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**From:** [Gene Thomas](#)  
**To:** [ALL-FACULTY](#); [DIVDEANS](#)  
**Cc:** [Diane White](#)  
**Subject:** SLO Information--PLEASE READ!  
**Date:** Monday, August 19, 2013 10:22:20 AM

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Hi All,

Here are the dates and times for the SLO/PLO help sessions:

Vallejo:

Aug. 19th 2:30-4, 26th 1-4; both in 1509  
Aug. 28th 9 - 12 noon (1509)  
By appointment

Vallejo:

Aug. 29th 11:30-1:30 (Rm TBA)  
By appointment

Vacaville:

Aug. 20th 4-6 p.m. (Rm TBA)  
Aug. 21st 9-12 noon (Rm TBA)  
Aug. 22nd 11:30-1:30 (Rm TBA)  
By appointment

Please attach any evidence/rubrics to the assessment form; do not send evidence as separate documents as we want one document per course per faculty member per semester in the shared folder of each School.

Each course assessment should be done on its own form (please do not combine more than one course into the same assessment form) so individual courses are filed--and can be found--in the shared folders.

The Commission is concerned about assessment quality. If you were able to attend the SLO session during the August 9th Flex, you know that assessments based on one or two multiple choice questions do not adequately assess an SLO.

As Program Assessments are due by September 9th, course assessments need to be done well beforehand.

Hope your semester is settling down; if you need help with assessments, please let me or your School Coordinator know!

Gene Thomas  
SLO Coordinator

**From:** [Gene Thomas](#)  
**To:** [ALL-FACULTY](#); [DIVDEANS](#)  
**Subject:** SLO Help in Vacaville  
**Date:** Tuesday, August 20, 2013 3:40:51 PM

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Hi Everyone,

I'm now in the adjunct office at Vacaville to help with SLOs or PLOs; I'll be here until 6 p.m.

Tomorrow I'll be here from 9 a.m. to 12 noon.

Thursday I'll be here from 11:30 to 1:30.

I'll be at Fairfield and Vallejo next week.

Thanks,  
Gene  
SLO Coordinator

**From:** [Gene Thomas](#)  
**To:** [ALL-FACULTY](#); [DIVDEANS](#)  
**Cc:** [Diane White](#)  
**Subject:** SLO help in Vallejo  
**Date:** Tuesday, August 20, 2013 9:09:12 PM

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Hi All,

I'll be in Vallejo on Tuesday, the 27th from 4 to 6 p.m. in room 204 (this slot was just added). Also in Vallejo Thursday, the 29th from 11:30 to 1:30 also in 204. I also have an appointment for Vallejo, so that is still an option if you want--I'm just constrained by my own teaching schedule.

Gene

## Good news about SLOs:

- We meet ACCJC's expectations for courses
- More and more adjuncts doing good work
- Lead to successful strategic proposals to get \$

# But we...

- Need to sustain progress
- Move beyond where we are

# SLO things to do by Sept. 9th

- Assess courses from last academic year
- Assess programs

SLO resources  
on website



# Assess courses

- Fall 2012?
- Spring 2013: many courses not in database

(Course assessment guide on the website)

# Remember to:

- Use the current form
- Send assessment to School Coordinator or me

# Remember to:

- Add assessment with evidence to your School's shared folder (evidence does not go into database)
- Save your work somewhere else, e.g., SLO folder on your school computer  
(Course assessment guide on website)

# SLO SOS Sessions

## **Fairfield:**

Aug. 12<sup>th</sup>, 19<sup>th</sup>, 26<sup>th</sup>

1-4 (Rm 1509)

28<sup>th</sup> 9-12 (Rm 1509)

By appointment

# SLO SOS Sessions

## **Vallejo:**

Aug. 14<sup>th</sup> 9-12 noon (Rm TBA)

Aug. 29<sup>th</sup> 11:30-1:30 (Rm TBA)

By appointment

# SLO SOS Sessions

Vacaville:

Aug. 20<sup>th</sup> 4-6 p.m. (Rm TBA)

Aug. 21<sup>th</sup> 9-12 noon (Rm TBA)

Aug. 22<sup>th</sup> 11:30-1:30 (Rm TBA)

By appointment

(SLO SOS Sessions on the website!)

# Adjunct payment\$

- Up to two hours Category 3 pay ***once assessment in database*** (dodgy hours flagged to Dean)
- No forms to fill out! (Adjuncts to be paid from database to EVP White)
- Full-time faculty encouraged to partner with adjuncts

# Adjunct payment\$

Spring assessments in by May 31<sup>st</sup> so payment in same fiscal year as work (=> accounting problem when work in one fiscal year, e.g., spring, but paid in the next)



# Assessment Quality

- Another ACCJC concern
- One or two multiple choice questions cannot measure an SLO adequately (some based on 30 or 60 MCQs)
- “Students were successful.” => was there some content students did not master?

# Assessment Quality

- “100%” => 100% of what?
- SCC SLO Consultant: if all students mastering an SLO, then probably time to reset the bar

# Assessment Quality

- Using the exact same numbers or text to describe all the SLOs of one course
- If there are more words in the SLO than there are in your assessment...

# Course assessments for 2013-14:

- Any new course
- Any course offered just once this year
- All even-numbered courses in the fall
- All odd-numbered courses in the spring  
(Same as last academic year)

# Assessing academic programs:

- “Academic Program” is series of courses that lead to a degree or certificate

(=> if course does not lead to degree or certificate, then no academic program to assess)

# Assessing academic programs:

- Not the same thing as “Program Review”: done every five years, much more effort
- Will probably be done annually as part of the Integrated Planning Process (IPP)

# Assessing academic programs:

- Results important component in Strategic Proposal Process to get \$ for your program

(More on course and program assessments feeding into Strategic Proposals later this year.)

# Assessing programs will vary:

1. State licensing exam, e.g., nursing, cosmetology (though nursing will also add results of employer survey)



# Assessing programs will vary:

2. Capstone course that includes all the PLOs, e.g., CDFS 066: Early Childhood Education Practicum II (Child Development and Family Studies formerly ECE)

# Assessing programs will vary:

3. Most (?) academic programs will use their course assessments to assess their programs through their curriculum maps (CMs on the website)

Indefatigable Joe Conrad's math example in Program Assessment Guide on website

# Assessing programs will vary:

- All academic programs should review their curriculum maps and make any changes (it's been a while since many of us looked our CMs)
- Changes go to Dean who will post in shared drive => just one official source for everyone to use

# SLO Awards!

Mary Gumlia, Counseling

Glenn Burgess, Nursing

Joe Conrad, Curriculum Chair

Theatre, Most Improved Department

Individual Faculty  
to do by September 9<sup>th</sup>

Assess courses from  
last academic year

Individual Faculty  
to do by September 9<sup>th</sup>

Plan your assessments  
for 2013-14

Departments  
to do by September 9<sup>th</sup>

Review curriculum  
maps today

Departments  
to do by September 9<sup>th</sup>

Also today, determine  
tasks to do and who will  
be responsible for  
them— form to fill out  
on website



SLO information  
on the website!

Minutes—SLO Meeting of March 5, 2013  
Room 414

Present: Curtiss Brown, Glenn Burgess, Christine Ducoing, Lily Espinoza, Jowel Laguerre, Carol Maga, Maire Morinec, Genele Rhoads, Gene Thomas, Mack Williams, Diane White, Michael Wyly

I. Getting course assessments for 2012-13 classes/reenergizing

Having School Coordinators good idea.

Take minutes of meetings with groups of faculty or one-on-ones, especially in groups beyond the departmental level; make sure feedback is given to coordinators.

Have SLOs as a standing agenda item for division meetings; discussion of assessments by knowledgeable faculty will help the faculty who are reluctant.

Deans should work with coordinators to develop a “team effort.”

“How to” meetings could be presented at Optional Flex.

SLOs could be covered in new faculty orientation.

SLOs could be covered in our Academic Success Center and the Adjunct Support Center.

Get measurable outcomes without a gigantic workload.

II. Schedule for assessing courses starting in 2013-14

Once SLOs embedded in Program Review, more assessments will get done. But give faculty the schedule one year in advance. Dean or VP monitors completion rate and reminds faculty as needed.

CTE programs are reviewed every two years; CTE advisory groups should review SLOs and their assessments.

Where student success is not so good, tie assessments to budget requests and make sure that courses and programs are assessed before funds are granted.

II. Quality Control

Could be done department by department. Academic Senate/Curriculum Committee could run results and give feedback or the SLO Committee could do this. Academic freedom would be maintained even if assessments were sent back in curriculum development and make sure faculty know that they need to adhere to the Commission’s standards. Adjunct faculty who refuse to assess outcomes will not be hired back.

Dr. Laguerre’s departing comments:

Agreed with Michael Wyly that we need baseline questions. The assessment process has changed and that may explain some of the reticence of faculty.

We need to develop a common vocabulary.

There are three groups of faculty: (1) those that are way ahead, (2) those in the middle who are proficient, and (3) those who are struggling.

## Program Assessment Meeting

### July 3, 2013

SCC is defining a program as a series of courses that lead to a degree or certificate. (So there will be disciplines, e.g., philosophy, that are not programs.)

1. Programs with state licensing exams, e.g., nursing or cosmetology, can use their students' passing rate as a measure of their program's effectiveness. (How many programs would fit this criterion?)
2. Programs with a capstone course (maybe Chem 4), would assess that course for their program assessment. (How many programs fit this criterion?) Would chem faculty also use biology and physics in their program assessments?
3. For programs that don't meet the criteria of 1 or 2, then faculty use their curriculum maps and course outcomes to assess program outcomes. Math example from Joe. Would biology faculty also use chem 1-4, math, and physics as these courses are part of the degree?
4. For disciplines that do not result in a degree or certificate, e.g., philosophy, those courses can be part of the ILO assessment.

# FALL 2013 STAFF DEVELOPMENT FLEX CAL ACTIVITIES

UPDATED 8/5/13

August 6, 7, 8 (*optional days*)

August 9 (*required day*)

September 3 (*optional day*)



Photographs by Rhonda Roman. *A Study of Light via The Masters* Photo 156 Portfolio w/Ron Zak

## Solano Community College

Human Resources Department  
4000 Suisun Valley Road  
Fairfield, CA 94534-3197  
(707) 864-7128  
<http://www.solano.edu>

**Workshops are first-come, first-served!**

**Faculty Participation** - Full-time faculty are required to attend four campus in-service days and contract for the remaining six days in either optional workshops or individually planned activities. Adjunct faculty may participate in on- and off-campus in-service activities with approval of immediate supervisor for the number of hours equal to their weekly assigned hours for the semester and will be reimbursed for their participation at their hourly rate of pay.

