

## SLOAC Steering Committee Agenda

**November 23, 2009, 1:45- 3:45, Room 6203**

**Present:** Steve Aurilio, Michael Bishow, Luciana Castro, Kathleen Feinblum, Jan Fosberg, Tom Hewitt, Rick Hough, Rob Johnstone, Nick Kapp, Lucia Lachmayr, May Lee, Jude Navari, Vanson Nguyen, Arthur Takayama, Karen Wong, Soodi Zamani

**Absent:** Ray Hernandez, Johannes Masare, Vicki Morrow, Sita Motipara, Virginia Padron, Regina Pelayo, Christine Roumbanis, John Ulloa

- I. Approval of the 10/26/09 Notes—approved as is
- II. CCSSE statements
  - A. ISLO—reversion back to Information LITERACY instead of COMPETENCY—approved
    1. Yes
      - a) An information “literacy” subcommittee is underway, with the same skill sets being assessed as this ISLO, so we should keep the same terminology for consistency’s sake.
      - b) Other equivalents are computer, historical, and scientific literacy, so why not information “literacy”?
      - c) Competency suggests skill is subsumed under literacy as
    2. No
      - a) “competency” suggests an observational characteristic whereas “literacy” seems more like an operational term
  - B. What additional statements should be included to better assess the Citizenship ISLO)? (Arthur, Luciana, Vanson & Kathleen)
    1. In a typical week, how often do you act on your concern for environmental issues by recycling, using recycled materials, taking mass transit, or carpooling, etc.?

Always/ frequently/sometimes/ rarely

2. During this current school year, how often have you participated in an activity from a culture other than your own?

0/1- 2/ 3-4/ 5+

3. How would you characterize your experiences on this campus with people whose cultural backgrounds differ from your own?

Mostly positive/ neutral/ mostly negative/ had no experiences

4. In a typical day, how often do you consult media sources that explore social, economic, and political issues which affect our world?

Always/ frequently/sometimes/ rarely

5. How often are you willing to listen to and consider points of view that differ from your own?

Always/ frequently/sometimes/ rarely

### III. Defining a Program

A. Draft criteria of what constitutes a program

1. A program has a cohesive group of courses or activities that support a common set of outcomes. – approved this criteria

2. A program has prerequisites or a structured sequence. – delete this criteria

B. Draft process for assessing on the program level

1. Course level assessment results can be used for program assessment.

2. Roll out the mapping mechanism as articulated in *The SLOAC Framework*, identifying courses as introduced, practiced, or mastered to reflect on whether the sequence works. – **approved or not?**

C. Dean recommendations

1. Language Arts (Connie):

a) Yes for English Composition and Journalism (common set of program outcomes and sequence with prerequisites; Journalism also falls under transfer and CTE)

b) No for ESOL and Spanish, but later down the road they may want to assess on the program level. Students enrolled in the ESOL program have many different goals, and the population is much more fluid and transitional, so there is no common set of outcomes. But they may create a certificate for their program in the

future. Many students in the Spanish program go through the sequence but don't pursue the degree.

c) No for Speech Communications—no common set of outcomes

2. Physical Education (Joe): None → "I talked this over with Jan and don't think our athletic program would necessarily fall under the definition of a cohesive set of courses that support a common set of outcomes."

3. Business (Christine): "We would like to submit the following programs for assessment on the program level. After discussion with Dean Meadows and faculty in each respective department, the programs do meet the criteria for the development of program level slo's as each program has a cohesive group of courses or activities that support a common set of outcomes and the programs have prerequisites or a structured sequence: (a) Accounting, (b) Automotive Technology, (c) Business Administration, (d) CAOT, (e) Cosmetology, (f) Early Childhood Education.

4. SMT (Mike): We are being asked to define programs for the SMT Division. My list would be: Biology, Chemistry, Math, Respiratory Therapy, Surgical Technology, Telecommunication and Networking Technology. (Chris Case) I'd add Earth and Planetary Sciences as a program (GEOL, OCN, ASTR). It's similar to the GE Biology program, i.e., outcomes: graduation and transfer requirements, science literacy (iSLO). And I imagine would have similar SLOs regarding global issues and citizenship. The courses aren't sequential, but they aren't in GE (100s) Biology either. GE Biology is tied together by the outcomes.

