accepts and delivers criticism with compassion and confidence.

Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Participation (d)	Student shows unsatisfactory engagement; is detached or uninvolved; shows little or no response to comments or bids	Student is building engagement; takes some part in setting group goals; listens attentively and is reliably responsive to material;	Student has proficient engagement; prepared in advance; takes part in setting agenda; moderately skilled in offering input;	Student demonstrates outstanding engagement; draws out ideas or concerns of others, including those who have not participated; helps group stay on track;

	for connection; lets others set agenda; haphazard attendance	occasionally asks questions; consistent attendance	volunteers willingly and carries own share of the group's responsibilities.	summarizes group actions and assignments.
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teamwork (c,d)	Student has low level of competence; stays disconnected to group; does not initiate her/ his own contributions.	Student shows adequate beginning progress; joins a group cooperatively and acknowledges group members; listens attentively; often appears prepared regarding topic; sometimes contributes to end product.	Student displays proficient mastery; gives input confidently; is prepared and completes assigned task in timely fashion, respects differing viewpoints and offers positive responses to others.	Student demonstrates accomplished competence; takes an active position in group; attempts to have end product reflect all viewpoints; encourages and acknowledges work of all group members.
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Leadership (d)	Student is reluctant or uncertain about exercising leadership; focuses only on	Student shows some skills in leading; either insecure or overly confident about	Student shows confidence in leadership duties; regular listening and positive responses	Student regularly takes initiative in leading; consistently contributes ideas to group discussions;

	task or on participants; may not ask for ideas or does so without considering them; may show favoritism; does not initiate own ideas or they are off track.	own leadership skills; lets group ramble or stray off track or keep group too rigidly focused with no regard to relevant issues; offers own ideas and goals.	to others; balances task accomplishment with needs of individuals in group; shares information openly; may check in for agreement.	respectfully attends to and/or solicits others' ideas; keeps group on track by managing time, providing coaching, using humor or resolving differences; helps others to provide leadership.
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Demonstrate cultural competence. Demonstrate attitudes central to lifelong learning. Demonstrate commitment to active citizenship.

Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Demonstrate cultural sensitivity. (b)	Notices cultural knowledge, beliefs, and practices; recognizes commonalities and differences between her/ his culture and others, though they tend to be more easily observed characteristics such as foods, traditions, and ways of doing things.	Demonstrates a willingness to explore cultural knowledge, beliefs, and practices; recognizes commonalities and differences between her/ his culture and others, but unlike the novice, they tend to be more sophisticated characteristics such as values, roles, ways of thinking, and family, educational, political, and religious structures.	Demonstrates “basic” skill level behaviors; in addition, recognizes the importance and validity of others’ perspectives.	Demonstrates “proficient” skill level behaviors; in addition, demonstrates flexibility, adaptability, and a willingness to apply or consider alternative and/or diverse cultural perspectives to think critically and solve problems, and/or demonstrates ability to empathize with others- - i.e. an ability to imagine the perspectives and experiences of others as if they were their own.

Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
(NEW) Demonstrate behaviors central to lifelong learning. (c)	Student exhibits no motivation for, or ability to articulate and/or demonstrate strategy for, learning on her/ his own. Student may give up easily when frustrated, confine efforts to problems for which there is only one solution, seldom think about learning and how to improve it, and/or not explore “why” type of questions.	Student exhibits slight motivation for, and minimal ability to articulate and/or demonstrate strategies for, learning on her/ /his own. Student may be willing to try something new, try to make sense of what s/he is learning, and/or occasionally explore “why” type of questions.	Student exhibits confidence in their ability to learn on their own, and is a self-directed learner who exhibits sufficient ability to can articulate and/or demonstrate strategies for learning on her/ his/ own. May demonstrate “basic” skill level behaviors; in addition, may reflect on how to improve learning, seek out other opportunities to learn, and/or regularly explores “why” type of questions.	Student is a self-directed learner who exhibits experience in learning on her/ his own and can articulate and/or demonstrate well-structured strategies based on that experience. May demonstrate “proficient” skill level behaviors; in addition, may persist even when tasks are difficult, and/or can tolerate ambiguity.
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
(REVISED) Commitment to active citizenship via civic engagement: by having a sense of responsibility to the larger community (e)	No commitment. May be aware of issues but does not participate in active citizenship. Is severely discouraged from participating in global active	Minimal commitment. Is aware of issues; may make conscious choices and change own daily habits. Demonstrates some attitudinal	Adequate commitment. Demonstrates “basic” skill level behaviors; in addition, informs and attempts to persuade family and friends to make similar changes and/or collaborates	Full commitment. Demonstrates “proficient” skill level behaviors; in addition, adopts a leadership role in enacting change. Is well-organized with an inviting attitude

	citizenship.	weakness that does not allow him to participate in citizenship	with others to enact change. Is organized and participates adequately with an adequate participation in active citizenship.	and participation in active citizenship.
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