**Staff Participation** - Classified and management staff are strongly encouraged to attend flex workshops and staff development activities. Released time should be arranged with their immediate supervisor.

**Small Group/Individual Projects/Student Info Tables** - Prior approval from the Dean is necessary for this option. Faculty may use up to six optional flex cal hours per day on optional days to work on curricular activities.

**TUESDAY,  
AUGUST 6, 2013  
(Optional Day—6 hours)**

**CANVAS TRAINING.** All workshops in Building 500, Room 503 (*Limited to 42 participants*)

10:00 a.m. - 11:00 a.m. (1 hour optional flex credit) **RSVP to Dale Crandall-Bear x 4483**

**Canvas Training Workshop 1: Getting Started in Online Teaching With Canvas**, Dale Crandall-Bear, DE  
Coordinator.

Topics covered:

- 1.1 What is Canvas?
- 1.2 Overview of the Canvas Workspace (from eCollege to Canvas)
- 1.3 Personalizing Canvas
- 1.4 Setting Up a Course Shell
- 1.5 Creating and Organizing Content

*As part of this workshop, participants will be enrolled in an online Canvas course shell for follow-up activities.*

11:00 a.m. - 12:00 p.m. (1 hour optional flex credit) **RSVP to Dale Crandall-Bear x 4483**

**Canvas Training Workshop 2: Building an Effective Online Course in Canvas**, Dale Crandall-Bear, DE  
Coordinator.

Topics covered:

- 2.1 Using the Communication Tools
- 2.2 Creating & Managing Assignments
- 2.3 The Learning Outcomes Tool
- 2.4 Working with the Gradebook / Giving Feedback / Speed Grader

*As part of this workshop, participants will be enrolled in an online Canvas course shell for follow-up activities.*

1:00 p.m. - 2:00 p.m. (1 hour optional flex credit) **RSVP to Dale Crandall-Bear x 4483**

**Canvas Training Workshop 3: Creating Interactive, Engaging Online Learning Environments**

- 3.1. Strategies for Engaging & Retaining Students in Online Courses
- 3.2 Creating an Interactive Learning Environment
- 3.3 Groups and Collaborations
- 3.4 Mobile Apps

2:00 p.m. - 3:00 p.m. (1 hour optional flex credit) **RSVP to Dale Crandall-Bear x 4483**

**Canvas Training Workshop 4: DE Guidelines / ADA-508 / Student Support Services**

- 4.1 Overview of DE Guidelines (ACCJC & Chancellor's Office)
- 4.2 ADA Guidelines; 508 Compliance & Best Practices
- 4.3 Student Support Services for Online Education

Infrared by Michael Duncan

Photo 151 Intro to Pro Ron Zak



**WEDNESDAY, AUGUST 7, 2013**  
*(Optional Day—6 hours)*

9:00 a.m. – 2:00 p.m. (3 hours of optional flex credit)  
**College Preview Day Building 1400 Lobby**

8:30 a.m. – 4:00 p.m.

**New Employee/ Faculty Orientation (NEFO) Human Resources (up to 5 hours optional flex credit) NEW LOCATION 360 Campus Lane, FF, Board Room 1<sup>st</sup> Floor**

8:30 a.m. - 9:00 a.m. Continental Breakfast, Sponsored by S/P office

9:00 a.m.-12:00 p.m. Staff/Faculty Orientation (3 hours of optional flex credit)

**ALL NEW F/T FACULTY SHOULD ATTEND; SENIORITY DRAW WILL TAKE PLACE DURING THIS ORIENTATION.**

12:00 p.m.-1:30 p.m. Lunch, Sponsored by S/P office

2:00 p.m.-4:00 p.m. (2 hours of optional flex credit)

**New Faculty Orientation continued, Dr. Jowel Laguerre, Superintendent-President**

An afternoon with the President. This special time will allow the new faculty members to become familiar with the Solano Community College processes and procedures, while having valuable one on one time with Dr. Laguerre.

10:00 a.m. – 12:00 p.m. (2 hours optional flex credit) Building 800, Room 811 (capacity 55)

**Mandated Reporting, Human Resources [Please RSVP to Eileen at 7169](#)**

As our District has many students who are under the age of 18, and the large majority of our employees come into contact with students on a regular basis, nearly every Solano Community College employee will be considered a "Mandated Reporter" in the scope of their employment effective January 2013. It is essential that mandated reporters understand their legal duties not only to help ensure the safety and welfare of children, but because the duty to report is imposed on individual employees, not their agencies. Moreover, a lack of training does not relieve mandated reporters of this important duty. This workshop, designed for any employee who is a mandated reporter, or who supervises mandated reporters, explains this complex area of the law, including: what constitutes child abuse and neglect; the specific reporting obligations of mandated reporters; how to file a report; protections for reporters; the consequences for failing to file a report; and appropriate employer reporting policies. Who should attend? Administrators and Employees, Athletic Coaches, Child Care Center Staff, Supervisors and Managers.  
ANY QUESTIONS CALL X 7169

1:00 p.m. – 3:00 p.m. (2 hours optional flex credit) Building 800, Room 811 (capacity 55)

**Sexual Harassment Workshop, Human Resources [Please RSVP to Eileen at 7169](#)**

This workshop will meet the requirements of AB 1825, which requires community college employers to provide harassment prevention training and education to their new supervisory employees within 6 months of hire/promotion and to their current supervisory employees every two years. Faculty that have supervision over students are required to attend every two years, as well. Everyone is encouraged to attend this training as we all have interactions with faculty, staff, and students. This workshop provides information on how best to avoid liability based on alleged sexual and other forms of harassment, discrimination and retaliation in colleges. The focus of the workshop is practical, and includes discussions of hypothetical, but realistic, fact situations. This workshop will address harassment, discrimination, and retaliation between:

- Employees & Employees
- Employees & Students
- Students & Students
- Supervisors & Employees

**THURSDAY, AUGUST 8, 2013**  
*(Optional Day—6 hours)*

9:00 a.m. -12:00 p.m. (3 hours optional flex credit), Building 1400, Room 1421 **NOTE ROOM CHANGE**  
**Academic Senate meeting**, Susanna Gunther, Academic Senate President

9:00 a.m. - 11:00 a.m. (2 hours optional flex credit) Room 1529

**SLO and math basic skill courses Math 310, Math 320 & Math 330** Sarah Donovan, Carlos Esteve & Randy Robertson

A review and discussion of the completed SLO assessments for these courses from last year led by the course mentors: Math 310 (Esteve), Math 320 (Robertson) & Math 330 (Donovan). Work on ideas for assessing these courses in Fall 2013. Also, Carlos will present the Math 310 open source textbook that he wrote during his sabbatical and the Math Basic Skills Coordinator (Rhoads) will discuss some of the Basic Skills Committee activities for the semester.

10:00 a.m. – 12:00 p.m. (2 hours optional flex credit), Building 700, Room 704

**Book Review: *The College Fear Factor: How Students and Professors Misunderstand One Another* by Rebecca D. Cox**, Facilitator: Melissa Reeve, Basic Skills Coordinator

Rebecca D. Cox draws on five years of interviews and observations at community colleges. She shows how students and their instructors misunderstand and ultimately fail one another, despite good intentions. Most memorably, she describes how easily students can feel defeated—by their real-world responsibilities and by the demands of college—and come to conclude that they just don't belong there after all. Eye-opening even for experienced faculty and administrators, *The College Fear Factor* reveals how the traditional college culture can actually pose obstacles to students' success, and suggests strategies for effectively explaining academic expectations (Amazon.com).

10:00 a.m. – 12:00 p.m. (2 hours optional flex credit), Building 700, Room 702

**Book Review: *Drive: The Surprising Truth About What Motivates Us* by Daniel H. Pink** Facilitator: James DeKloe, Biology Professor

Most people believe that the best way to motivate is with rewards like money—the carrot-and-stick approach. That's a mistake, says Daniel H. Pink (author of *To Sell Is Human: The Surprising Truth About Motivating Others*). In this provocative and persuasive new book, he asserts that the secret to high performance and satisfaction at work, at school, and at home—is the deeply human need to direct our own lives, to learn and create new things, and to do better by ourselves and our world.

11:30 a.m. – 1:30 p.m. (2 hours optional flex credit), Room 1529

**SLO and first semester Calculus courses Math 20 & Math 30** Randy Robertson and Corrine Kirkbride

A review and discussion of the completed SLO assessments for these courses from last year led by the course mentors: Math 20 (Robertson) and Math 30 (Kirkbride). Work on ideas for assessing these courses in Fall 2013.

12:00 p.m. – 1:30 p.m., Building 1400, Front half of cafeteria

**CSEA LUNCHEON MEETING**, Debbie Luttrell-Williams, CSEA President

**(RSVP TO Lisa Raquel at x 4615)**

1:00 p.m. – 4:00 p.m. (3 hours optional flex credit), Building 1400, Room 1421 **NOTE ROOM CHANGE**

**Academic Administrators and Academic Senate Meeting**, Susanna Gunther, Academic Senate President

1:00 p.m. – 2:00 p.m. (1 hours optional flex credit), Building 500, Room 503

**SLOs, PLOs and Planning—Beyond the Acrimonious Acronyms!** Ferdinanda Florence, Art History Professor

Learn what all the acronyms mean, how assessments link to strategic proposals and program review, and (most importantly) how they can be *meaningful* to building and maintaining healthy, happy programs.

2:00 p.m. – 3:00 p.m. (1 hours optional flex credit), **THIS WORKSHOP HAS BEEN CANCELED. Please see below**

**Managing SLO Assessment Data for Student Feedback**, Peter Cammish, Dean of Research and Planning

**This session is being canceled. It has been determined that anyone interested in tracking SLOs explores the options available through Canvas by attending those presentations.**

UPDATED 8/5/13

1:00 p.m. – 3:00 p.m. (2 hours optional flex credit), Building 800, Room 811

**College Teachers as Allies: A student mental health workshop for college faculty and staff** Presented by Lynn Padlo

The National Alliance on Mental Illness of California (NAMI California) has developed a workshop for college faculty and staff based on the successful and popular program for K-12 school personnel, Parents & Teachers as Allies. The college version, College Teachers as Allies (CTA) will support the academic success of college students living with mental health conditions by educating college faculty and staff on the warning signs of mental health challenges in students, and how to best intervene, so students in need of support receive treatment and services early and strategies to create a supportive learning environment. Students who have experienced a mental health condition themselves and individuals who have had a friend, roommate, partner or adult child with mental illness will also share their experiences. Help to reduce the stigma associated with mental illness on your campus by increasing your understanding, learning effective support strategies and by hearing personal stories from individuals who have dealt with the challenges of mental illness while in school.

