

**SLOAC Steering Committee Agenda**  
**October 8, 2007, 1:45-3:45, Room 5131**

Present: Steve Aurelio, Carlos Colombetti, Jacquie Escobar, Jan Fosberg, Chris Gibson, Cathy Hasson, Rick Hough, Lucia Lachmayr, Jen Merrill , Vicki Morrow, Vanson Nguyen, Jude Navari , Dan O' Connell, Virginia Padron, Christine Roumbanis, Arthur Takayama , Linda Vogel, Dennis Wolbers , Karen Wong, Jennifer Yen, Soodi Zamani

- I. RP Group, Cal-Pass, and Carnegie's Student Success Conference
- II. Update on meeting with ILT (Instructional Leadership Team) on September 24 in response to our request for support
  1. Supportive but felt that the flex calendar issue is not under their control since it's part of the contract/ bargaining process; suggested raising this issue in the appropriate venue
  2. Committed to helping in the following ways:
    1. Help get more people involved
    2. Allocate time in general and at division and department meetings for meaningful engagement of the SLOAC
    3. Help make dialogue more evident across the campus.
    4. Help free up faculty to support more people getting involved
    5. Look at language regarding the SLOAC to be included in faculty job announcements under desirable qualities
    6. Help support reasonable timelines and benchmarks for faculty to complete
    7. Feature institutional outcomes on college website
    8. Provide time to present Phase II of the rollout (assessment)
    9. Support full day or two to attend SLOAC workshops and work on SLOs and assessment plans
    10. Provide us support for getting non-committee departmental members actively engaged with the process
  3. Broached the issue with Rick who is a member of the AFT union leadership, who pointed out that faculty support is needed to initiate such a change.
    1. The SLOAC Steering Committee voted by consensus to have Karen write a letter to the AFT advocating for a structured in-service training day or two to engage in campus-wide initiatives, such as the SLOAC initiative. (See below for the letter and response from the AFT President.)

### III. The Community College Survey of Student Engagement (Cathy)

1. “Extensive research has identified good educational practices that are directly related to retention and other desired student outcomes. *The Community College Student Report*, CCSSE’s survey instrument, builds on this research and asks students about their college experiences — how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning; and so on...
2. To assist colleges in their efforts to reach for excellence, CCSSE has introduced national benchmarks of effective educational practice in community colleges. Research shows that the more actively engaged students are — with college faculty and staff, with other students, and with the subject matter — the more likely they are to learn and to achieve their academic goals. CCSSE benchmarks focus on institutional practices and student behaviors that promote student engagement — and that are positively related to student learning and persistence...The five benchmarks of effective educational practice in community colleges are active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.” (<http://www.ccsse.org/>)
3. This survey can be used as one means to assess many of our institutional outcomes.
4. This survey also could possibly replace the Noel-Levitz campus climate survey, which we presently use, or it could complement findings from that survey.
5. This survey is specifically designed for community college students, unlike our current survey, the Noel-Levitz, which is designed for university students. Eventually they publish a report with all of the community colleges that use this survey, so we can compare our campus’ responses with other campuses in the consortium.
6. This survey is administered once a year, though most campuses administer it every other year. The survey takes 45 minutes—an entire class time, and it is paper based. Who is to complete the survey would be based on a random stratified sample, and eventually CCSSE will likely run samples based on class meeting time.
7. This survey can include up to 20 customized questions of our own, including open-ended questions, but they go at the end.

8. If we choose this survey, the only drawback is that we can't compare findings from this survey with Noel-Levitz findings, the survey which we administered in the past. On the other hand, we could pull some questions from the Noel-Levitz and put them on this one in the customized questions part.
9. Question raised—if our institutional outcomes are for degree seeking students, then would it be appropriate to only administer to GE courses? No, since we want to get a random sampling. But results from the survey could be aggregated according to their self-identified “track.” And besides, some students in basic skills are on the transfer track.
10. The cost is \$7500 for a college of our size—the survey instrument; the reports they provide, including bundling packets according to each course;
11. Solicit a vote from the group by Friday to determine if Skyline should adopt it or not. Specifically, check out if there is a correlation between our institutional outcomes and the survey instrument questions.
  1. Fourteen members voted in favor, one undecided, and more specific feedback was forwarded to Cathy.

IV. Discussion of the Institutional Outcomes

- A. “Aesthetic Judgment” bullet point alternatives will be provided by Jude and Arthur at the next meeting. (See below for approved revisions in red.)
- B. Post- adoption questions regarding the bullet points under “Citizenship”—will discuss at the next meeting since we ran out of time

V. Moving the Framework out of the beta stage—Part I (Christine Roumbanis, Chris Gibson, and Connie Beringer)

1. On the chart on p. 9,
  - a) on the Institutional Level, added “Student Equity Plan” and “Marketing Plan” to *Plans*. Changed Institutional Planning Council to “Institutional Planning Committee”, and added “SLOAC Steering Committee” under *Assessors*;
  - b) on the Program Level, made the same change as the Institutional Level and added “Counseling, and Student Services” to “Faculty,” and replaced “Outcomes, Research, and Assessment Committee” with the “SLOAC Steering Committee” under *Assessors*;

