

**SLOAC Steering Committee Agenda
February 5, 2007, 1:45-3:45, Room 1319**

Present: Alma Cervantes, Jan Fosberg, Jon Freedman, Ray Hernandez , Rick Hough, Melissa Komadina, Lucia Lachmayr, Betty Lindgren-Young, Jude Navari, Virginia Padron, Christine Roumbanis, Phyllis Taylor, Ariel Vigo, Dennis Wolbers, Karen Wong, Soodi Zamani

- I. Announcement—check out books from Jossey Bass and give me feedback about their relative usefulness

- II. Vote whether to move Fall SLOAC meetings to Friday college hour, 12-2—no.

- III. Overview of Rolling Out Assessment
 - A. Curriculum Committee approved our Time Frame model at their Nov. 15, 2006 meeting.
 - B. Implications for us: We need to vamp up our training.
 1. Schedule a time this semester or next Fall to train colleagues in your Division or department on creating assessment plans.
 2. Inform them about piloting opportunities and to contact me if interested.
 3. Encourage them to attend flex workshops on the SLOAC this semester.

- IV. Approve draft of degree level outcomes to solicit feedback from the campus at large.

- V. Highlights from October 2006 Student Success Conference in San Diego
 - A. Lucia was struck by how many different ways there are to assess. The pitfall was for a Reading Department that had a common assessment, writing a summary about an article, but the article was too difficult since the students lacked sufficient background knowledge about the topic of the article, and so many students failed. The next time around the English Department chose too easy of an article, so once again they didn't gather the data they needed to determine whether their program was effective or not.

- B. Christine enjoyed learning about how Mt. San Antonio used assessment as a means to strengthen their on-line courses. By requiring faculty who teach on-line to be certified (and therefore abide by uniform design principles), to provide a stipend for faculty to develop their on-line courses, and to allow faculty to “own” the materials they develop for the course, the faculty felt more comfortable with this medium and the students ended up being more successful. Skyline’s CAOT is in the process of designing a survey for students enrolled in on-line courses to identify what works and what doesn’t.
- C. Rick was generally frustrated by the workshops that were ostensibly about Math assessment, though he appreciated one general session on useful website links about assessment. He also enjoyed the presentation on “Clicker” technology (which presently SS faculty Michael Moynihan and Tony Jackson are piloting and encountering difficulties as MAC users).
- D. Melissa most benefited from the “Assessing the Ineffable” workshop and saw the potential benefits of rubrics. She also was inspired by the numerous initiatives which seek to improve the success of “at-risk” students, such as Pasadena’s Math Summer Bridge Program and Chaffey’s “Opening Doors to Excellence,” which often pair Counseling with core academic courses, but she also took to heart the last speaker’s message to not spread ourselves too thin and instead focus on our most important goals.
- E. Jon also enjoyed the “Assessing the Ineffable” workshop. Especially for Math courses, he’s looking for positive changes in students’ attitudes. On an aside, he noted that research shows that students who pass that developmental Math course are also the students most likely to persist and secure their degree.

VI. Give feedback on assessment plans

- A. Discuss whether to add the Assessment Plan Checklist into our Framework, and whether it needs revising.
- B. Ariel Vigo (English 846/846)
- C. Jonathan Freedman (Math)
- D. If time, workshop or field questions on crafting assessment plans.

VII. Revised Schedule for Piloting

- A. Spring 2007—Create assessment plans and related instruments.
- B. Fall 2007—Assess and Analyze Data.
- C. Spring 2007- Spring 2008—lead two workshops on some aspect of assessment
- D. Submit a timesheet to me with your name, social security number, and signature by our next meeting.

VI. Reminders:

A. Please reserve these Mondays for SLOAC meetings from 1:45-3:45 with the following tentative agendas:

1. February 26 (designing rubric workshop open to the campus; feedback on assessment plans)—Room 6203
2. March 19 (training on how to lead workshops on creating assessment plans; feedback on assessment plans; discuss the AFT survey feedback)—Room 5131
3. April 16 (designing surveys workshop open to the campus; feedback on assessment plans)—Room 5131
4. May 7 (finalizing “institutional outcomes”; feedback on assessment plans) —Room 5131

B. Attend the upcoming Student Success conference on October 3-5, 2007, in San Jose

“This is a "can't miss" conference for those engaged in the quest for strengthening student success through assessment of learning and collaborative inquiry. It is being planned and led by expert faculty and staff who have successfully met the challenge of assessing and using student learning outcomes-within courses and programs, across the disciplines, the college, and other sectors of education (K-16), integrated with issues of underpreparedness and equity for all students.

The conference is co-sponsored by the California Partnership for Achieving Student Success (Cal-PASS) and the Research and Planning Group of California (RP Group), in collaboration with the Carnegie Foundation for the Advancement of Teaching and Learning, the William and Flora Hewlett Foundation, and the Accrediting Commission for Community and Junior Colleges (ACCJC). The purpose of the conference is to bring together practitioners to share new ideas and current assessment practice around the theme of strengthening student success.