3:00 p.m. - 5:00 p.m. (2 hour optional flex credit), Building 500, Room 505 (*Limited to 32 participants*)

**Curriculum & CurricUNET Training for Faculty**, Joe Conrad, Math Professor and Erin Moore, Curriculum CurricUwhat? Come learn about course development and the curriculum approval process, find out how the Committee works and what it's looking for when your course is on the agenda, and get specific information on navigating CurricUNET.

6:00 p.m. – 8:00 p.m. (2 hour optional flex credit), Building 100, Library Rotunda-Buffer

**Adjunct Faculty Forum and Buffet**, SCFA adjunct committee— NEW!!! Adjunct Support Center Kick Off!!!

Agenda: Discussion of Pertinent Items to Complete Part-timers' Unfinished Negotiations

6:00 p.m. Buffet Style Dinner

6:00 p.m. – 8:00 p.m. – Adjunct Support Center – Room (TBA) – Open

6:30 p.m. -- 8:00 p.m. – Presenters/Q&A

**FRIDAY, AUGUST 9, 2013**  
*(Required Day—6 hours)*

8:00 a.m.-9:00 a.m. (1 hour optional flex credit) Building 1400, Cafeteria

**Lite Breakfast**, Sponsored by S/P office

Breakfast will include Presidential awards and recognize 10, 15, 20 yrs. of service for employees.

**(2.5 hours required flex credit 9:15 a.m. – 12:00 p.m.)**

**These activities are in Building 1200, Theater**

9:15 a.m. – 9:30 a.m.

**Welcome**, Janene Whitesell, Speech Professor

9:30 a.m. – 10:00 a.m.

**State of the College**, Dr. Jowel Laguerre, Superintendent-President

10:00 a.m. – 10:15 a.m.

**Q & A with the Superintendent-President**, Dr. Jowel Laguerre

10:30 am. – 11:00 a.m.

**Distinguished Faculty Presentations**, Susanna Gunther, Academic Senate President



11:00 a.m. – 12:00 p.m.

**Keynote Speaker and Student Veterans Panel**

Felipe Grimaldo, State Chancellor's Office

Felipe Grimaldo lives and abides by three leadership standards; honor, courage and commitment. During his time of service as a U.S. Marine, he met and exceeded expectations to oversee various administrative responsibilities. He was entrusted by his superiors and peers to possess the skills to effectively achieve multiple tasks appointed to him. Today he is given the honor to represent the veterans of California by being completely committed to uphold to the principles of the Department of Veterans Affairs. While his time as the California Community Colleges Student Trustee and as a founder of Cerritos College first Veterans Resource Center has been relatively empowering, he can safely say that he has the breadth and length of service to continue serving our community by advocating for the veterans of our great state.

12:00 p.m. – 1:00 p.m., Building 1400, Cafeteria

**All College Lite Lunch**, Sponsored by S/P office

**(3.5 hours required flex credit 1:00 p.m. – 4:30 p.m.)**

1:00 p.m. -1:30 p.m., Building 1200, Theater

**SLO Updates**, Gene Thomas, SLO Coordinator

Gene Thomas, SLO Coordinator, will cover the tasks (finishing any course assessments from spring 2013 and using the latest course assessments to write program assessments) that need to be completed in the first couple of weeks of the semester in time for the October accreditation report. He'll also cover the importance of SLOs at the course and program level in the Integrated Planning Process (IPP) and how SLOs are necessary for a successful strategic proposal. Finally, he'll show where SLO resources are now located on our Web site.

Photo  
by  
Paul Doyle

Photo 31  
w/  
Al Zidek  
AKA  
Zeke



1:40 p.m. – 2:30 p.m. .

**SLO and PLO Departmental Discussions.**

Career Technical Education & Business, Building 500, Room 505  
Counseling/DSP&S/Special Services, Building 400, Room 445  
Human Performance & Development, Buildings 1600 and 1700, Room 1746  
Liberal Arts, Buildings 700 and 800, Room 812  
Math/Science, Buildings 300 and 1500, Room 308  
Social and Behavioral Sciences Room 703  
School of Health Sciences Room 807b

2:30 p.m. – 4:30 p.m.

**School Meetings**

Career Technical Education & Business Room 505  
Counseling/DSP&S/Special Services Room 445  
Human Performance & Development Room 1746  
Liberal Arts Room 812  
Math/Science Room 308  
Social and Behavioral Sciences Room 703  
School of Health Sciences Room 807b

4:30 p.m. – 6:00 p.m., **THIS HAS BEEN CANCELED!**

**Adjunct Faculty Collaboration**, Genele Rhoads, Math Instructor, and Gene Thomas, SLO Coordinator

6:00 p.m. - 7:00 p.m., **THIS HAS BEEN CANCELED!**

**Adjunct Faculty Dinner**, Sponsored by the SCFA, James DeKloe, Biology Professor



Photos by Igeborg Bourdon  
Photo 70 Beginning Digital Photography  
w/ Ron Zak

**TUESDAY,**  
**September 3, 2013**  
*(Optional Day—6 hours)*

9:00 a.m. – 12:00 p.m. (3 hr. optional flex) Building 400 Room **TBA**

**Academic Calendar Development Workshop** Barbara Fountain Director, Admissions & Record  
Hate the calendar? Confused by the calendar? Angry about the calendar? Join us for this workshop to learn the regulations that guide the development of the calendar as well as local challenges that contribute the final product. Get your questions answered. Contribute your ideas for improvement.

10:00 a.m. – 12:00 p.m. (2 hr. optional flex) Building 400, Room 446(Limited to 36 participants)

**Calstrs Retirement Workshop**  
Charlene Bode, Benefits Counselor. Client outreach and guidance.

10:00 a.m. – 11:00 a.m. **All Long-Term Care workshops are in the back half of cafeteria, Room 1405A**

**Long-Term Care Insurance workshop** (1 hour optional flex credit) Karen Marblestone Perry, CLTC Marblestone Insurance Services, LLC. Call 866-710-2893 x 109 to reserve your seat at a workshop.

This new program is voluntary and employee paid, features a reduced number of health questions *and* discounted premiums to eligible employees.\* Family members may also be eligible. \*\*

Long-Term Care Insurance covers expenses for care whether received at home, in the community, or in an assisted living/nursing facility. Attend a workshop and explore your options. For more information, call 866-710-2893 x109 to RSVP

12:30 p.m. – 1:30 p.m.

**Long-Term Care Insurance workshop** (1 hour optional flex credit) Karen Marblestone Perry, CLTC Marblestone Insurance Services, LLC. Call 866-710-2893 x 109 to reserve your seat at a workshop.

This new program is voluntary and employee paid, features a reduced number of health questions *and* discounted premiums to eligible employees.\* Family members may also be eligible. \*\*

Long-Term Care Insurance covers expenses for care whether received at home, in the community, or in an assisted living/nursing facility. Attend a workshop and explore your options.

1:00 p.m. – 3:00 p.m. (2 hours optional flex credit) Building 800, Room **804** (*Limited 54 participants*),

**EEO/Selection Committee Training**, Human Resources **RSVP to Eileen at X 7169**

This workshop is designed to familiarize hiring committees charged to hire new staff and faculty with procedures related to areas of selection, diversity, Title V, and Equal Employment Opportunity (EEO) guidelines.

2:00 p.m. – 3:00 p.m.

**Long-Term Care Insurance workshop** (1 hour optional flex credit) Karen Marblestone Perry, CLTC Marblestone Insurance Services, LLC. Call 866-710-2893 x 109 to reserve your seat at a workshop.

This new program is voluntary and employee paid, features a reduced number of health questions *and* discounted premiums to eligible employees.\* Family members may also be eligible. \*\*

Long-Term Care Insurance covers expenses for care whether received at home, in the community, or in an assisted living/nursing facility. Attend a workshop and explore your options.

## School of Math and Science Meeting

### Agenda & Minutes

Location: The faculty/staff lounge in 1400

Date and Time: Thursday, Sept. 5, 1:00 pm-2:00 pm

- I. **PLOs and SLOs Assessment** – Dr. Gene Thomas  
*Dr. Gene Thomas stated that SLOs are for everyone and are required for accreditation. Adjunct Faculty should participate. Full Time faculty members can help by talking with adjunct faculty and guiding them through the process.*  
  
*Professor Christine Ducoing suggested that the full-time faculty should pair-up with adjunct faculty to work on SLOs and the adjunct faculty can be paid up to two hours to work on SLOs.*  
  
*Dr. Alan Jian recommended that disciplines consider the approach that Math used by volunteers/assigned faculty take responsibility for specific course number(s).*
  
- II. **New School Coordinator** – Dr. Margherita Molnar  
*Dr. John Yu thanked Prof. Christine Ducoing and Dr. Joe Conrad for serving as the Science and Math coordinators, respectively, last year.*  
*He introduces Dr. Margherita Molnar as the new School Coordinator. Dr. Molnar holds a Ph.D from University of Pisa, Italy and has been a tenured full-time faculty in biology since 2008. She conducted research at UCLA and UCD before joining SCC. She holds two patents and received various awards. Dr. Molnar will assist the Dean on a various issues as they come up. The pressing issues right now are PLOs, SLOs, EMP and Accreditation .*
  
- III. **PLOs Assessment Updates** –Deadline, 9/9
  - a. *Biology – Professor Jim Dekloe and Dr. Gene Thomas are working on it.*
  - b. *Chemistry – almost complete*
  - c. *General Science – draft received*
  - d. *Horticulture – draft received*
  - e. *Math – draft received*
  - f. *Physics – drafted received*
  - g. *Water/Waste Water - need to have coordinator work on this w/adjunct faculty*
  