- c) on the Course and Student Support Services Level, changed “Classroom level student outcomes” to “Course Level Student Outcomes” under *Plans*, and changed “Classroom Faculty” to “Instructional Faculty” and replaced “Outcomes, Research, and Assessment Committee” with the “SLOAC Steering Committee” under *Assessors*.
  - 2. Replaced any mentions of “Core Competencies” with “Institutional Outcomes.”
- VI. Assessment Plan Feedback: Virginia Padron (Career 136: Career and Life Planning)
- VII. Reminders:
- A. Arrange for the Phase II presentation on Assessment to your Division or Department this Fall.
  - B. Please save the following Monday afternoons, 1:45-3:45, for SLOAC Steering Committee meetings: The meetings are: (1) Oct. 29, and (2) Nov. 19.
  - C. Arrange to meet with your Framework team prior to your scheduled date to present findings: (1) Part I – Oct. 8, (2) Part II—Oct. 29, (3) Part III—Nov. 19
  - D. Draft assessment plan presentations this Fall will be from and anyone else who wants feedback, so tell me if you’d like feedback.
  - E. Save the date: Assessment Workshop with Jerry Rudmann on Feb. 29



October 9, 2007

To: AFT Local 1493 Leadership

Re: Flex Days

Thank you for your efforts in advocating for faculty on so many fronts.

Today I write to you on behalf of the Skyline College SLOAC Steering Committee, which includes representatives from every Division, and unanimously stands behind the following proposal. As you well know, all of our campuses have been engaged in rolling out the SLOAC initiative, a significant endeavor. At our first meeting of the semester, we conducted an informal self-study of the SLOAC on our campus, and what became readily evident was the need for more time to work on this initiative. What lies at its heart is dialogue between faculty and staff, which is best facilitated in a face-to-face meeting format. The present configuration of “flexible” flex days is not conducive to such a set-up. The Fall flex days are taken up by District, College, and Division level activities, with only two hours remaining for other activities, and of course Student Services staff are occupied with attending to students’ needs. And the Spring flex days are scheduled the Thursday and Friday before the semester begins, and the very end of the semester, when few people are likely to participate (an optimistic scenario, I might add).

As the AFT leadership embarks on a discussion of our academic calendar, we ask that you consider our dilemma. We propose that the current configuration be re-arranged such that more full-time and part-time faculty and staff will be able to participate. For instance, two of the current unstructured “flexible” flex days could be interspersed in both the Fall and Spring semesters to a mid-semester Friday. Those days could be used for in-service training and hands-on workshops. In turn, both will enable our campuses to implement the SLOAC in the way it was intended: to use as a means to strengthen teaching and learning.

Thank you for your consideration.

In unity,

Karen Wong, Professor of English/ SLOAC Steering Committee Chair &  
Members of the Skyline SLOAC Steering Committee

October 9, 1007 E-mail Response

Karen: On behalf of AFT let me thank you for your letter in support of the flex day proposal being presented at tomorrow's EC meeting. Even though this proposal is coming to the EC at the eleventh hour, AFT leadership is interested in exploring this possibility because it has been presented to us as a faculty driven initiative. Your letter further underscores the faculty interest in this possibility.

In all likelihood the EC will seek to poll the faculty at large about this proposal before making a final decision. Given other calendar considerations, if approved, it will probably not be possible to schedule the flex option on a Friday. Joaquin Rivera, our Chief Negotiator, has suggested that a Wednesday might be possible. In any case, I can assure you that the AFT Executive Committee will seriously consider this interesting and valuable flex option.

In Unity

Ernie Rodriguez, Ph.D.  
President, AFT Local 1493



## **Institutional Student Learning Outcomes**

Highlighted in the boxes, the following Institutional Student Learning Outcomes were generated with considerable input from the entire Skyline community. Upon completing an A.A./ A.S. degree and/or transfer preparation, students will show evidence of ability in the following core competency areas:

### **CRITICAL THINKING**

**STUDENTS WILL BE ABLE TO DEMONSTRATE CRITICAL THINKING SKILLS IN PROBLEM SOLVING ACROSS THE DISCIPLINES AND IN DAILY LIFE.**

Critical thinking includes the ability to:

- raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.
- analyze and compose arguments; assess the validity or strength of an argument using appropriate deductive and inductive techniques.
- think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.
- make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.
- demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.
- analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.

## **EFFECTIVE COMMUNICATION**

**STUDENTS WILL BE ABLE TO COMMUNICATE AND COMPREHEND EFFECTIVELY.**

Effective communication includes the ability to:

- comprehend, analyze, and respond appropriately to oral, written, and visual information.
- effectively express ideas through speaking and writing.

## **AESTHETIC SENSITIVITY**

**STUDENTS WILL BE ABLE TO ANALYZE AND CRITICALLY EVALUATE WITHIN HISTORICAL AND SOCIAL CONTEXTS THE IDEAS, EMOTIONS, AND VALUES EXPRESSED ~~DEMONSTRATED IN WORKS~~ EXPRESSIONS OF THE HUMAN IMAGINATION, INCLUDING **BUT NOT LIMITED TO** LITERATURE, MUSIC, AND THE VISUAL AND PERFORMING ARTS.**

Current Proposal:

- Aesthetics includes the ability to:
  - identify what the work is trying to address;
  - explain how the expression is being accomplished ~~technically~~;
  - articulate a personal response to the expression;
  - appraise its value based on socially, historically, and/or personally based value criteria.

