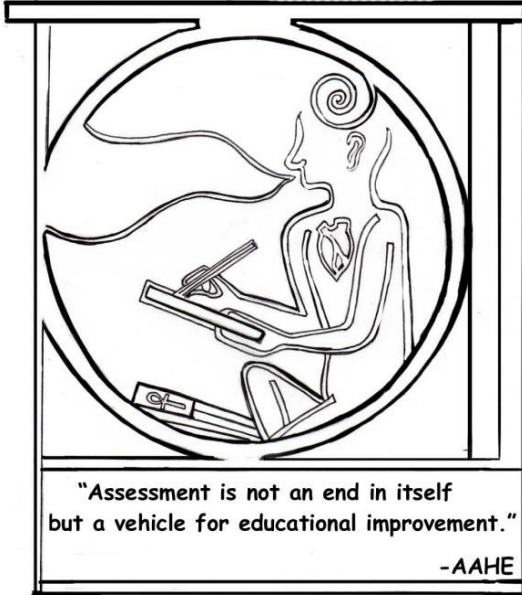


Skyline College SLOAC Team



Graphic Designed by Skyline student  
Carla Milagro Castillo

# FALL 2010

# SKYLINE COLLEGE SLOAC RESOURCES

Our campus has long been committed to student success, and assessment is one tool to help us fulfill our goal. Having created a Student Learning Outcomes Assessment Cycle (SLOAC) infrastructure over the past five years and participated in numerous flex workshops, we are well poised to fully immerse ourselves in assessing to strengthen student success. The Carnegie Foundation for the Advancement of Learning (2008) puts it best, "...community colleges can be powerful laboratories for creating a fuller, richer set of assessment tools—aimed not simply at tracking progress (or its lack) but at understanding how to facilitate important forms of learning and personal development...Seen in this light, accountability is more than an external reporting requirement; it is an enactment of our professional responsibility as educators" ("Basic Skills for Complex Lives"). By assessing our SLOs, we make explicit to ourselves and our students what they should master and how they'll be evaluated. Just as importantly,

we have the opportunity to discuss students' performance with our colleagues, focusing on what helps students learn, as well as what we can do to help struggling students.

## **HOW MUCH NEEDS TO BE ASSESSED?**

Generally, all departments are expected to assess every year, uploading findings and implications to TracDat or submitting an annual assessment report to the Office of Research and Planning. How might that play out? You have many options: assess a core course per year, or assess one SLO from multiple courses per year, or substitute a course level assessment with a program level assessment. In addition, should you make any revisions to curriculum, instructional delivery, and the like, you are encouraged to assess that course again so as to determine if the revisions had any palpable impact.

At this point, it's definitely worthwhile to discuss with your colleagues how much you'd like to assess each academic year, planning a six-year timeline. Bear in mind that the point of assessment is to improve student learning and development, so focus your energies on core courses in your program whose assessment is likely to have the most widespread impact (ie., courses in a prerequisite sequence, heavily enrolled courses, GE courses, etc.), or courses that you're interested in troubleshooting. Satisfy your intellectual curiosity and your desire to better promote learning and student success.

## **HOW DO I DOCUMENT MY DEPARTMENT'S WORK ON THE SLOAC?**

Our College is presently in flux, with the eventual goal of documenting everything assessment related on TracDat, a database the District purchased to make it easier to manage the process. Training on TracDat is limited this semester primarily to individuals designated by their deans, but if you're interested, you're encouraged to talk to your dean who can forward the request to me. Also from your Dean you can find out if

someone from your department has been trained on TracDat and can upload the information from your report.

Meanwhile, it is acceptable to submit the Annual Departmental Analysis Report for Instruction or Student Services/ Programs to the Office of Research and Planning, led by [Dean Rob Johnstone](mailto:johnstoner@smccd.edu) at johnstoner@smccd.edu. Both can be downloaded from the SLOAC [Implementation Schedule](#) page, which is at <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/slocalendar.html>.

## WHERE AND FROM WHOM CAN I GET HELP?

To make the task easier for you, the SLOAC Steering Committee created a flowchart of assessment for both instruction and student services, a checklist of SLOAC tasks, templates to generate SLOs and assessment plans, a findings and implications report form, and numerous other resources which you can easily download from the [SLOAC website](#), which is at <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/index.html>. I've also reconfigured one of the pages so that it's a one-stop shop: each step of assessment is highlighted, and you can access all pertinent information and documents under that step. That page is labeled the [Implementation Schedule](#), which is at <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/slocalendar.html>.

