

SLOAC Steering Committee Agenda

August 24, 2009, 1:45-3:45, Room 6203

Present: Steve Aurilio, Michael Bishow, Luciana Castro, Kathleen Feinblum, Jan Fosberg, Tom Hewitt, Rob Johnstone, Nick Kapp, Lucia Lachmayr, Vicki Morrow, Jude Navari, Regina Pelayo Arthur Takayama, Karen Wong, Soodi Zamani

Absent: Ray Hernandez, Rick Hough, Vanson Nguyen, Virginia Padron (may need a rep from SS), Christine Roumbanis

Materials: (1) CCSSE Powerpoint featuring Skyline's results (Rob); (2) CCSSE Question Key as it relates to Skyline's ISLOs

I. Introductions & Updates

- A. Luciana (Foreign Languages)—All languages have updated assessments and are in sync with the annual cycle as recommended by the SLOAC Steering Committee; Arabic and Chinese instructors will pilot their assessments this year.
- B. Soodi (Mathematics)—This year the second SLO of Math 811 will be assessed, as will another SLO for Math 810.
- C. Lucia, Kathleen, and Karen (English & Reading)— Assessment plans for all core English and Reading courses are to be drafted by November 4, with the goal of having final drafts by the end of this semester.
- D. Steve (Administration of Justice)— Since he is the only full-time instructor in his department, the challenge will be to get all three part-time instructors on board with the assessment; this Fall, he plans to assess more so that all courses will have a baseline, with the long term plan of eventually parceling out assessments so that on “on years,” all three SLOs will be assessed, and on “off years,” they’ll evaluate and analyze the assessment results.
- E. Tom (Library)— As a result of piloting the assessment, Dennis revised the program level assessment plan.
- F. Jan (Physical Education)—All full-timers created at least one course level assessment; the department doesn’t have “core courses,” so rather than working as a department, each instructor is responsible for creating assessment plans for

his/her area of expertise; she has six assessment plans, but she's collecting data for only three since some semesters, certain courses aren't taught

G. Jude (Music)— Since he is the only full-time instructor in his department, the challenge is in coordinating with all of the adjunct faculty, hence he is currently proceeding by assessing one course at a time.

H. Arthur (Art)—Skills can be assessed, but the challenge is in determining how to assess creativity, which is a central aspect of creating art. Karen added that Tiffany, the ceramics instructor, created rubrics over the summer.

I. Regina (Cosmetology)—Instructors don't realize that they're engaged in the SLOAC because assessment has always been a central aspect of the program being accredited. She's also pleased to report that 98% of their students successfully pass the national boards.

II. 2008/ 2009 Achievements

A. Revised *The SLOAC Framework*

B. Created and got approved from the Curriculum Committee the matrix to align courses with institutional outcomes as part of program review

C. Created an annual reporting template for assessment results that was adopted by the Curriculum Committee (2/18/09).

D. Created a flowchart and checklist for assessing for faculty and staff to track their progress on the SLOAC

E. Working in coordination with the BSI, reviewed and administered the CCSSE (Community College Survey of Student Engagement) as a means to assess Institutional SLOs

F. Discussed CCSSE data for the purposes of assessing our ISLOs

G. Reviewed database programs to document our assessment efforts, resulting in the District purchasing TracDat

1. This goal was integrated into Skyline's Technology Plan, 2008-2013.

H. Created a draft rubric to assess the Effective Communication ISLO

I. Hosted and led SLOAC workshops, including staging the March 11 SLOAC flex: March 11 SLOAC Kick-Off (71); Creating/ Revising Assessment Plans (39); Using Classroom Assessment Techniques (21); Designing Surveys (26); Creating Rubrics (5); Enhancing Lecture Comprehension with Clicker

Technology—11 – special thanks to Jan Fosberg, Carlos Colombetti, Steve Aurilio, Chris Case, Rick Hough, Vanson Nguyen, Rob Johnstone, Regina Pelayo, Dennis Wolbers, Soodi Zamani, Michael Moynihan, Michael Bishow, Lucia Lachmayr, Felix Perez, Christine Roumbanis & Tom Broxholm for their leadership

J. Ariel and Lucia presented at last year's Student Success conference and Karen presented at the Academic Senate Accreditation Institute

K. Conferences: (1) Center for Urban Education's Equity and Assessment Institute (6/20/08); (2) Student Success Conference (10/1-10/3/08); (3) WASC Retreat on SLOs and Assessment, Level II (10/16- 10/18/08)

III. SLOAC Steering Committee representative for the Equity Committee: Lucia

IV. Continued discussion of the CCSSE results (Community College Survey of Student Engagement)—see the attached

A. The Community College Survey for Student Engagement (CCSSE), which measures student engagement in a variety of dimensions, was administered in Spring 2008. It can be used as a proxy (albeit an indirect measure) for achievement of Institutional Student Learning Outcomes (ISLOs). Cathy Hasson and Karen conducted an item analysis, selecting from the CCSSE 4-16 items per ISLO. In Spring 2009, Rob converted the data into 0-100 scales.

