Student Learning Outcomes and Assessment Committee
Meeting Notes
November 17, 2011
Fremont Campus, Room 7101
1:00pm – 2:00pm

1. **In attendance**: Carli, Buehler, Arellano, Niccolls, MacEwan, Sherman, Greenstein, Bowman, O'Connell, Stagnaro, West, Gertz, Pauliukonis, Robbie, Parziale, Warden, Wright, Robbie

2. **Report from WASC Assessment Retreat: Leta Stagnaro and Team**

    a. L. Stagnaro: Team developed an assessment project for GE Plan A. Ohlone's two best practices: enlarged SLOA Committee to include faculty and Deans representing all divisions and the CurricUNET program review process. Ohlone's poster presentation was impressive. Take away: There is not a right way. There is a way which is determined by each department/division. Evidence is important.
    Leta asked other team members to share their "Take Away(s)" from the retreat.
    b. C. Warden: Mentor, Fred Trapp, provided lots of research topics and ideas. Leta made all this information available by DropBox. D. Parziale will have these resources added to the SLOA website.
    c. KG Greenstein: Wanted WASC to tell us what to do…instead WASC said, what do you think you should do? ☺ Start with a small, focused project to assess GE.
    d. J Wright: Focus on what students learn while taking GE courses.
    e. J. MacEwan: GE assessment – one possibility is to compare GE to a program. Keep GE in program review. As you assess courses, you assess GE.
    f. R. Sherman: May add GE SLOs to program SLOs. Currently GE Committee assesses CSLOs and GE SLOS. A rationale is provided by the faculty teaching the course to show how the SLOs are integrated.
    g. J Wright: This is a review of SLOs and content vs. assessment of student learning of outcomes.
    h. L. Buehler: Ohlone was one of the biggest groups to attend and is doing well with our SLOA processes. Using Voice Thread to dialog and assess SLOs was well received. Do what we want and start small. You can dialog to death….now is the time to do!
    i. N. Pauliukonis: Got lots of theory and practical ideas. Would like to implement e-portfolios for Deaf Study students. Students can have control over the e-portfolio and can take it them when leaving Ohlone.
    j. J. Wright: Portfolio can be used for course and program assessment. Link can be included in CurrciUNET. Encourages student engagement and improved learning.
    k. G.Carli: Nursing is using e-portfolios. Instructor provides the guidelines. Students can use own files and modality including Google Docs, Facebook, UTube, Linked-in, etc. Can upload files to Blackboard.
    l. E. West: LaGuardia Community College, SF State, and SF City College are using e-portfolios.
    m. N. Pauliukonis: The Deaf Studies program is a feeder program in the English mainstream program. Accuplacer is not a good predictor of student readiness. Student work is a real testament to skills and is the evidence to show student abilities. E-portfolios will record actual student work.
    n. M. Bowman: Gather focused evidence; analyze through dialog; do something with it. More important than evidence is the dialog and doing something with it. Dialog can be evidence but need to do something with it.

o. J O'Connell: OC is in good shape.
p. L. Stagnaro: Do what works for your institution. Dialog. Close the loop.
q. E. West: GE outcomes need to be streamlined and measureable. One size does not fit all. Taylor GE SLOs to fit our own institution. Workshop Culture: Make SLOs and assessment a meaningful and authentic process.
r. G. Gertz: Important to get people involved and onboard. Just keep moving and hopefully more people will come along. Assessment: Just do it!! Will make mistakes and that's OK. Will learn from mistakes.
s. J. MacEwan: Folks from Monterey Bay said assessment can be lots of work and it won't go away. Can't get 100% but can get 75-80% participation. Continually evolve. This was one of the best conferences I've ever been to. Assessment is very doable. Now is the time to move away from dialog about assessment to dialog about what students are learning.

3. **Program and Course Level SLOA Project Report: Computer Studies - Dave Topham**
Dave gave an excellent overview of the course and program assessments used in the CS department over the last few years. (See attachments). Dave encouraged us to think about "SLOA" in a new way: Synthesize learning opportunities for achievement of program success!

Some lessons learned and actions taken to "Close the Loop" include:

a. One PSLO is the same as a beginning level CSLO – The PSLO will be written at a higher level.
b. There are over 1000 programming languages and Ohlone teaches about 10 – this makes it more challenging to assess.
c. There is no standardized test in CS – AP testing in CS is the closest to a standardization process.
d. Some data showed an upside down bell-shaped curve for CS 118. More feedback from students was obtained. Course is being redesigned.
e. Feedback from outside reviewers: there are some gaps in communication – students are good programmers yet can't explain code. Now faculty have implemented "literate programming" developed by Donald Knuth at Stanford.
f. Expressed concern that there is not central storage location to save all data collected and that faculty do not have access to Datatel. M. Bowman said that he would provide data from Datatel if asked.
g. D. Topham and L. Buehler pilot tested the new Course SLOA page added to the Program Review module August 2011. Dave expressed concern about the length of the review if all course assessment is documented within the CurricUNET Program Review module. Dialog among SLOAC members included that it is important to have a central repository to summarize and document all assessment results. Course level assessment could be completed by use of attachments and links to websites that host the more detailed information. Consider the SLO matrix – if courses show "Mastery", then these course SLOs should match the PSLOs. The assessment process will be the same for both the course and program SLOs. Document these assessments in one area of CurricUNET and refer back to that documentation as needed. Let's continue to be creative in how we do and record assessment while maintaining the CurricUNET Program Review module as the central assessment repository.

4. **Discussion and Follow-up Actions**

a. Next SLOAC Meeting: December 8, 2011 from 2 pm – 3 pm on the Fremont campus, Room 6107. Agenda will focus on the GE Plan A assessment project.

b. Learning College Week, January 17, 20, 2012: Ideas for conducting a SLOA flex activity during this time included: hands-on workshop – leave with an assessment plan; celebrate the process – share what's happening – perhaps as a part of fixed flex; continue work on and sharing the project plans for assessing GE Plan A; have a working pizza lunch; have dialog on how we will move forward as a group over the next 2 years.
c. Continue with the monthly Program Review spotlights.

Respectfully Submitted,

Deb Parziale, SLOA Coordinator