- IV. **Education Master Plan Updates** – Deadline, 9/23
  - a. *Astronomy- in progress*
  - b. *Biology – in progress*
  - c. *Biotech - progress*
  - d. *Chemistry – draft received*
  - e. *Engineering – draft received*
  - f. *Geography – draft received*
  - g. *Geology – draft received*
  - h. *Horticulture –draft received*
  - i. *Math – draft received*
  - j. *MESA*
  - k. *Physical Science – draft received*
  - l. *Physics – draft received*

m. *Water/Waste Water – need to have coordinator work on this w/adjunct faculty*

n. *School Master Plan? – John Yu*

*Dr. Yu threw some ideas for consideration about a School Master Plan. These include:*

- *Need more room and state-of-the-art labs*
- *Math and Science Learning Center – a place where students can get help, work with others and enhance their college experience*
- *Expand the engineering program and establish an engineering degree program*
- *Create a Geography transfer degree – Dr. Mark Feighner*
- *Create a Physics transfer degree – Dr. Melanie Lutz*
- *Create other transfer degrees on other disciplines as the model curriculum become available*
- *NSF Grants*
  - ATE*
  - S-STEM*
  - STEP and others*

V. **Accreditation visit in October** – John Yu

*Dr. Yu stated that accreditation is everyone's top priority on campus. Visiting team may talk to faculty and students randomly and we should be prepared. He said Dr. Dambrosio's report is coming out at any time.*

VI. **Title 5, Section 59400, Online Teaching Materials** – John Yu

*Law requires that online teaching materials be available for 2 years . Here is the language: " Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time from the length of the class **up to at least two years** (emphasis added). The terms of the license or access fee shall be provided to the student in a clear and understandable manner prior to purchase."*

VII. **Winter Intersession** – John Yu

*Dr. Yu alerted the participants that Winter Intersession is under consideration and asked the faculty to think about what we should offer in this short session that will benefit the students the most.*

VIII. **Committee Updates**

a. **Distance Learning Committee** – Dr. Philip Peterson

*Dr. Philip Peterson reported that our E-college contract will end on June 30, 2014. Canvas will be used in summer 2014 which requires that instructors must have completed the appropriate training and create shells by the deadlines this fall. He will email information.*

b. **Academic Senate**

*Professor Kevin Brewer reported on the work of the academic senate.*

*Special admit criteria:*

*3.0 GPA and 12 years of age or older will be automatically admitted via the Special Admittance Process. A student whose GPA is between 2.0 and 3.0 can appeal to the Academic Council.*

*Adjunct faculty member Ken Williams is a new Academic Senate representative for Math/Science.*

c. Curriculum Committee –

*Prof. Randy Robertson and Dr. Margherita Molnar are school representatives on the curriculum committee. Prof. Robertson suggested that faculty with curriculum issues go to him and Dr. Molnar before going to Dr. Conrad who is the Chair of the committee with a lot responsibilities. Dr. Mark Feighner has volunteered to work on a transfer degree program for Geography. Prof. Randy Robertson will assist with this.*

Basic Skills – Prof. Genele Rhoads reports that the 1<sup>st</sup> Year Experience meeting is on Thursday @ 1:00 PM in room 1531. All are welcome to attend and participate. *There is one embedded tutor at the Vacaville Center.*

IX. **Jack Kent Cooke Foundation Undergraduate Transfer Scholarship**

*Dr. Yu acknowledged Prof. Darryl Allen for putting this item on the agenda and asked the faculty to recommend and encourage students to apply.*

X. **Other Updates** or Items of Interest from the School

*None.*

**ACCREDITATION TASK FORCE MINUTES  
AUGUST 19, 2013 (12:00 p.m. to 2:00 p.m.)**

In attendance: Susanna Gunther, AS President; Gene Thomas, SLO Coordinator; Jim DeKloe, SCFA President; Debbie Luttrell-Williams, CSEA President; Roger Clague, CTO; Dean Peter Cammish; Dean Shirley Lewis; Dean Jerry Kea; Professor Kevin Anderson; Dale Crandall-Bear, Coordinator Distance Education; Trustee Sarah Chapman, President SCC Governing Board; President Jewel Laguerre; IVP Diane White; Annette Dambrosio, Accreditation Coordinator. Interim Vice President Nona Cohen-Bowman stopped by briefly to be introduced to all.

The meeting began at 12:20 p.m. with Dambrosio providing an overview of Accreditation progress to date. When she began her Accreditation work in mid April, she immediately contacted all Committee Chairs who were in charge of Reports wherein SCC remained on sanction, i.e., Equity and DE. She also met and corresponded with various other chairs to address the tasks that needed to be done and to provide any support needed. Over the summer, time was spent researching reports from other colleges, reviewing various models that pertained especially to Equity planning, and reviewing ACCJC standards. A major project was the examination of SCC Accreditation Reports since 2009, the purpose being to document recurring concerns at SCC that must be addressed now and in the future.

July 22 was the initial deadline for draft reports and few were submitted. Subsequent deadlines were August 5 and August 12. To date, not all drafts have been submitted. Of most concern is the fact that Equity Plans need to be finalized, approved, and integrated in our Institutional database. Completing these plans has been particularly challenging as the Chair Vines is no longer at SCC and Chair Albarran is on leave.

Dambrosio emphasized the need for collecting evidence and the need for the College to “institutionalize” Accreditation. We need to build, for example, an online repository wherein all College employees could easily deposit evidence. She emphasized that Accreditation efforts need not be so difficult and that the College needed to reduce the flurry of last minute evidence collecting and frantic report writing. Various suggestions emerged regarding SCC’s needs to institute common structures, e.g., Shared Drives for our various Schools, and common protocols, e.g., all syllabi posted in Shared Drives should include some common elements (SLOs, Office Hours, SCC attendance policy, etc.), all documents must have dates, and minutes and agendas should be posted regularly for various groups. Eventually, she hoped to establish Standing Committees for Accreditation to ensure that work was ongoing and that SCC would no longer worry about sanctions of any kind. Dambrosio’s ideal would be to institutionalize continuous self-study at SCC.

Additional suggestions included building a Website dedicated to Accreditation, the possibility of eliminating My Groups, and various WIKIs. Many were concerned that

documents are not easily accessible at SCC. In the meantime, Clague and Thomas volunteered to work together to examine School Drives for ease of use and to create a memorandum explaining how to use Shared Drives (and email to ALL). Gunther will ask the Academic Senate to initiate dialogue pertaining to the inclusion of common elements for syllabi. Luttrell-Williams reported that Administrative Staff were meeting to discuss ideas pertaining to sharing resources. A common concern was ease of use of technology and common standards for record keeping.

The last portion of the meeting was dedicated to Committee Chair reports. Dambrosio emphasized that completing this year's Accreditation Report was urgent because of the two-year rule to remove all sanctions. The timeframe to finalize our 2013 Follow-Up Report is brief and much work needs to be completed by September 5. After this semester's work is complete, it is her intent to totally restructure Accreditation efforts at SCC as we begin to institutionalize the entire process and prepare for our Self Study in 2016.

The meeting was adjourned at 1:55 p.m.

**The next meeting will be Sept. 16, from 11-1, Room 234, Campus Lane (one week later than suggested). President Laguerre will provide lunch.**



## Evidence: SLO Database Window Show % Courses

Evidence - Database Window Shows % Courses - Message (HTML)

File Message Adobe PDF

Ignore X Reply Reply Forward Meeting R&P Procedure ... To Manager  
 Junk Delete Reply All More Team E-mail Done  
 Delete Respond Reply & Delete Create New

Rules Move OneNote Mark Categorize Follow Find Related Zoom  
 Unread Tags Up Translate Select Editing Zoom

From: Peter Cammish  
 To: Annette Dambrosio  
 Cc: Pei-Lin Van't Hul  
 Subject: Evidence - Database Window Shows % Courses

Course List

Search Courses Close

Type Course ID and Press Return    % Courses Assessed  Add Course

Course_ID	Course_Name	n Outcomes	n Results
ACCT002	Prin/Actng-Manag	1	4
ACCT050	Computer Accounting	1	1
ACCT176	Inter Accounting	1	2
ACCT177	Cost Accounting	1	1
ACCT183	Prin Income Tax	1	2
ACR100	Air Conditioning & Refrigeratio	1	1
ACR101	Air Cond & Refrig	2	2
AERO055	Av Maint Tech Gen I	2	2
AERO102	Airframe Maint I	3	3
AERO103	Avia Mtn Tch Gen II	3	3
AERO105	Airframe Maint II	3	3
AERO106	Powerplant Maint I	3	3

Instructor Assessments Reports  View Archive



## ACADEMIC DEANS MEETING Wednesday, July 31, 2013

### Meeting Notes

Diane White, Interim Vice President,  
Academic Affairs

Shirley Lewis, Dean -Vacaville/Travis  
Centers

Rennee Moore, Interim Dean, School  
of Sciences, Division of Science

Jerry Kea, Dean - Vallejo Center

Máire Morinec, Dean – School of  
Career Tech Ed & Business

Genele Rhoads, Interim Dean,  
School of Sciences, Division of Math

Sal Codina, Interim Dean, Social &  
Behavioral Sciences

Lily Espinoza, Dean, Human  
Performance & Development

Barbara Pavao, Interim Dean,  
Counseling

Maurice McKinnon, Interim Dean,  
School of Health Sciences

Also Present: Gene Thomas, Peter  
Cammish

Recorder: Laurie Gorman, Executive Assistant, Academic Affairs

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### **SLO Activities**

Gene Thomas, SLO Coordinator shared that ACCJC found that we meet expectations for courses, and more and more adjuncts are doing good work. Continued efforts are being made to sustain progress and move beyond where we are. There is a target date of September 9, 2013 to assess courses from the last academic year, and assess programs.

Gene reviewed with the Deans the courses in the database that do not have assessments and areas that need to complete service program assessments. These also have a target completion date of September 9, 2013.

### **Academic Area and Strategic Planning**

Peter Cammish shared with the Deans that a process is being put into place related to academic planning. This will serve as our process for future funding allocations based upon the strategic plan, and will include all the planned work and needs of individual departments. This provides a process for converting ideas and plans from assessment activities into meaningful work and adds accountability by making a public statement of where we are going.