B. Since we administered the CCSSE for the first time, our data can be used to set our benchmarks for subsequent administration. This time, as reported by Rob, the overall means score for Information and Computer Literacy was highest (60.7), while Citizenship was lowest (42.9). In between were Critical Thinking (55), Lifelong Wellness (54.7), and Effective Communication (50.3).

C. Next steps:

1. TO DO: The items chosen by Cathy and Karen seem pertinent to the ISLOs, but we should add some of our own to supplement the current ones. Specifically, we need to add questions related to library research (for Information and Computer Literacy) and healthcare, nutrition, et. al. (for Lifelong Wellness).

2. TO DO: We need to have a larger discussion about which items to weigh more heavily since they pertain more directly to the ISLO.

3. TO DO: Rob will look into how we compare with other campuses that have administered the CCSSE.

D. For the next meeting, each member was asked to review CCSSE

statements that are presently being used to assess one of the five ISLOs. (Please refer to the handout Karen distributed at the meeting.) Ideally, each subcommittee will consult via e-mail to arrive at a consensus on the following questions, but minimally, each is asked to answer the following: (a) To what degree should each designated statement be weighted: really strong, moderate, or somewhat? (b) What additional statements should be included to better assess the ISLO (especially the case for Information and Computer Literacy's library research bullet point, and Lifelong Wellness' healthcare, nutrition, et. al.'s bullet point)?

1. Effective Communication: Michael Bishow, Steve Aurilio, Regina Pelayo

2. Critical Thinking: Vicki Morrow, Soodi Zamani, Lucia Lachmayr, Rick Hough

3. Citizenship: Luciana Castro, Kathleen Feinblum, Arthur Takayama, Vanson Nguyen

4. Information and Computer Technology Literacy: Nick Kapp, Tom Hewitt, Christine Roumbanis

5. Lifelong Wellness: Jan Fosberg, Jude Navari, Rob Johnstone, Virginia Padron

E. The CCSSE will be administered in Spring 2010.

V. Flex Days on Wednesday and Thursday, Nov. 11-12

A. Format

1. Because flex is for multiple types of workshops to accommodate the various initiatives on campus, offer SLOAC related workshops only on Wednesday afternoon and Thursday morning. If possible, offer a beginning workshop and an advanced workshop concurrently so that both levels can be addressed.

2. Prior the November flex, send to all Skyline employees a packet of resources similar to last spring's flex, only add templates, examples of rubrics and surveys, and the website link.

3. Workshop Brainstorming:

a) Introduction to the SLOAC, including the purpose, terminology, etc.;

- b) “Poster” session/ Assessment Plan Fair that highlights some model assessment plans and instruments, with participants circulating and talking one-on-one with presenters;
- c) Direct and indirect measures;
- d) “911” assessment plan workshop, with tables for people to work in groups with their departmental colleagues and resource people circulating to assist as needed;
- e) workshop in which participants create a survey;
- f) workshop in which participants create a rubric;
- g) webaccess facilitating the administration and tabulation of pre-and post self-evaluation surveys;
- h) data entry/ spreadsheet creation;
- i) adapting existing CTE assessments into the SLOAC infrastructure;
- j) anchoring SLOs in instruction/ activities

B. Round Table Poster Presentation Volunteers: Steve, Regina, and ???

VI. ISLO Rubric Subcommittee Chairs— Critical Thinking (Rick), Citizenship (Luciana), Information and Computer Technology Literacy (Tom), Lifelong Wellness (Jan)

VII. District Acquisition of TracDat—will need to create the skeleton; rollout schedule

VIII. Please designate the following Monday (4th Mondays of the month), 1:45-3:45, for SLOAC Steering Committee meetings: September 28, October 26, November 23, January 25, February 22. March 22, and April 26.