If you would like help individually or during departmental meetings on writing SLOs, creating assessment plans, analyzing data and its implications, etc., please contact Karen at [wongk@smccd.edu](mailto:wongk@smccd.edu) to make arrangements. Your colleagues on the [SLOAC Steering Committee](#) are also valuable resources; please see <http://www.skylinecollege.edu/facstaff/GovCommittees/sloac/members.html> for the list of members.

## WHAT DO ISLOs HAVE TO DO WITH ME, AND HOW ARE THESE RUBRICS USEFUL TO ASSESSING ISLOs AND MY STUDENTS?

You're probably familiar with the saying, "It takes a village to raise a child"? The same certainly holds true at our College; every instructor and student support service staff member helps to develop the whole student in some capacity. Upon completing an AA/AS degree and/or transfer preparation, the whole student at Skyline will develop competencies in the following Institutional SLOs (ISLOs): Critical Thinking, Effective Communication, Citizenship, Information and Computer Technology Literacy, and Lifelong Wellness. It's good to familiarize yourself with the ISLOs so that you can determine how you can help via your instruction and assistance. To measure student achievement of our [ISLOs](#), so far we've administered the [CCSSE](#) survey (Community College Survey of Student Engagement).

**We need your help to enhance the College's data! Why?** The CCSSE is an indirect measure of learning, focusing on students' *self* assessments of their knowledge, skills, and/ or attitudes, and thus somewhat limited. We need direct measures, *actual student demonstration* of their knowledge, skills, and attitudes, to triangulate our data. Best is to attain these direct measures from authentic learning contexts, namely your classroom, with you as an experienced evaluator.

**How can you help?** Please use the pertinent sections of the following rubrics to assess student work in your course(s), and supplement with other criteria if necessary. If your department is using TracDat to document your assessment efforts, be sure to "map" the assessed course level SLOs up to the relevant ISLO(s), and to tabulate your rubric data in a spreadsheet or table. Your data will be used to evaluate student achievement of said ISLOs, aggregated with other course level data when available, and all efforts will be made to maintain your anonymity. Contact [Karen](#) at [wongk@smccd.edu](mailto:wongk@smccd.edu) if you have any questions, or if you'd like a word file of the rubric(s).

- [Critical Thinking Rubric](#) (Thanks to Rick Hough, Carlos Colombetti, & Michael Bishow)
- [Effective Communication Rubric](#) (Thanks to the SLOAC Steering Committee)
- Citizenship Rubrics (Thanks to Luciana Castro, Christine Roumbanis, & Kate Williams-Browne)
  - [Scientific Literacy](#)
  - [Social Skills](#)
  - [Active Citizenship](#)
- Information and Computer Technology Rubric (2010/2011—Thanks to Tom Hewitt, Jeff Westfall, and Dennis Wolbers)
- Lifelong Wellness Rubric (2010/2011—Thanks to Jan Fosberg, Melissa Komadina, and Rosie Bell)

If I don't see you at Opening Day, I wish you an excellent, fulfilling year. Please let me know if you'd like hard copies of the [Skyline College SLOAC Framework](#), if you have any questions or concerns, or if you'd like to share tasty cookie recipes.

Cheers,

Karen Wong

Professor of English and SLOAC Coordinator

**ISLO: CRITICAL THINKING (7/26/2010)**

Directions: Check the boxes that correspond to the frequency that a student has demonstrated the behavior in the work being assessed. Check “NA” if the particular type of critical thinking is not applicable to the work.

		Consistently	Usually	Sometimes	Rarely	NA
<b>Supports claims with evidence</b>	Includes evidence that is appropriate and relevant.					
	Accurately interprets evidence such as quotes, graphics, statistics, etc.					
	Meets standards of evidence such as timeliness, accuracy, relevance and sufficiency.					
	Correctly uses and references multiple credible sources to ensure the accuracy of premises.					
	Other (please describe):					
<b>Responsiveness to bias; Fair-mindedness</b>	Provides unbiased selection, interpretation, and presentation of evidence.					
	Avoids unexamined use of emotionally loaded language or images.					
	Discriminates between facts versus values/opinions.					
	Justifies assumptions based on ideology (political, religious, or personal), peer pressure, or self interest.					
	Presents fair/charitable consideration of rival theories or opposing views.					