## **Program Review**

Diane White reported that departments are in various stages of program review. Amy Obegi has put together a proposed Program Review cycle schedule and will be taking it to the Academic Senate early in the Fall semester:

- 2013-2014: School of Human Performance and Development & Counseling/Learning Skills (beginning Fall), Nursing (supplemental to BRN report)
- 2014-2015: School of Social Sciences and ½ of the School of Math/Sciences
- 2015-2016: ½ of the School of Math/Sciences, and ½ of Liberal Studies
- 2016-2017: ½ of Liberal Studies & any others not current
- 2017-2018: School of Career Technical Education and Business
- 2018-2019: Human Performance & Dev., Counseling/Learning Skills, Allied Science
- 2019-2020: School of Social Sciences
- 2020-2021: School of Math/Sciences
- 2021-2022: School of Liberal Studies

## **Ed Master Plan**

The Deans were asked to review the Ed Master Plan Draft (June 2013) with Faculty. September 30, 2013 is the deadline for input.

## **Flex-Cal Required Day**

Diane White reviewed the Flex-Cal schedule with the Deans, and noted the following:

- Dr. Laguerre will be stressing with faculty the importance of turning in final grades on time; progressive discipline will take place for not adhering to this.
- FSAs cannot be used for filling out load or getting overload in another area.
- There will be an accelerated transition to Canvas. Dale Crandall-Bear will be getting an email out to Deans related to this. Additional training and certification workshops will be scheduled.
- All course syllabi must include SLOs.

Solano Community College Curriculum Committee  
2012 – 13 Resolution 1: Course Deletions Identified through the SLO Process  
Submitted by Joseph Conrad, Chair

Whereas college faculty participated in Student Learning Outcomes analysis during summer 2012;

Whereas this process identified many courses that were not offered in recent years;

Whereas consultation with all faculty and deans revealed that many of these courses should be deleted from the catalog;

Whereas these deletions will also necessitate corresponding catalog changes in various programs;

Be it resolved that the following courses be deleted from the catalog;

Be it also resolved that necessary changes be made to programs in the catalog including but not limited to those indicated below. (Note that additional paperwork may be needed by the Chancellor's Office for some program changes.)

ACCT 180 Introduction to Accounting

- ACCT Clerk Job Direct Cert. – Required, Replace with ACCT 001
- Management/Small Business – Recommended Elective
- Management/Retail Man. – Req. Course Option
- Marketing – Recommended Elective
- OT/Administrative Assistant – Recommended Elective
- OT/Legal Spec – Recommended Elective
- OT/ Medical Spec – Recommended Elective

AERO 110 Instrument Power and Flight Control System

- AERO/AF Maintenance – Recommended Elective
- AERO/Power Plant Maintenance – Recommended Elective
- AERO/ Avionics - Required

AERO 111 Aircraft Communication Systems

- AERO/AF Maintenance – Recommended Elective
- AERO/Power Plant Maintenance – Recommended Elective
- AERO/ Avionics - Required

AERO 112 Aircraft Navigation Systems

- AERO/AF Maintenance – Recommended Elective
- AERO/Power Plant Maintenance – Recommended Elective
- AERO/ Avionics - Required

AERO 113 Aircraft Radar & Pulse Systems

- AERO/AF Maintenance – Recommended Elective
- AERO/Power Plant Maintenance – Recommended Elective
- AERO/ Avionics - Required

CIS 25 Fortran

SCC GE Area D4  
General BUS - Elective  
CIS/Computer Programming – Elective  
CIS/Microcomputer Applications – Elective  
CIS 57 Introduction to Microsoft Windows  
CIS 63 WordPerfect  
CIS/Computer Programming – Elective  
CIS/Microcomputer Applications – Elective  
Computer Applications Specialist/ Job-Direct Certificate  
Home Based Computer Processor/Job-Direct Certificate  
Life Management - Required (Change unit totals)  
OT/Legal Specialist – Required with option  
OT/Legal Office Assistant Job-Direct Certificate – Required with option  
CIS 108 Fast Track WordPerfect  
CIS/ Computer Programming – Recommended Elective  
CIS/ Microcomputer Applications – Recommended Elective  
CIS/Web Development and Administration – Recommended Elective  
CIS 115 COBOL Programming  
SCC GE Area D4  
CIS 119 Project Management  
COSM 118A Imaging Systems I  
COSM – Recommended Elective  
COSM 118B Imaging Systems II  
COSM – Recommended Elective  
COSM 171 Manicure Practices  
COSM – Recommended Elective  
COSM/Nail Tech Job-Direct Certificate  
COSM 172 Pedicure Practices  
COSM – Recommended Elective  
COSM/Nail Tech Job-Direct Certificate  
COSM 173 Artificial Nails  
COSM – Recommended Elective  
COSM/Nail Tech Job-Direct Certificate  
COSM 174 Nail Systems  
COSM – Recommended Elective  
COSM/Nail Tech Job-Direct Certificate  
COUN 063 Field Work  
CJ/Corrections – Recommended Elective  
CJ 050 Substantive Law  
CJ/Law Enforcement – Elective  
CJ 054 Patrol Procedures  
CJ/Law Enforcement - Elective  
CJ 061 State and Local Correctional Institutions  
CJ/Corrections - Elective  
DRFT 045A Introduction to Computer-Aided Drafting (CAD) - Part 1  
DRFT 045B Introduction to Computer-Aided Drafting (CAD) - Part 2

DRFT 046A Advanced CAD—Part 1  
DRFT 046B Advanced CAD—Part 2  
ECE 055 Key Concepts in Early Childhood Education  
ECE 085 Educational Games  
FIRE 112 Hazardous Materials I  
    Hazardous Substances Certificate of Achievement – required  
    Industrial Education/Safety – Recommended Elective  
    Industrial Education Maintenance Technician – Recommended Elective  
FIRE 148B Introduction to Homeowner Inspections  
FIRE 148CC Introduction to Pre-Fire Instruments & Defensible Space Design  
    Pre-Fire Technician Job-Direct Certificate – Required  
FIRE 148DD Intro to Pre-Fire Engineering  
    Pre-Fire Technician Job-Direct Certificate – Required  
FIRE 148GG Pre-Fire Silviculture Practices  
    Pre-Fire Technician Job-Direct Certificate – Required  
FIRE 148W Hazardous Materials Technician 1A  
    FIRE – One of many to select from for 12 units  
FIRE 148X Hazardous Materials Technician 1B  
    FIRE – One of many to select from for 12 units  
FIRE 148Y Hazardous Materials Technician 1C  
    FIRE – One of many to select from for 12 units  
FIRE 148Z Hazardous Materials Technician 1D  
    FIRE – One of many to select from for 12 units  
FREN 033 Second Semester French, Part I  
    Foreign Languages/General – Required  
    Foreign Languages/Individual - Required  
FREN 034 Second Semester French, Part II  
    Foreign Languages/General – Required  
    Foreign Languages/Individual - Required  
GEOG 060 Advanced Geographic Information Systems  
    DRFT/Survey Tech – Electives for Science Requirements  
GEOG 061 Introduction to Global Positioning Systems  
    DRFT/Survey Tech – Electives for Science Requirements  
GEOG 062 Advanced Global Positioning Systems  
    DRFT/Survey Tech – Electives for Science Requirements  
HIST 032 History of the Philippines  
    HIST/World History – Elective  
    HIST/Ethnicity and Gender Study – Elective  
    Interdisciplinary Studies – Arts and Humanities  
HIST 049 History Honors  
    HIST/United States – Elective  
    HIST/World History – Elective  
    HIST/Ethnicity and Gender Study – Elective  
HS 060 Empowerment Skills for Family Workers  
HS 061 Family Support Skills for Family Workers  
MATH 118 The Beauty of Mathematics

SCC GE Area D3a  
METR 010 Elements Of Meteorology  
SCC GE Area A  
CSUGE Area B 1  
IGETC Area 5A  
PHYS – Physical Sciences list  
General Sciences – Physical Sciences list  
University Studies – Science and Quantification  
MUSC 006 Composition/Songwriting  
Interdisciplinary Studies – Arts and Humanities  
MUSC 062 Introduction to Electric Guitar  
MUSC 063 Introduction to Electric Bass  
MUSC 064 Marching Band  
NUTR051 Nutrition Basics for Children  
ECE – Recommended Elective  
NUTR052 Child Nutrition for ECE  
ECE – Recommended Elective  
NUTR101 Food Service Sanitation  
OT 057 Legal Keyboarding/Word Processing  
OT/Legal Specialist – Required (change units total)  
OT/Legal Office Job-Direct Certificate – Required  
OT 109 Fast Track Records Control/Filing  
OT 121 Medical Transcription I  
OT/Medical Transcription Specialist – Required  
OT 122 Medical Transcription II  
OT/Medical Transcription Specialist – Required  
OT 123 Medical Transcription III  
OT/Medical Transcription Specialist – Required  
OT 124 Medical Transcription IV  
OT/Medical Transcription Specialist – Required  
OT 131 Legal Transcription  
OT/Administrative Assistant – Recommended Elective  
OT/Legal Specialist – Required (Change unit total)  
OT/Legal Office Job-Direct Certificate – Required  
OT 159 Filing & Records Management  
OT/ Administrative Assistant – Required (Change unit total)  
OT/ Legal Specialist – Required (Change unit total)  
OT 160 Business Transcription  
OT/ Administrative Assistant – Recommended Elective  
OT/ Medical Transcription Specialist – Required  
OT 170 Creating a Virtual Office  
OT 171 Marketing a Virtual Office  
PE 002C Water Polo  
PE – Activity courses list  
PE/Sports Medicine - Activity courses list  
PE/Fitness Professional Job-Direct Certificate – Activity Course List