## **CITIZENSHIP**

**STUDENTS WILL BE ABLE TO USE KNOWLEDGE ACQUIRED FROM COURSEWORK AND CAMPUS RESOURCES TO BE ETHICALLY RESPONSIBLE, CULTURALLY PROFICIENT CITIZENS, INFORMED AND INVOLVED IN CIVIC AFFAIRS LOCALLY, NATIONALLY, AND GLOBALLY.**

Citizenship includes the ability to:

- articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.

- develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.
- demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.

Proposed additions to the present bullet points:

1) ...demonstrate scientific literacy concerning a range of global problems including (or such as): climate change, resource depletion, transnational pollution, emerging diseases, and loss of biodiversity.

We should then add a similar bullet point for social issues on a global scale (such as): human rights, refugee crises, globalization, loss of cultural diversity, conflict and cooperation between states.

2) recognize, incorporate respect for and actively maintain stewardship of the natural environment ;

3) (as the second bullet point) recognize and incorporate respect for and active stewardship of the natural environment ;

4) At least one of the bullets could be replaced with a reference to the natural environment, such as:

- develop an understanding of their responsibilities as members of a global society, including the need to respect the natural environment and live in harmony with their fellow human beings. (Univ. Brit. Columbia)
- take personal responsibility for being informed, ethical and active citizens of their community, their nation, and their world. (Gavilan College)
- develop values, opinions, attitudes, and behaviors that underlie and support active citizenship through civic engagement, leadership development, advocacy, collaboration, team-building and mentoring (Columbia College)
- identify specific issues that call for social responsibility;  
evaluate the complexity of social justice issues;  
evaluate differing points of view on social responsibility and injustice and work for social change;  
understand the rights and responsibilities of citizenship;  
demonstrate the beginning of commitment to active citizenship. (Los

Angeles Valley College)

- take personal responsibility for being informed, ethical, and active citizens of their community, their nation and their world. (Univ. Hawaii)
- Programming will include activities that foster an appreciation for the environment, explore cultural diversity and encourage responsible citizenship. (Acadia Univ)

## **INFORMATION AND COMPUTER TECHNOLOGY LITERACY**

**STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO INFORMATION AND COMPUTER TECHNOLOGY LITERACY.**

Information and computer technology literacy includes the ability to:

- effectively locate and access information in numerous formats using a variety of appropriate search tools.
- 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.
- evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.

## **LIFELONG WELLNESS**

**STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF LIFELONG WELLNESS THROUGH PHYSICAL FITNESS AND/OR PERSONAL DEVELOPMENT.**

Lifelong wellness includes the ability to:

- demonstrate an understanding of physical fitness and its role in lifelong wellness.
- take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.

## SLO Assessment Plan Checklist

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain and improve performance. (T. Angelo, 1995).

	Yes	No
1. Contains a balance of direct and indirect assessment methods overall.		
2. Contains a mix of quantitative and qualitative measures overall.		
3. Contains mostly formative assessments for mid-course corrective action.		
4. Contains links between major assignments/activities and assessments.		
5. Contains three different ways to assess each SLO.		
6. Contains criteria that are based on realistic and meaningful benchmarks.		
7. Contains a variety of assessment methods both tried and true and new.		
8. Contains suggested approaches for sampling or systematically evaluating the student learning outcome.		
RECOMMENTATIONS, IF ANY:		

**SIGN UP TO LEAD A WORKSHOP ON CREATING  
ASSESSMENT PLANS**

YOUR NAME(S)	DEPT/ DIVISION WORKSHOP?	WHEN? (Specify if you will be presenting at the Fall Division meeting, Tuesday's Open Flex afternoon, or later in the semester.)
Dennis Wolbers	Dept. Workshop (Library Sciences)	Sp. 07 (Library Assessment Plan)
Virginia Padron & Jacquie Escobar	Dept. Workshop (Counseling)	Fall 07 (October? Perhaps the 29th)
Christine Roumbanis	Dept. Workshop (CAOT)	End of November
Jan Fosberg	Division Workshop about SLOs (PE)	Sp. 08 (May)
Jon Freedman, Rick Hough, & Soodi Zamani	Dept. Workshop (Math)	Fall 07 (November)
Lucia Lachmayr, Phyllis Taylor, & Ariel Vigo	Division Workshop (Language Arts)	Fall 07 (End of October)
Steve Aurilio, Arthur Takayama, Carlos Colombetti, Jude Navari, Jennifer Merrill	Departmental Workshops on whatever the department needs	Fall 07

Regina Pelayo	Dept. Workshop (Cosmetology)	Fall 07
Karen Wong & Cathy Hasson	Campus Flex Workshop	Fall 2007
Ray Hernandez? Nick Kapp?		