	Is open-minded regarding alternative conclusions; avoids dogmatism.					
	Other (please describe):					
<b>Accurate and logical analysis</b>	Does all or almost all of the following when appropriate	Consistently	Usually	Sometimes	Rarely	NA
	Infers conclusions that are well-supported by the premises.					
	Develops arguments that are deductively valid or inductively strong; uses appropriate deductive and inductive criteria in composing or analyzing arguments.					
	Demonstrates an understanding of theory and application.					
	Considers multiple methods in solutions.					
	Makes logical connections between and among ideas.					
	Appropriately chooses and correctly uses formulas or formal techniques, (such as in algebra, logic, probability theory, chemistry, physics, statistics, etc.)					
	Examines both internal and external inconsistencies. Checks solutions for reasonableness.					
	Understands how to form and test hypotheses.					
	Other (please describe):					

**ISLO: EFFECTIVE COMMUNICATION (7/26/2010)**

	Needs Work	Adequate	Good	Excellent
Assignment Fulfillment	Essay is off-topic and/or fails to fulfill the directives.	Essay is on-topic but fails to fulfill some of the directives.	Essay is on-topic and fulfills most of the directives.	Essay is on-topic and fulfills all directives.
Comprehension	Student does not relate the message to his or her own framework/ existing knowledge, summarizes inaccurately, or fails to mention the message.	Student integrates the message into his or her own frame of reference/ existing knowledge. Student's knowledge of the subject is generally accurate, though flawed or in the words of the original source.	Student develops a framework for organizing the message and relating it to his or her own frame of reference/ existing knowledge.  Student's knowledge of the subject is accurate throughout except with minor details, and is in his or her own words.	Student develops a framework for organizing the message and relating it to his or her own frame of reference/ existing knowledge or broader context/ larger world perspective.  Student's knowledge of the subject is accurate throughout, and is in his or her own words.
Analysis and audience	Student generally lacks an awareness of the reader, for the discussion lacks evidence, illustrations,	Student makes some attempt to provide evidence, illustrations, or other definitive details to convince the	Explanations and uses of evidence, illustrations, or other definitive details generally convince the audience. Analysis	Explanations and sophisticated/ original uses of evidence, illustrations, or other definitive details

	other definitive details and/or reasonable follow-up explanations. Analysis shows undeveloped observational skills.	audience, but some information is either extraneous or insufficient. Analysis shows reasonable observational skills.	reflects good observational skills.	effectively convince the audience. Analysis reflects highly developed observational skills.
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.

**ISLO: CITIZENSHIP (7/26/2010)**

**Demonstrate scientific literacy concerning a range of global issues.**

<b>Indicator</b>	<input type="checkbox"/> <b>Novice</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Advanced</b>
Use the scientific method of inquiry, interpretation and analysis and inference to address problems from data to determine what conclusions or solutions are reasonable.	Student does not understand the scientific method for determining reasonable conclusions or solutions to address problems.	Student is aware of the scientific method for determining conclusions or solutions to problems, but this knowledge is general and sparse.	Student, when guided, is aware of the scientific method for determining reasonable conclusions or solutions to problems.	Student is able to use the scientific method for determining reasonable conclusions or solutions to problems.
<b>Indicator</b>	<input type="checkbox"/> <b>Novice</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Advanced</b>
Understand the impact of decisions made by local, national and international organizations, societies, environments and economies.	Student has no knowledge of these organizations or their functions and how they impact decisions made by local, national and international organizations.	Student understands generally that local, national and international organizations impact societal, environmental, and economic conditions, but is unaware of specific policies/decisions that impact his/her world.	Student understands how some specific decisions made by local, national and international organizations impact many facets of his/her day-to-day world; however, knowledge is limited or tends to cast issues in black and white.	Student has an excellent understanding of the way specific decisions made by local, national and international organizations impact his/her day-to-day world. He/she is able to evaluate these issues critically and thoroughly.
<b>Indicator</b>	<input type="checkbox"/> <b>Novice</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Advanced</b>
Understand the impact of the global economy on political decision-making.	Student is unaware of the impact of economic considerations on political decision-making. He/she	Student is generally aware that political decisions are shaped by economic considerations;	Student is aware of some of the economic considerations that drive political decisions. However,	Student possesses an excellent understanding of economic considerations that drive specific national

	may be largely unaware of political events and international economic conditions.	however, he/she has little knowledge of specific considerations and national/international policies.	this knowledge is somewhat limited or tends to cast issues in black and white terms.	policies and decisions. He/she can critically evaluate the gains and losses that result from these policies.
<b>Indicator</b>	<input type="checkbox"/> <b>Novice</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Advanced</b>
Understand the interconnectedness of the world.	Student does not understand that resource use of nations impact one another.	Student is aware that resource use by countries impacts one another, but this knowledge is general and sparse.	Student is aware that human, economic, and natural resources of one nation can impact those of other nations, but he/she is not aware of political/social/environmental issues raised by economic interdependence.	Student understands how each country's human, economic, and natural resources impact each other; he/she can think critically about political/social/environmental issues raised by economic interdependence.
<b>Indicator</b>	<input type="checkbox"/> <b>Novice</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Advanced</b>
Participate in the global society.	Student is unaware that persons in other nations directly influence his/her life socially, politically, environment economically.	Student has a growing awareness of the global nature of the world. He/she is interested in the study of international policy and affairs—but action is limited to learning and reflection.	Student recognizes his/her own role as an individual in a global society. He/she when guided participates locally through economic, political, or social means (e.g., donations to relief efforts, contributions to international social, health, or environmental concerns).	Student is aware of how his/her actions and the actions of his/her country exert influence globally. He/she seeks to understand the global impact of personal actions (i.e. consumerism, consumption of energy, or recycling), and acts accordingly.

