

SLOAC Steering Committee Minutes

January 31, 2011, 2-4, Room 6203

Present: Steve Aurilio, Michael Bishow, Luciana Castro, Kathleen Feinblum, Jan Fosberg, Rob Johnstone, Sita Motipara, Jude Navari, Christine Roumbanis, Arthur Takayama, Mike Williamson, Dennis Wolbers, Karen Wong

Absent: Greg Christensen, Maria Escobar, Rick Hough, Nick Kapp, Melissa Komadina, Lucia Lachmayr, Regina Pelayo

- I. Approval of the 11/22/10 Minutes—approved as is
- II. Flex on March 11
 - A. Please announce the two TracDat workshops to your division colleagues and encourage them to attend. Consider providing a brief TracDat demonstration to your colleagues to perk their interest.
 1. TracDat was demonstrated at the SMT and the Business division meetings
 - B. Two TracDat workshops will be held in 2117B
 1. 9-12: Phase I (inputting SLOs, assessments, instruments, assessment results, and action plans) – Dennis, Jan, and perhaps Luciana will help as floaters
 2. HOSTED LUNCH—need volunteers to help straighten up after lunch—Rob, Jan, and perhaps Luciana will help—more volunteers are needed
 3. 1-3: Phase II (inputting PSLOs; mapping SLOs to PSLOs and ISLOs) for everyone who already participated in Phase I training
- III. PSLOs Workshop— Generate draft PSLOs for your department so that you can lead a workshop in your division/ department so that all departments undergoing program review will have final drafts of their PSLOs by the end of this semester, or ideally, by March 11. (Karen, Luciana, Steve)
 - A. [Handout](#) distributed to the campus via e-mail
 1. PSLOs don't need to be addressed in every course, but they should be the most important knowledge, skills, and/or attitudes that any graduate of your program should know.
 2. Rob suggested considering the two to three most important knowledge or skills that stay with you five years after completing a program.

3. Mike and Michael suggested taking a look at discipline specific transfer outcomes that the SB1440 process is yielding or will yield.

4. While mapping courses up to PSLOs, you may want to primarily draw from course level data in which students “practiced with feedback” or “mastered” the PSLO for PSLO assessment purposes.

B. [Examples](#) from Foreign Languages and Administration of Justice

1. Foreign Languages (Luciana)

a) She drew from the ISLOs and the UC and CSU transfer degree requirements to generate this list. It was challenging to create PSLOs for a diverse program that includes European and non-European languages such as Arabic, Chinese, and American Sign Language, so she felt that for the time being they will need all nine PSLOs.

b) So far everyone approves of them

2. Administration of Justice (Steve)

a) He drew from the ISLOs, though contextualized them in AJ, and considered what students should be able to think and do upon completing the program. The task simpler than Foreign Languages since there is a 27 unit cohesive program. He will try to reduce the list to fewer PSLOs but is mindful of not making them too broad. Not all of the courses map up to the PSLOs, and not all of the PSLOs map up to the ISLOs.

b) He plans to revisit the assessment schedule to accommodate highly enrolled courses

c) He is perplexed about how to assess these PSLOs beyond an exit survey and how to assess more than once every six years since he also is assessing on the course level.

(1) employer survey?

(2) Test results for licensing?

C. [Evaluating a course sequence for its cohesiveness](#) --- This exercise is especially helpful for programs with sequences and/or prerequisites.

IV. Trust Committee Regarding the Accreditation Recommendation to Link Faculty Evaluation and the SLOAC

A. 1/21/11 Report from District Academic Senate President Ray Hernandez

1. Faculty Evaluation Trust Committee Statement: Last summer, faculty representatives from DAS (Diana Bennett, Ray Hernandez) and AFT (Nina Floro, Monica Malamud) formed a subcommittee to draft a statement outlining the importance and need for the district to constitute a

trust committee to overhaul the district's current faculty evaluation process. A final draft will be presented to local senates at their first Spring meeting for review and approval. Shortly thereafter, the statement along with recommendations will be presented to the Chancellor and the Board. With their support, we hope to start work on the faculty evaluation process in Fall 2011.

a) The recent Accreditation Commission for Community and Junior Colleges (ACCJC) comprehensive and mid-term reports have also addressed the need for a review and revision of the evaluation procedures and tools. Two specific areas of concern noted in the ACCJC reports were distance education and Student Learning Outcomes (SLOs) ... Additionally, the accreditation standard II.A.1.c. requires that SLOs be included in faculty evaluation, even though there is no clear direction as to how this should occur. In the District and state-wide there has been much debate about whether SLOs should be integrated into faculty evaluation and if they are included, how it could be done without compromising the evaluation system and authentic assessment of SLOs. Any action or decision-making concerning this important issue should not move forward without exhaustive conversation and consultation by a Trust Committee.