(11/30/09 e-mail) added Life Science

5. Social Sciences/ Creative Arts (Donna via Jude): any program that issues a degree or certificate—Music, Art, Psychology

D. Accreditation Standards—seem to suggest that programs issue degrees and certificates

1. (II.A.1.c.) The institution identifies student learning outcomes for **courses, programs, certificates, and degrees**; assesses student achievement of those outcomes; and uses assessment results to make improvements.

2. (II.A.2.b.) The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify

competency levels and measurable student learning outcomes for **courses, certificates, programs including general and vocational education, and degrees**. The institution regularly assesses student progress towards achieving those outcomes.

3. (II.A.2.f.) The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for **courses, certificates, programs including general and vocational education, and degrees**. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

4. (IIB4)

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

5. (IIC2)

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

E. Recommendation—Ask programs that fulfill the IIIA1 criteria as well as issue 20+ degrees/ certificates per year to conduct program level assessment. Among those programs, don't include old or new ones since they're in flux.

1. **Rationale:** The rationale is the same as pertaining to the ISLOs. Much like students can't be expected to fulfill all of the ISLOs without taking most of the courses that apply to their AA/AS , students can't be expected to fulfill all of the program outcomes unless they've taken most of the courses that apply to their major. Yet if all of this assessment only applies to one student, it's not really great use of faculty/ staff time, hence our decision to ask only those programs that graduate at least 20 per year.

2. **TO DO:** Rob will compile a list of programs that issue 20+ degrees/ certificates per year so that the SLOAC Steering Committee can make a clear recommendation in Spring 2010.

IV. TracDat Update—District bought a license. College SLOAC Coordinators, Researchers, and an Administrator per campus participated in a 1/5 day training. Each department will need an individual to manage the inputting of assessment plans, instruments, data, implications, etc. The SLOAC Steering Committee begrudgingly agreed to be some of those administrators, as long as the training takes place during meetings or the March flex.

V. November Flex SLOAC Workshop Impressions

Circle the workshop you attended.		
Assessment Plan Workshop (18)	Rubrics Workshop (6)	Surveys Workshop (3)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
This SLOAC Workshop helped me to draft an assessment plan, rubric, and/or survey.	14	5	1		
The SLOAC handouts distributed via e-mail were useful.	13	4			2
The SLOAC poster session buffet provided me with effective strategies to assess in my own classroom.	8	2	1		7

Which flex workshops are you interested in attending next semester?				
	Definitely Interested	Interested	Not interested	Definitely Not interested
Analyzing Data Generated from Assessment	8	6	1	
Creating Spreadsheets to Tabulate Assessment Data	8	5	1	
Assessing with Classroom Assessment Techniques (CATs) (ie., one minute paper)	9	6	1	
Aligning Courses with Program SLOs	8	3	5	
Reviewing What Each Department Needs to Complete for the SLOAC	7	5	5	

**1. What other SLOAC topics would you like to see addressed at future workshops?**

Assessment Plan: (1) Program SLO Dvt.; (2) Aligning rubrics with assessment of essay/ report assignments.

**2. What suggestions do you have for increasing the effectiveness of the SLOAC workshops?**

Assessment Plan: (1) sessions on definition of terms; common criteria/ benchmarks (that are measurable); (2) Maybe go to 2-2 1/4 hours; (3) Ask the faculty/ colleagues who have already completed a greater part of their SLOs and their respective assessment plan to present to the participants.

Rubrics: (1) Luciana, Soodi, and Lucia were great and very helpful—wonderful workshop. (2) This was my first workshop, and it was incredibly helpful!!

Surveys: (1) short, follow up meetings/ internet chats—sharing results of efforts, either in person or on-line; (2) very good workshop, a lot of “a-ha!” moments

**VI. Feedback on the Critical Thinking ISLO Assessment Process and Rubric (Rick)**

A. These rubrics will be downloadable from TracDat for faculty to use to compile data. Faculty who have identified the ISLO as central to their course will be asked to apply the rubric.

VII. Please designate the following Monday (4<sup>th</sup> Mondays of the month), 1:45-3:45, for SLOAC Steering Committee meetings: January 25, February 22, March 22, and April 26.