**ISLO: CITIZENSHIP (7/26/2010)**

**Demonstrate appropriate social skills in group settings.**

Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Social Interaction	Student shows low competence; rarely displays cooperation or friendliness, appears reluctant to help, delivers criticism with sarcasm, listens infrequently and inconsistently, such as interrupting, laughing or making side remarks; exhibits low self-control or respect.	Student is building competence; sometimes displays cooperation and friendliness; occasionally helpful and may deliver criticism if prompted; shows some listening and respect.	Student displays emerging competence; shows regular listening and attention; usually displays empathy and self-control; often generous in comments; shows respect.	Student demonstrates exemplary integration of social skills; almost always displays helpfulness, empathy, cooperation, and self-control; accepts and delivers criticism with compassion and confidence.
Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Participation	Student shows unsatisfactory engagement; is detached or uninvolved; shows little or no response to comments or bids for connection; lets others set agenda; haphazard attendance	Student is building engagement; takes some part in setting group goals; listens attentively and is reliably responsive to material; occasionally asks questions; consistent attendance	Student has proficient engagement; prepared in advance; takes part in setting agenda; moderately skilled in offering input; volunteers willingly and carries own share of the group's responsibilities.	Student demonstrates outstanding engagement; draws out ideas or concerns of others, including those who have not participated; helps group stay on track; summarizes group actions and assignments.

Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Teamwork	Student has low level of competence; stays disconnected to group; does not initiate his/her own contributions.	Student shows adequate beginning progress; joins a group cooperatively and acknowledges group members; listens attentively; often appears prepared regarding topic; sometimes contributes to end product.	Student displays proficient mastery; gives input confidently; is prepared and completes assigned task in timely fashion, respects differing viewpoints and offers positive responses to others.	Student demonstrates accomplished competence; takes an active position in group; attempts to have end product reflect all viewpoints; encourages and acknowledges work of all group members.

Indicator	<input type="checkbox"/> Novice	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Leadership	Student is reluctant or uncertain about exercising leadership; focuses only on task or on participants; may not ask for ideas or does so without considering them; may show favoritism; does not initiate own ideas or they are off track.	Student shows some skills in leading; either insecure or overly confident about own leadership skills; lets group ramble or stray off track or keep group too rigidly focused with no regard to relevant issues; offers own ideas and goals.	Student shows confidence in leadership duties; regular listening and positive responses to others; balances task accomplishment with needs of individuals in group; shares information openly; may check in for agreement	Student regularly takes initiative in leading; consistently contributes ideas to group discussions; respectfully attends to and/or solicits others' ideas; keeps group on track by managing time, providing coaching, using humor or resolving differences; helps others to provide leadership.

**ISLO: CITIZENSHIP (7/26/2010)****Demonstrate appropriate active citizenship in global settings**

<b>Indicator</b>	<input type="checkbox"/> <b>Novice</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Advanced</b>
Articulation of similarities amongst cultures	Demonstrates incompetence in the articulation of similarities amongst cultures	Demonstrates limited mastery of articulation of similarities amongst cultures	Demonstrates competence in associating different cultures and in the participation of events	Demonstrates <u>strong</u> competence in associating different cultures and in the participation of events
<b>Indicator</b>	<input type="checkbox"/> <b>Novice</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Advanced</b>
Contrast among cultures	May not address the contrast amongst cultures adequately	May address the differences amongst cultures adequately	Addresses the contrast amongst cultures appropriately	Addresses the differences amongst cultures completely, clearly and effectively
<b>Indicator</b>	<input type="checkbox"/> <b>Novice</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Advanced</b>
Knowledge of several cultural values and issues	May be overly simplistic or incoherent about cultural, values and issues	Evidences developing reflection, but perhaps a lack of deep and mature thought on culture, its values and issues	Evidences some reflection and mature thought about culture and values	Evidences good critical thinking, mature thought, and reflection about culture
<b>Indicator</b>	<input type="checkbox"/> <b>Novice</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Advanced</b>
Commitment to active citizenship	Is severely discouraged to participate in global citizenship	Demonstrates some attitudinal weakness that does not allow him to participate in citizenship	Is organized with an adequate participation in active citizenship	Is well organized with an inviting attitude and participation in active citizenship