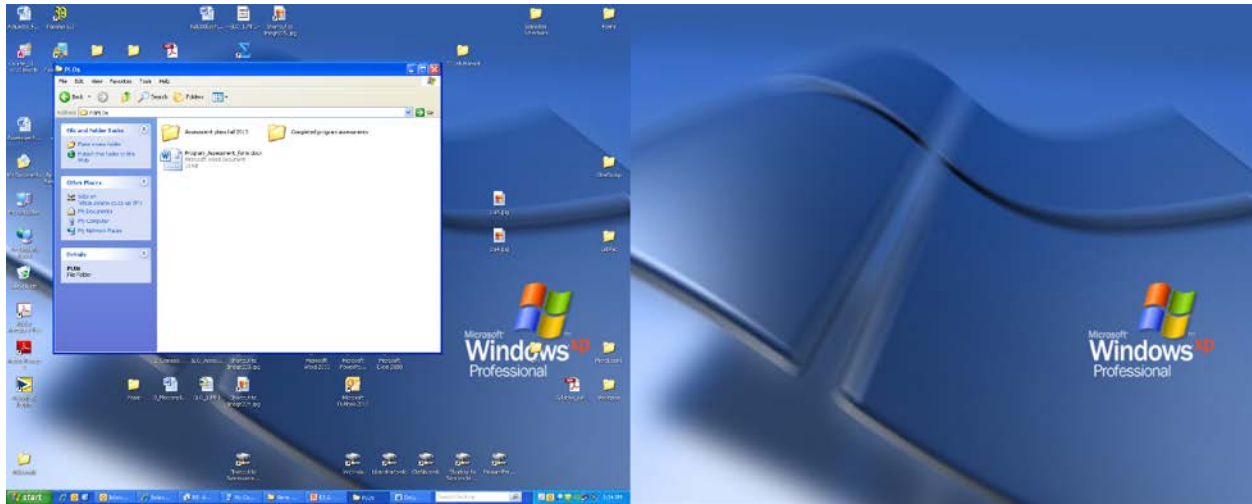
PE 005A Low Impact Aerobics  
     PE – Activity courses list  
     PE/Sports Medicine - Activity courses list  
     PE/Fitness Professional Job-Direct Certificate – Activity Course List  
 PE 005B Begin Aerobic Exercise  
     PE – Activity courses list  
     PE/Sports Medicine - Activity courses list  
     PE/Fitness Professional Job-Direct Certificate – Activity Course List  
 PE 007D Begin Golf  
     PE – Activity courses list  
     PE/Sports Medicine - Activity courses list  
     PE/Fitness Professional Job-Direct Certificate – Activity Course List  
 PE 007E Inter Golf  
     PE – Activity courses list  
     PE/Sports Medicine - Activity courses list  
     PE/Fitness Professional Job-Direct Certificate – Activity Course List  
 PE 091 Adapted Back Rehab  
 PE 098B Intro Sport Psych  
 PE 098C Circuit Training  
 PE 098E Cardio Conditioning  
 PE 098F Tai Chi  
 PE 300 Intramural Recreational Sports Program  
 PHIL 031 Introduction to World Religions of the East  
     SCC GE Area C  
     CSU GE Area C-2  
     Ethnic Studies – Recommended Elective  
     Inter. Relations – List to select from  
     University Studies/Liberal Studies for Elem. Teachers  
 PHIL 032 Introduction to World Religions of the West  
     SCC GE Area C  
     CSU GE Area C-2  
     Ethnic Studies – Recommended Elective  
     Inter. Relations – List to select from  
     University Studies/Liberal Studies for Elem. Teachers  
 PHOT 053 Introduction to Color Photography  
 PHSC 048 Special Topics in Physical Science  
 PORT 101 Conversational Portuguese  
 PORT 102 Conversational Portuguese  
 SOCS 026 Filipino-American Experience  
     SCC GE Area B-2  
     CSUGE Area D-3  
     IGETC Area 4C  
     IGETC Area 4G  
     Ethnic Studies/Asian American (Change unit totals in the select other courses line.)  
     Ethnic Studies – Select from list  
     HS – Recommended Elective



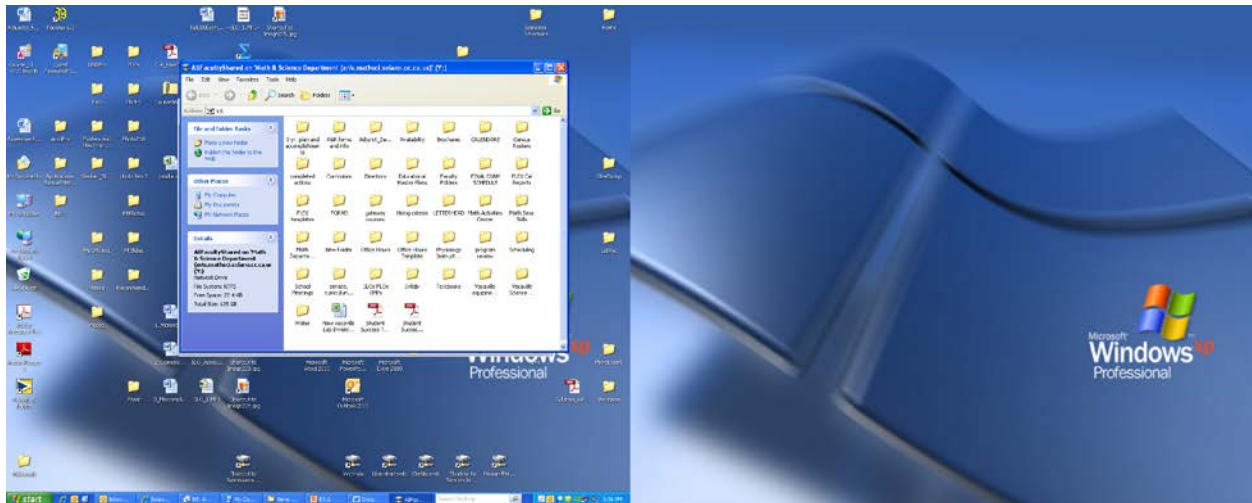
Interdisciplinary Studies /Social Sciences  
SOCS 028 African Studies  
    SCC GE Area B-2  
    CSUGE Area D-7  
    IGETC Area 4G  
    Ethnic Studies – Select from list  
    Ethnic Studies – Recommended Elective  
    International Relations – Select 3 units list  
TAG 101 Conversational Tagalog  
    Ethnic Studies – Recommended Elective  
TAG 102 Conversational Tagalog  
    Ethnic Studies – Recommended Elective  
THEA 031 Actor Training 2  
THEA 032 Actor Training 3  
THEA 033 Actor Training 4  
    TA/Acting Emphasis – Directions in units and Selection 1  
THEA 049 Theatre Arts Honors  
THEA 106 Solano College Theatre Touring Company  
WATR 102 Sanitary Chemistry  
    WATR – Required (with option)

AERO/Avionics Technician – Delete the program  
COSM/Nail Technician Job-Direct Certificate – Delete the program  
FIRE/Pre-Fire Technician Job-Direct Certificate – Delete the program

School of Social and Behavior Sciences:



School of Math/Science:



### Program Assessment Form

**Program name:** Mathematics Degree

Date of assessment: August 29, 2013

Assessment performed by: Math Department

PLO 1: Solve a problem applying appropriate math concepts and ideas.

- ➔ Results: Students typically performed well in this area.
- ➔ Planned action: None.

Narrative: The assessments for the course SLO's which link to this PLO were analyzed in the following courses: Math 22, Math 23 and Math 40. These courses are the final math courses that a degree student would take and even though not all students will take each of the courses, they will take at least two of them to complete a degree. The assessments showed satisfactory to high performance on the outcomes at the course level. Students typically did well on solving typical problems although problems with multiple levels did create difficulties.

PLO 2: Effectively communicate solution(s).

- ➔ Results: Those assessments that specifically addressed this PLO showed poor results. However, only Math 40 required some type of communication through writing a proof.
- ➔ Planned action: Attention to effective communication, both in assessment and in specific course SLOs, should be addressed. Instructors should be adding attention to communication in their classes. More assessments should be designed to measure this PLO. It would be helpful to have some course SLO's added which specifically include consideration of this PLO at all levels of our curriculum not just the top level.
- ➔ Timeline for planned actions: 2013-14

Narrative: As with PLO1, assessments were analyzed in the courses listed above. None of the course SLO's specifically mentioned communicating solutions, however a couple of the assessments incorporated the idea. This issue was pointed out in last year's assessment, but no progress has been made on it. The department did address some issues that followed from last year's program assessment, namely, the course outline of record for Math 31 was changed to better reflect the SLOs. Also, a discussion began on the precalculus sequence.

The MAC component of Math 22 and Math 40 was dropped recently in part because we did not feel we had the resources to meet the demand given the requirements imposed concerning TBA hours. The time the students spent in the MAC helped them develop their skills and ability to communicate what they were doing. It would be good if we could add resources, specifically space and computers, to the MAC so that we could reinstitute this component of these courses.

Finally, it should be noted that this is the degree program assessment. We are assuming that the Basic Skills and General Education components of our department will also be assessed by the relevant parties. We expect these assessments also will indicate that more space and computers are needed in the MAC.

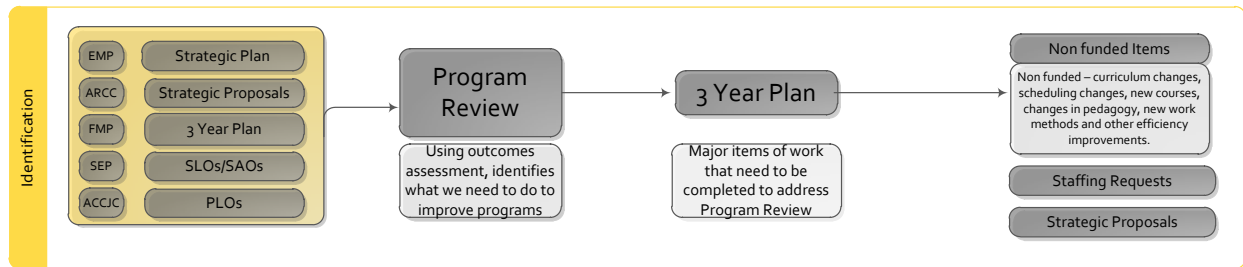
There are obviously some projects that are funded and do not fall under any of these processes. This is also an important part of planning, having the ability to be flexible and react to changing environmental factors. For this reason it is expected that at higher management levels such as Superintendent President, Vice presidents and Deans there is some level of discretionary spending. The District has made huge steps in trying to reduce discretionary spending and roll-over budgets. When discretionary spending does occur, it should happen with input from cross campus committees such as Shared Governance Council (SGC) and Superintendent Presidents Cabinet (SPC). It is also very important that some level of assessment and subsequent justification exists in addition to basic planning as this will be a focus of questioning in SGC and SPC.

