

SLOAC Steering Committee Agenda

March 23, 2009, 1:45-3:45, Room 5131

Present: Steve Aurelio, Michael Bishow, Luciana Castro, Carlos Colombetti, Jan Fosberg, David Hasson, Tom Hewitt, Rick Hough, Lucia Lachmayr, Jude Navari, Vanson Nguyen, Virginia Padron, Regina Pelayo, Felix Perez, Christine Roumbanis, Karen Wong, Soodi Zamani

Absent: Ray Hernandez, Rob Johnstone, Nick Kapp, Vicki Morrow, Arthur Takayama

- I. Feedback on March 11th
 - A. (+) Generally very positive—thanks to the SLOAC Team!
 - 1. 140 participants + SLOAC Team (Kick-off—71; Creating Assessment Plans—30; Getting Feedback on Assessment Plans—4; Surveys—10; Rubrics—5; CATS—9; Clickers—11)
 - 2. Participants from all workshops but the “kick-off”-- 80% from instruction and 20% from Student Services; 60% full-time and 40% part-time
 - 3. Out of the 65 people that completed the surveys for workshops other than the “kick-off:
 - a) Workshop was informative (98% agree or strongly agree)
 - b) Understand how to assess with this workshop method (89%)
 - c) Plan to immediately apply (80%)
 - d) Would recommend this workshop (94%)
 - B. (+) the Business Division participants were very enthusiastic about the workshops, particularly the rubrics and survey workshops
 - C. (-) the other workshops being offered at the same time drew away potential SLOAC participants→ better to have a flex day totally committed to the SLOAC, or perhaps schedule workshops so that non-SLOAC workshops aren't in direct competition with SLOAC workshops
 - D. (-) better to integrate the entire professional development calendar, as opposed to the SLOAC being attached separately
 - E. (+/-) support and visibility of the President, VPI, and VPSS, but Deans are not as visibly involved
 - F. Next time
 - 1. More time for workshops so participants can work on their own versions
 - 2. Shorter kick-off so folks can get to work
 - 3. Round table “poster” presentations so that folks can circulate and have more intimate interactions with assessment practitioners (volunteers: Vanson, Michael, Rick, Regina, Lucia, Virginia)
 - 4. Infomercial/podcasts of assessment models (David will help to jump-start this project) that can be downloaded from the website
- II. Input on publicizing Skyline's ISLOs

- A. Importance to students: overarching competencies that every class is working on; everyone is moving toward the same competency; everything is linked up/ integrated
- B. Each smaller poster can feature one of the ISLOs
 - 1. Adopt something like the Palomar model, in which we articulate what it means to be at the beginning/ intermediate/ advanced stages, so students come to understand that they're on an educational journey
 - 2. Include steps that students can take to get to each stage
 - 3. The rubric can be on the other side of the poster
- C. Needs to be more visually stimulating
 - 1. Code each ISLO with a visual, such as an avatar (Glendale uses avatars in their orientation materials)
 - 2. Tap into resources such as Paul Bridenbaugh or art/ digital medium instructors Include steps that students can take to get to each stage
- D. Website—connect specific student biographies of Skyline graduates with each ISLO, and why it's important
- E. Get students involved—what does this ISLO mean to you?

III. Drafting the rubric for the ISLOs on Effective Communication – see below

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 other sensory information.
- effectively express ideas through speaking and writing.

IV. Reminders:

A. Register for the “Strengthening Student Success Conference,” which is from Wednesday- Friday, October 7-9 in Burlingame, For more information, see <http://www.rpgroup.org/events/sss09.html> . It often fills up by late June because it's such as well regarded conference. Also note that professional development monies are available now!

B. Please designate the following Monday (4th Mondays of the month), 1:45-3:45, for the last SLOAC Steering Committee meeting: April 27.

ISLO: Effective Communication				
	Needs Work	Adequate	Good	Excellent
Comprehension	<p>Student does not relate the message to his or her own framework/ existing knowledge, <u>summarizes inaccurately</u>, or fails to mention the message.</p> <p>(delete? Student's <u>knowledge of the subject is generally inaccurate.</u>)</p>	<p>Student integrates the message into his or her own frame of reference/ <u>existing knowledge</u>.</p> <p>Student's knowledge of the subject is generally accurate, though flawed or <u>in the words of the original source</u>.</p>	<p>Student develops a framework for organizing the message and relating it to his or her own frame of reference/ <u>existing knowledge</u>.</p> <p>Student's knowledge of the subject is accurate throughout except with minor details, <u>and is in his or her own words</u>.</p>	<p>Student develops a framework for organizing the message and relating it to his or her own frame of reference/ <u>existing knowledge or broader context/ larger world perspective</u>.</p> <p>Student's knowledge of the subject is accurate throughout, <u>and is in his or her own words</u>.</p>
Analysis and audience	<p>Student generally lacks an awareness of the reader, for the discussion lacks evidence, illustrations, other definitive details and/or <u>reasonable follow-up explanations</u>. Analysis shows undeveloped observational skills. Makes unreasonable or inappropriate inferences.</p>	<p>Student makes some attempt to provide evidence, illustrations, or other definitive details to convince the audience, but some information is either extraneous or insufficient. Analysis shows reasonable observational skills. Makes several reasonable inferences.</p>	<p>Explanations and uses of evidence, illustrations, or other definitive details generally convince the audience. Analysis reflects good observational skills. Makes inferences which are, for the most part, reasonable and appropriate.</p>	<p>Explanations and <u>sophisticated/ original</u> uses of evidence, illustrations, or other definitive details effectively convince the audience. Analysis reflects highly developed observational skills. Makes appropriate and reasonable inferences</p>

				from the observations.
Organization and audience	Opening comments are inappropriate, or are unlikely to engage the audience; provides little or no focus or order to the material; closes abruptly, either with no apparent concluding statement or with inappropriate remarks.	Opening comments attempt to reveal the purpose and major points and engage the audience, but the approach seems somewhat artificial, weak, or unimaginative; provides some focus or order to the material, but the structure is somewhat unclear or awkward; concluding comments relate to the purpose and major points, but they either bring in extraneous information or are unnecessarily redundant.	Opening comments attempt to reveal the purpose and major points and engage the audience; focuses and orders the materials to convey a generally unified point or effect, and provides movement within and between major points and from beginning to end; concluding comments are appropriate and relate to the purpose and major points, but they are not very strong or emphatic.	Opening comments attempt to reveal the purpose and major points and engage the audience; focuses and orders the material to convey a unified point or effect, and provides clear and consistent movement within and between major points and from beginning to end; concluding comments are strong both in reemphasizing the purpose and major points and in leaving the audience with an appropriate closing statement.