V. [Updated SLOAC website](#)—the steps are under the link, “Implementation Schedule”

- A. Original forms and the link to TracDat are included to ease the transition to a total reliance on TracDat
- B. Added directions and timelines for generating and mapping PSLOs
- C. Uploaded spreadsheet from the Research Office that highlights the highest enrolled courses with the hope that faculty will include those courses in their assessment plans

VI. Please designate the following Mondays (the 4th Mondays of the month, except the first meeting of each semester), 2-4, for SLOAC Steering Committee meetings: February 28, March 28, April 25. If you cannot continue with the committee next year, please arrange for a replacement within your Division and update me.

ADMJ Program Student Learning Outcomes (SLOs)

ADMJ Program SLOs have been designed to substantively incorporate its course SLOs, and to align with Skyline College's Institutional SLOs (ISLOs) which are listed as follows: **1. Critical Thinking (CT); 2. Effective Communication (EC); 3. Citizenship (CS); 4. Information & Computer Technology Literacy (IT); and 5. Lifelong Wellness (LW)**

Upon successful completion of the ADMJ program, *students will be able to:*

- Identify and describe the structure and functions of the main components of the criminal justice system: law enforcement, courts, corrections, and juvenile justice.
(CT; EC; CS)
- Summarize and interpret the main theories in criminology and criminal justice that offer various explanations and understandings of why people commit crime.
(CT; EC; CS)
- Distinguish how the major criminal justice institutions respond to crime and victims.
(CT; CS; LW)
- Critically consider, analyze, and research special issues in criminology and criminal justice and their effects on society.
(CT; EC; IT)
- Apply criminological and criminal justice theories, principles, and concepts to address real life problems and situations in the criminal justice field.
(CT; CS)
- Exhibit strong and effective written and oral communication skills.
(EC; CS)
- Identify career and educational options in the field of criminal justice, and then formulate appropriate action plans toward achieving goals and objectives.
(CT; CS; IT)
- Recognize the importance of, and practice, ethical behavior in a professional criminal justice work setting, both within the agency and within the community.
(CS; LW)
- Bring back into the community and apply the skills, abilities, and knowledge acquired in the ADMJ Program for the betterment of others and themselves, and to further the objectives of justice in society.
(CS; LW)

SKY Foreign Languages Program Student Learning Outcomes (SLOs)

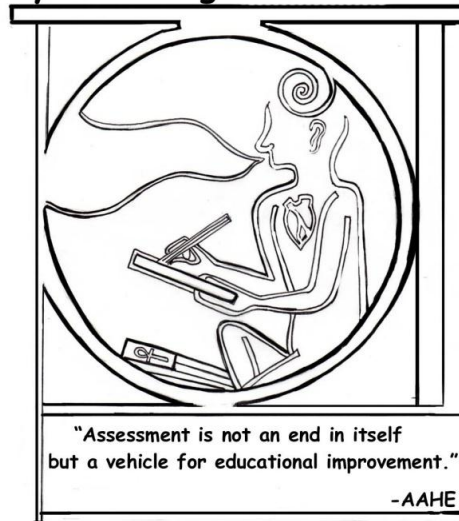
SKYFLA Program SLOs have been designed to substantively incorporate its course SLOs, and to align with Skyline College's Institutional SLOs (ISLOs) which are listed as follows:

1. Critical Thinking (CT); 2. Effective Communication (EC); 3. Citizenship (CS); 4. Information & Computer Technology Literacy (IT); and 5. Lifelong Wellness (LW)