#### INTEGRATED PLANNING PHASES

At an institutional level integrated planning occurs in a number of related phases. These include

- **IDENTIFICATION:** The process of reflecting on evaluations, assessments and environmental inputs to set the future work priorities.
- **PRIORITIZATION:** The action of relating local work priorities to institutional goals and drivers.
- **BUDGETING AND APPROVAL:** The process of approving prioritized work in terms of budget and SPC confirmation.
- **EVALUATION:** Reviewing completed work for evidence of success and change
- **CLOSING THE LOOP:** Feeding evaluation results back into Identification phase

IDENTIFICATION



The process starts with all areas (academic, service area and institutional plans) completing an evaluation of all the factors that may influence setting work priorities for the coming year. This includes reviewing and understanding relevant parts of

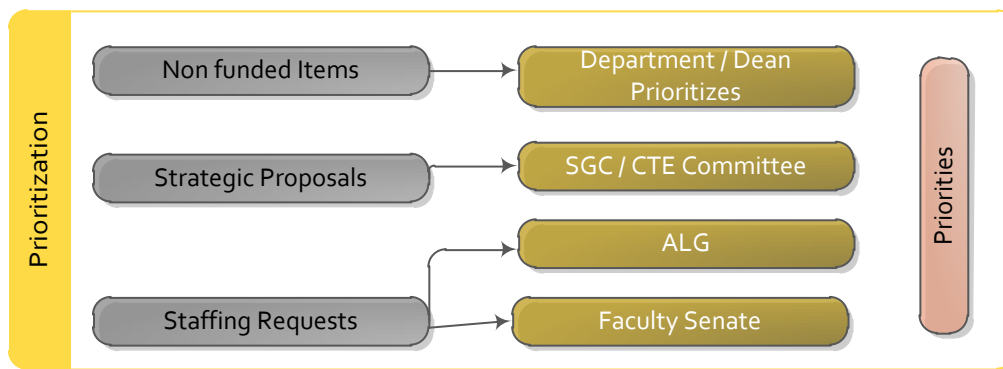
- Education Master Plan
- CCCO Student Performance Indicators
- Facilities Master Plan
- Student Equity Plan
- ACCJC Accreditation recommendations
- SCC Strategic Plan
- Work you have completed to date including;
  - Outcomes assessments
  - Completed projects
  - Strategic proposals you may have completed

The next step is to gather all of this information and make sense of it in a structured fashion. This is done by completing a Program Review for your area.

Based on the results of your program review you should aim to complete a plan of work for your area covering the next 3 years. You plan should be divided into discrete projects (more on this later) with specific activities, outcomes and milestone dates.

The output of your 3 year plans are projects describing major pieces of work that need to be completed. Some of these work items will require funding. Although it is important to remember that not all work that needs to be done requires additional resources. In fact, it could be argued that the vast majority of projects that are implemented can be done with pre-existing resources.

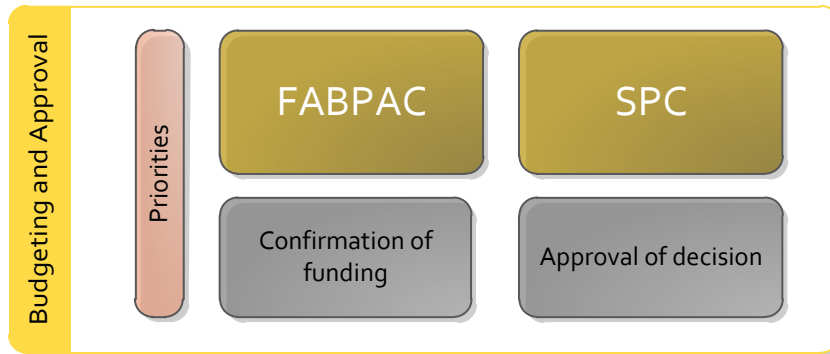
PRIORITIZATION



Prioritization is the process of looking at all the planned items, staffing requests and strategic proposals at the institution level to ensure that what we are proposing to do (and what we are proposing to spend) makes sense to the institution as a whole. Another important part of this phase is making sure that;

- Area of overlap are kept to a minimum
- Opportunities to work together are exploited
- Work proposed in one area does not negatively impact another area
- The district has the resources to complete planned projects
- The district is getting value for money from planned projects

BUDGETING AND APPROVAL



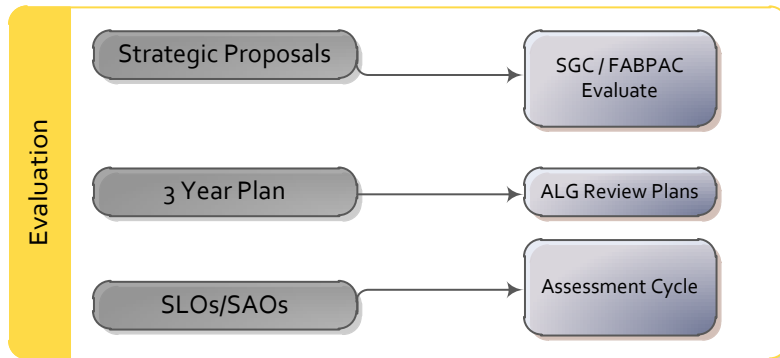
Budgeting and approval is the process by which priorities decided in the previous phase are turned into mandates to proceed at the executive level

The purpose of this step is not to reverse the prioritization from the previous phase but to

- Confirm that funding is available for the life of the project
- Confirm resources will be available for any probable long term maintenance
- Provide superintendent presidents sign off and decision to proceed

it is possible that insufficient information exists to make this final decision. In this case requests for further details will be coordinated through the appropriate prioritization body.

EVALUATION PHASE



A critical and often neglected aspect of planning is evaluation of the project post implementation. This is important as we make sure that time and resources dedicated to projects are delivering the expected outcomes. Evaluation should occur at least annually and preferably before major planning activities for the upcoming year. The major evaluation components include.

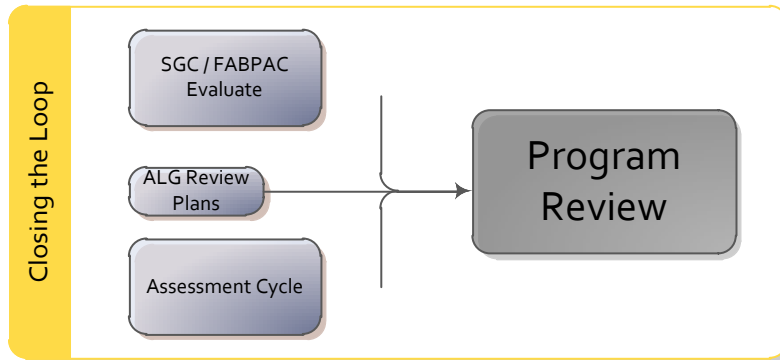
Evaluation of Strategic Proposals: SGC/FABPAC as original groups responsible for prioritization should play an active role in evaluating implementation of previous years Strategic Proposals. All proposals should contain both outcome statements and timelines that should be used to measure progress.

Evaluation of Strategic Plan: The Strategic Plan is the culmination of all Service Area plans. ALG as a group is responsible for advancing, controlling and managing that plan. ALG should meet at least once a year to review plan progress and if necessary add, archive or edit elements of the plan.

SLOs/SAOs: Service areas are responsible for their own outcome assessment as outlined in their outcome evaluation method and success criteria. Outcomes assessment should occur at appropriate times and involve staff members in discussing and interpreting results.

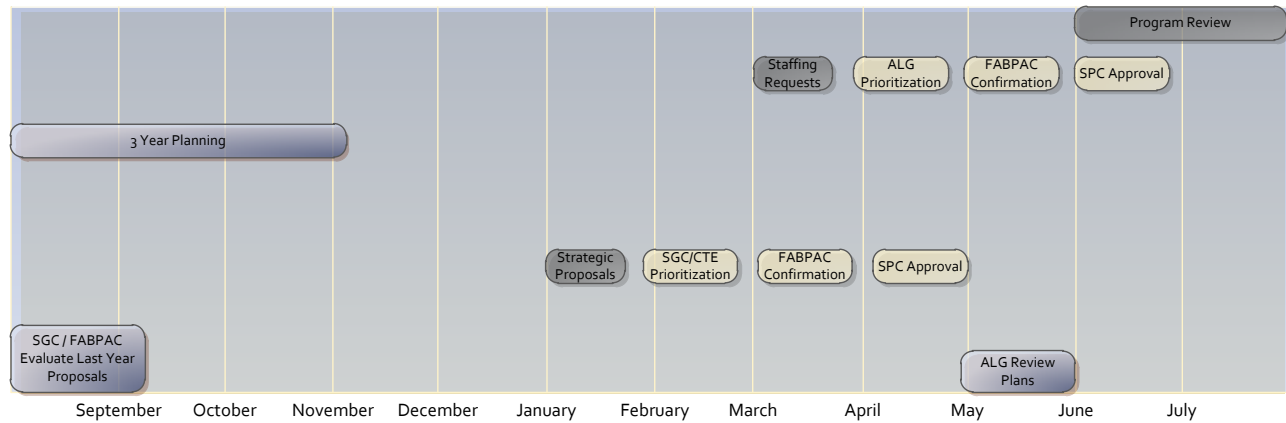


CLOSING THE LOOP



Closing the loop is the action that ensures that our planning and assessment processes are cyclical. It is the point at which results of evaluation activities are fed back into planning new activities for the upcoming year. The main output of 'Closing the Loop' is the completion of a Program Review. The Program Review reflects on the evaluation activities and defines projects and activities going forward.

PLANNING CALENDAR



Planning is a continuous activity and therefore occurs year round. The main planning activities are:

**PROGRAM REVIEW:** On the academic side this is a year long process with different Divisions completing the Program Review process on a rolling cycle. Service Areas complete program review once a year after evaluation phase is completed and before the planning phase starts. This ensures that items identified collectively in the ALG Evaluation can be included in the Program Review

**3 YEAR PLANNING:** The action of deciding on projects and activities for the next 3years. Since 3 year planning is dependent on Program Review and its evaluative focus, it will commence as soon as the Program Review ends in August through October. The evaluative component of 3 Year Planning, ALG review of the Strategic Plan, occurs in late May and early June.

**STRATEGIC PROPOSAL PROCESS:** This process of financial resource allocation starts in January. At this time proposal authors should reflect upon results of Program Review which should have identified improvement processes, some which require additional processes to proceed. Upon completion and

submission of the Strategic Proposal form SGC will score all proposals using the SGC Proposal Rubric in February, this will culminate in a meeting that discusses aggregate data and produces a rank order priority list. Finally during March SPC will confirm the final list of proposals to receive funding in June.

**NON FACULTY HIRING PROCESS:** The other major resource allocation is the non-faculty hiring process. Again these resource requests should be based on items identified in Program Review. The process begins in March with discussion within area committees on local needs. Requestors will then complete a Request Form and job description for each requested position. All requested positions are reviewed by ALG Subcommittee who will prioritize all requests by late March. April will see confirmation of approved new hires to be included in the following year budget.