This conference is aimed at community college faculty and staff--student services, instruction, and planning, research and assessment-and their partners (i.e., K-12, university). Presentations are expected to address assessment practices and how the results are used to improve teaching and learning in the following ten tracks: (1) Math, (2) English, (3) Social Science, (4) Science, (5) Basic Skills, (6) Student Services, (7) Occupational Education, (8) General Education, (9) Cal-PASS, (10) Cross-Disciplinary (assessment tools and methodology applicable across disciplines, technology assisted assessment, complementary roles, equity in expected outcomes, etc).”

Fall 2006 Draft ~~Institutional Outcomes~~/ Degree Level Student Learning Outcomes/ ~~Core Competencies~~

Tasks:

- ❑ October/ November 2006: Meet in subcommittees to refine the drafts from the Curriculum Committee.
- ❑ November 13, 2006 SLOAC Meeting: Present second drafts and receive feedback on content to refine the draft for the next meeting on February 5. Determine: (a) whether to include all of these categories or to collapse further; (b) what to call this comprehensive list; (c) the format (ie., Title, brief overarching description, more specific bullet points). **(Changes are noted in orange.)**
- ❑ November/ December 2006/ January 2007: Meet with subcommittee to refine the drafts based on feedback from the November 13 meeting.
- ❑ February 5, 2007 SLOAC Meeting: Present third drafts for approval to move forward and consult with the rest of the campus (i.e., Academic Senate, ASSC, Classified Council, College Council, ILT, IPC, etc.). **(Changes are noted in blue. Overall order of each outcome is now alphabetized so as to not imply a hierarchy of importance.)**
- ❑ Spring 2007: Integrate feedback into the final draft, which will be finalized at our last meeting on May 7.
- ❑ May 7, 2007 SLOAC Meeting: Approve the fourth draft and forward to the Curriculum Committee and other governing committees.

Fall 2006 Draft from the Curriculum Committee	Fall 2006/Spring 2007 Draft from the SLOAC committee
<p>Critical Analysis & Logical Thinking: Students will be able to apply intellectual standards to their thinking processes in order to</p> <ul style="list-style-type: none"> ▪ raise vital questions and problems, ▪ gather and assess information, ▪ develop well-reasoned conclusions and solutions; and <p>think open mindedly within alternative systems of thought and communicate effectively with others in figuring out solutions to problems.</p> <p>Carlos, Jude, & Rick (and Jennifer?)</p> <p>Reasoning: Students will be able to use scientific and quantitative reasoning skills to solve everyday problems and understand the relationship of their biological, physical and cultural environment.</p> <p>Jonathan, Karen, & Soodi</p>	<p>Critical Thinking</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • recognize the value of critical thinking in problem solving in the context of a collegiate environment as well as across the disciplines and in daily life • 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,

	<ul style="list-style-type: none"> • 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; • apply scientific reasoning and explanatory criteria to evaluate scientific hypotheses or pseudo-scientific claims, (replaced with the bullet point from scientific and quantitative reasoning) • 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; (moved from scientific and quantitative reasoning)
<p>Communication: Students will be able to write, speak, read and listen in order to understand ideas of others and express ideas effectively</p> <p>Betty, Karen, & Lucia</p>	<p>Effective Communication</p> <p>Students will be able to comprehend, analyze, and respond appropriately to oral, written, and visual information. Conversely, Students will be able to effectively express ideas through speaking and writing.</p>

<p>Students will be able to use acquired knowledge and skills of history, society and culture to be effective citizens of the globe, understand the interconnectedness of the people of the globe, understand and respect the range of cultural diversity , develop a code for personal and civic life as a responsible citizen and make judgments based on a system of values</p> <p>Alma, Chris C., Dennis, Richard Soyombo</p>	<p>Global Citizenship</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • use knowledge acquired from coursework and campus resources of the humanities, social sciences, and natural sciences to be ethical global citizens and to take responsibility for being informed, active citizens of their community and of the world; • develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought. (moved from Information and Computer Technology Literacy) • 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.
<p>Christine R. & Dennis</p>	<p>Information and Computer Technology Literacy</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1) Effectively locate and access information in numerous formats using a variety of appropriate search tools. 2) Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in a knowledge- an information society. 3) Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills. 4) Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought. (moved to Global Citizenship)

Students will be able to:

- Identify and assess their current fitness level and alter or modify specific fitness practices in order to improve body composition, flexibility, cardiovascular fitness and/or strength.
- Demonstrate an understanding of cardiovascular fitness and its impact on health, and identify diseases associated with a sedentary lifestyle
- Compare personal fitness test results with societal norms and averages, identify potential risk factors for disease and injury, and participate in a progressive fitness program to show improved cardiovascular fitness levels

Jan & Regina

P.E./Personal Development Lifelong Wellness

Students will **be able to demonstrate** develop an understanding of physical fitness and its role in personal development and lifelong wellness.

SIGN UP TO GET FEEDBACK ON YOUR ASSESSMENT PLAN DRAFT

Need to sign up: Arthur, AJ

February 5	1) Ariel Vigo 2) Jon Freedman
February 26	1) Rick Hough 2) Jan Fosberg
March 19	1) Jude Navari 2) Christine Roumbanis 3) Carlos Colombetti
April 16	1) Dennis Wolbers 2) Ray Hernandez
May 7	1) Soodi Zamani 2) Jacquie Escobar 3) Virginia Padron

SLO Assessment Plan Checklist

(to be revised and added to the Framework)

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.		
RECOMMENDATIONS, IF ANY:		