Upon successful completion of the SKYFLA program, *students will be able to:*

- ❑ Identify and describe language structure and functions of the main components of the linguistic system of the four basic skills: reading, writing, speaking and listening comprehension **(UC; CSU)**
- ❑ Summarize, translate and interpret the main grammatical structures in language to offer various explanations and understandings of why and how people communicate. **(UC; CSU)**
- ❑ Distinguish different forms of dialects and discourse to be interpreted and translated into the target language and into the dominant language - English.**(UC; CSU)**
- ❑ Critically consider, analyze, and research special issues in sociolinguistics, bilingualism and multiculturalism.**(UC; CSU)**
- ❑ Apply cultural and grammatical theories, principles, and concepts to address real life problems and situations in the foreign language acquisition and cognition field.. **(UC; CSU)**
- ❑ Exhibit strong and effective written and oral communication skills. **(CSU; UC)**
- ❑ Identify career and educational options in the field of foreign language acquisition, and then formulate appropriate action plans toward achieving goals and objectives. **(CSU; UC)**
- ❑ Recognize the importance of, and practice exposure to different native-speakers of the target language for further socio-cultural and linguistic development. **(UC; CSU)**
- ❑ Bring back into the community and apply the skills, abilities, and knowledge acquired in the SKYFLA Program for the improvement of others and themselves, and to further the objectives of translation, interpretation and communication in different foreign languages in society. **(CSU; UC)**

Skyline College SLOAC Team



November 30, 2010

Hello lovely colleagues,

Our campus has long been committed to student success, and assessment is one tool to help us fulfill our goal. We've now been immersed in the process for the past five years, and so at this point, every department should have gone through at least one course level assessment cycle per year, if not more.

Our next step is to generate program level SLOs (PSLOs), also known as departmental level SLOs. *Any department that is required to undergo program review* is required to write PSLOs, map core courses to PSLOs, and determine whether additional assessments need to be designed and implemented. Below are descriptions, rationales, and deadlines for each step, and attached are [resources](#) for you to complete each step.

Should you have any questions, please contact SLOAC Coordinator Karen Wong, division representatives on the SLOAC Steering Committee, or Curriculum Committee Co-chairs Nick Kapp or Christine Roumbanis.

Thanks,

Vice President of Instruction Regina Stanback-Stroud, SLOAC Coordinator Karen Wong, Curriculum Committee Co-chairs Nick Kapp & Christine Roumbanis

**STEP ONE: CREATE AND DOCUMENT PSLOs
BY THE END OF SPRING, 2011**

Any department that is required to undergo program review must create PSLOs (students' knowledge, skills, and attitudes) that the core courses have in common. As with the course level SLOs, limit the PSLOs to three, perhaps four, as you will be assessing them in some manner.

Submit a copy of your PSLOs to [Maria Norris](#) and keep an electronic copy of your PSLOs on file with your Dean so that on **Friday, March 11**, someone with a user account with TracDat can upload the PSLOs. If your department does not have a designated faculty member, your Dean can upload them. **Anyone who has undergone the first TracDat training is encouraged to attend this second level TracDat workshop**; reserve your spot by contacting [Karen Wong](#).

**STEP TWO: MAP CORE COURSES TO PSLOs
BY THE END OF FALL, 2011**

Review the core courses which you are assessing, and determine which of their SLOs are central to students achieving the PSLOs. Once you enter that information on TracDat, assessment results conducted at the course level will “roll up” to the program level; as such, you can use course level assessment results as a means to reflect on how well students are achieving the PSLO.

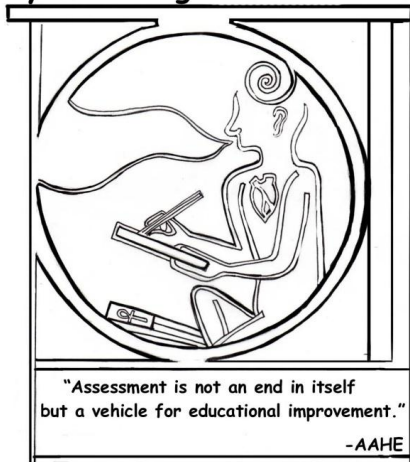
The aforementioned **March 11 flex workshop** will cover how to map SLOs on the course level to PSLOs.

**STEP THREE: DETERMINE WHETHER ADDITIONAL ASSESSMENTS
NEED TO BE DESIGNED, AND IMPLEMENT IT
BY THE END OF SPRING, 2012**

In phase one of our program level assessment, only CTE programs and the four interdisciplinary studies programs (which used to be categorized under “Liberal Arts”) with more than 20 degrees or certificates awarded each year, will be required to conduct a deeper assessment. This program level assessment may replace one of your annual course level assessments.

For programs with less than 20 degrees or certificates awarded each year, course level assessments “rolling up” to program level assessment will suffice for program level assessment, though they can do more if they want.

Skyline College SLOAC Team



Graphic Designed by Carla Milagro Castillo

RESOURCES TO COMPLETE THE THREE PSLO STEPS

STEP ONE: CREATE AND DOCUMENT PSLOs BY THE END OF SPRING, 2011

You're encouraged to limit the PSLOs to three, perhaps four, as you will be assessing them in some manner. As with the course level SLOs, use Bloom's Taxonomy language, which can be accessed in the [SLOAC Framework's](#) appendix.

Draw from existing SLOs, such as our [ISLOs](#) since they encompass a variety of disciplines, and also you can determine how your program supports students' fulfillment of these ISLOs. Determine which ISLOs pertain to your program, and/or adapt these ISLOs to explicitly connect with it. (On a related note, you are encouraged to use the relevant parts of the [ISLO rubrics](#), under step #5, which have already been created.)

Secondly, supplement these PSLOs if necessary by drawing from common course level SLOs, professional organizations with which they're affiliated, etc.

Once you draft your PSLOs, submit a copy of your PSLOs to [Maria Norris](#) and keep an electronic copy of your PSLOs on file with your Dean so that on Friday, March 11, someone with a user account with TracDat can upload the PSLOs. If your department does not have a designated faculty member, your Dean can upload them. Anyone who has undergone the first TracDat training is encouraged to attend; reserve your spot by contacting [Karen Wong](#).

STEP TWO: MAP CORE COURSES TO PSLOs BY THE END OF FALL, 2011

Review the core courses which you are assessing, and determine which of their SLOs are central to students achieving the PSLOs. Once you enter that information on TracDat, assessment results conducted at the course level will “roll up” to the program level; as such, you can use course level assessment results as a means to reflect on how well students are achieving the PSLO.

The aforementioned March 11 flex workshop will cover how to map SLOs on the course level to PSLOs as well as ISLOs.

Option: If your department has a sequence of courses or prerequisites, it's worthwhile to evaluate whether your curriculum is “cohesive.” (See [The Skyline SLOAC Framework](#), p. 33).

STEP THREE: DETERMINE WHETHER ADDITIONAL ASSESSMENTS NEED TO BE DESIGNED, AND IMPLEMENT IT BY THE END OF SPRING, 2012

In phase one of our program level assessment, only CTE programs and the four interdisciplinary studies programs (which used to be categorized under “Liberal Arts”) with more than 20 degrees or certificates awarded each year, will be required to conduct a deeper assessment. This program level assessment may replace one of your annual course level assessments. For instance, CTE programs could cite students' performance on licensing exams; administer a survey or facilitate a focus group with graduates/ certificate recipients; evaluate culminating experiences such as a capstone project, portfolio, etc.

For programs with less than 20 degrees or certificates awarded each year, course level assessments “rolling up” to program level assessment will suffice for program level assessment, though they can do more if they want.



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.

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:

- demonstrate scientific literacy concerning a range of global issues;
- 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.
- demonstrate commitment to active citizenship.

INFORMATION LITERACY

STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO INFORMATION LITERACY.

Information literacy includes the ability to:

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

COMPUTER TECHNOLOGY LITERACY

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

Computer technology literacy includes the ability to:

- 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.

LIFELONG WELLNESS

STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF LIFELONG WELLNESS THROUGH PHYSICAL FITNESS AND 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 psycho-social needs, determining resources, and accessing appropriate services for academic success.

The Cohesive Curriculum
(Variation from the *Skyline SLOAC Framework's* handout from Mary Allen's Assessment Workshop, p. 33)

- Coherence
 - Synthesizing Experiences
 - Ongoing Practice of Learned Skills
 - Systematically Created Opportunities to Develop Increasing Sophistication and Apply What Is Learned
-

Directions: If your department has a sequence of courses or prerequisites, it's worthwhile to evaluate whether your curriculum is cohesive. List core courses vertically in the left column, and PSLOs horizontally on the top row. If the set of courses below constituted your department's core courses, what insights can you gain about its relative cohesiveness?

Course x Program Outcomes Alignment Matrix

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
100	I, P				I
101		I			P
102	P		P		P
103					P
200	P		P		
229					P
230			P, D		D
280					
290	D		P,D		D

I = Introduced, P = Practiced with Feedback, D = Demonstrated at the Mastery Level
 Appropriate for Graduation