## ROLES AND RESPONSIBILITIES

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Although planning is often viewed as a ‘management’ activity one of the key duties of any manager involved in planning is to get more people involved. The more people that are part of the development of a plan the more realistic it is likely to be and, crucially, the more likely that there will be significant buy-in during implementation.

The following groups are the main groups involved in the integrated planning process.

**ALG Manager:** Managers will ultimately be responsible for the formation and delivery of plans, particularly at the service level. This will include significant management of projects within their service area, collaboration with staff in the development and implementation of project plans, as well as the ongoing assessment of end user needs.

**STAFF:** Staff are typically involved in completing planned activities as well as providing input into plan development and evaluation. Staff should also be consulted in the drafting and evaluation of Strategic Proposals.

## Survey Questions

## Survey Results

## Global Awareness :

Students will demonstrate a measurable understanding and appreciation of the world including its

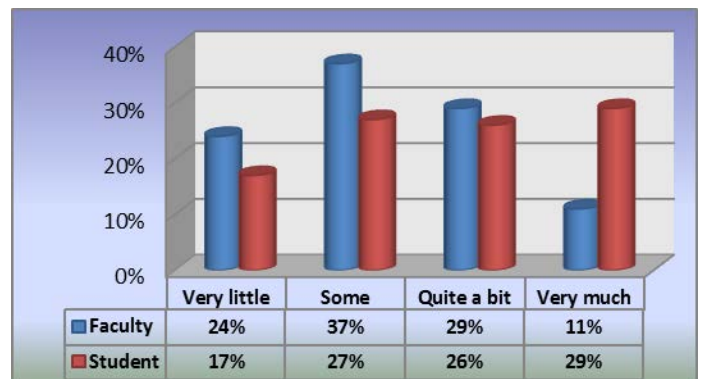
A. Scientific Complexities Students demonstrate an understanding of :

- The scientific method and its application in experiments
- How experiments work
- The major differences between social, natural and physical sciences

How has your education at SCC contributed to your understanding of the following?

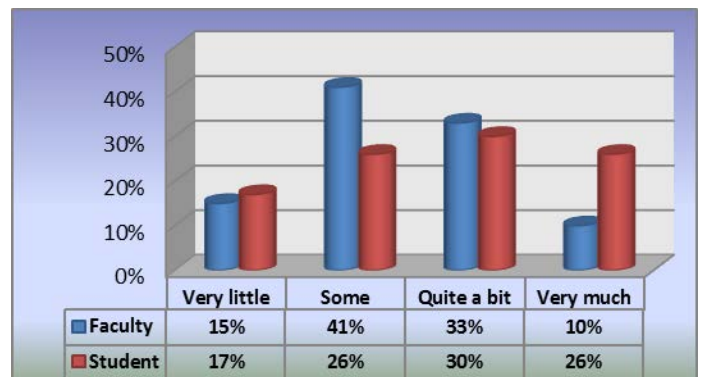
### The scientific method and its application in experiments

66% of faculty responded that students attending SCC had *“some”* to *“quite a bit”* of understanding of the scientific method and its application in experiments, while 55% of students responded to having *“quite a bit”* to *“very much”* experience in this category.



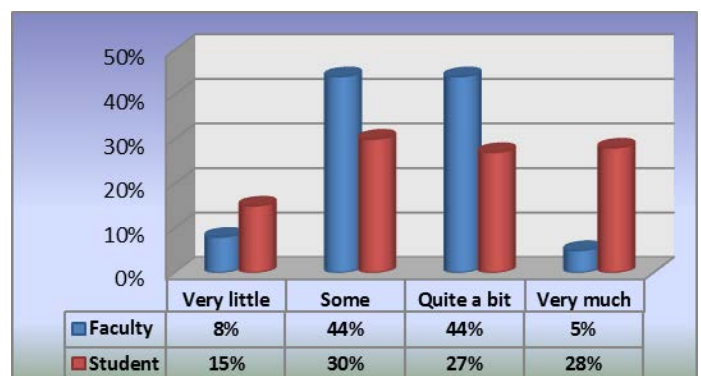
### How experiments work

74% of faculty and 56% of students responded that students attending SCC had *“some”* to *“quite a bit”* of understanding of how experiments work.



### The major differences between social, natural, and physical sciences

88% of faculty and 57% of students responded that students attending SCC had *“some”* to *“quite a bit”* of understanding of the major differences between social, natural, and physical sciences.



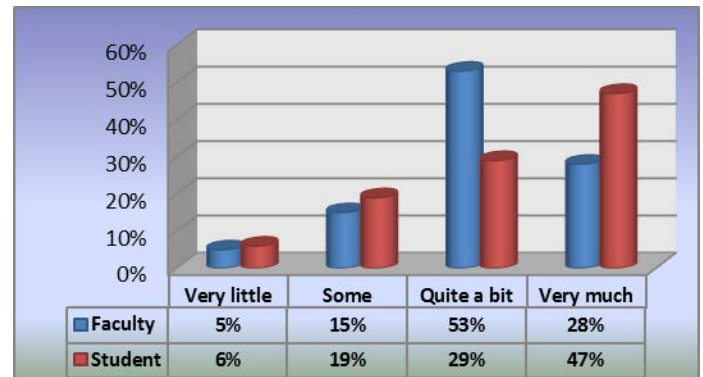
## B. Social Diversity and Civics – Students demonstrate ability to:

- Communicate with people from a variety of backgrounds
- Understand different cultural beliefs and behaviors
- Recognize important social and political issues in their own community

### The degree to which attending SCC allowed you to demonstrate an ability to:

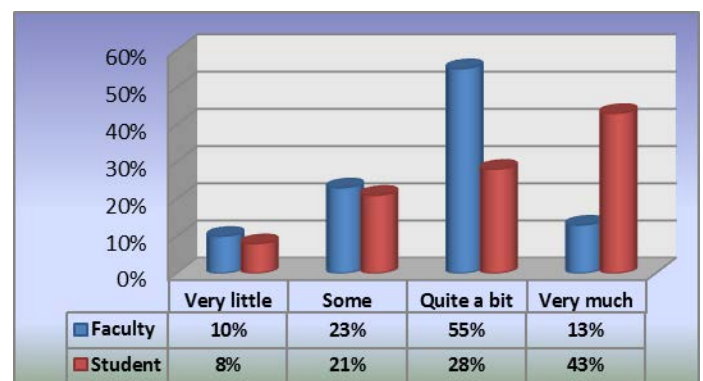
#### Communicate with people from a variety of backgrounds

81% of faculty and 76% of students responded that students attending SCC had allowed them to demonstrate “*quite a bit*” to “*very much*” ability to recognize important social and political issues in their own community.



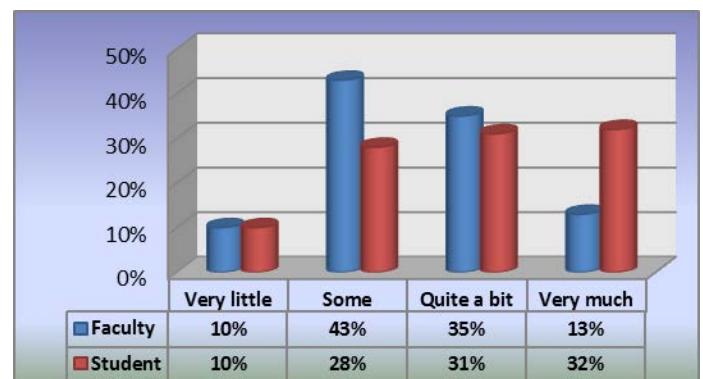
#### Understand different cultural beliefs and behaviors

78% of faculty responded that students attending SCC had allowed them to demonstrate “*some*” to “*quite a bit*” of ability to recognize important social and political issues in their own community, while 71% of students responded to having “*quite a bit*” to “*very much*” experience in this category.



#### Recognize important social and political issues in their own community

78% of faculty responded that students attending SCC had allowed them to demonstrate “*some*” to “*quite a bit*” of ability to recognize important social and political issues in their own community, while 63% of students responded to having “*quite a bit*” to “*very much*” experience in this category.



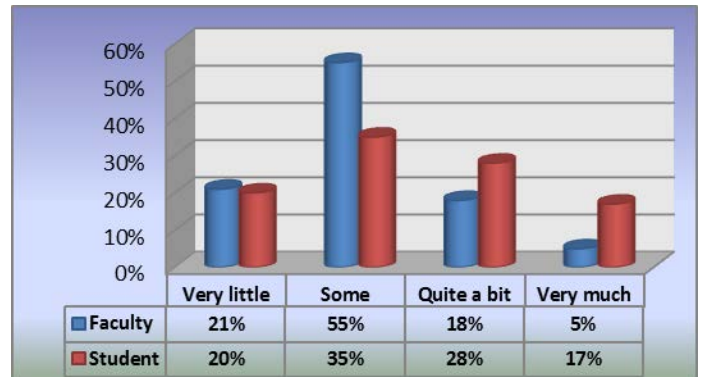
### C. Artistic Variety – Students have been exposed to:

- The visual and performing arts of one or more cultures
- Analytical techniques for understanding the meaning in the arts and/or
- Hands-on experience with creative endeavors

### How much has attending SCC exposed you to:

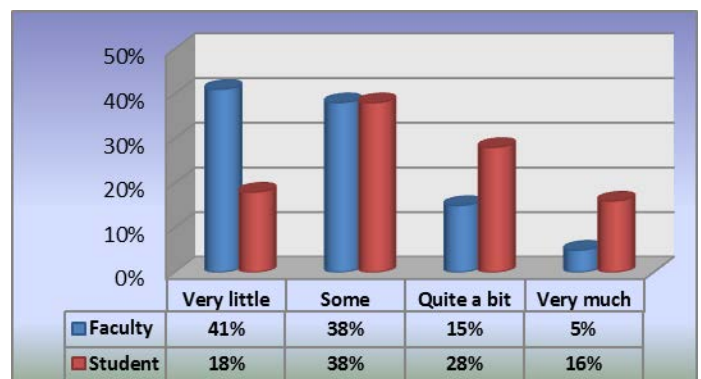
#### The Visual and Performing Arts of one or more cultures

76% of faculty responded that students attending SCC had “*very little*” to “*some*” exposure to the visual and performing arts of one or more cultures, while 63% of students responded to having “*some*” to “*quite a bit*” of exposure in this category.



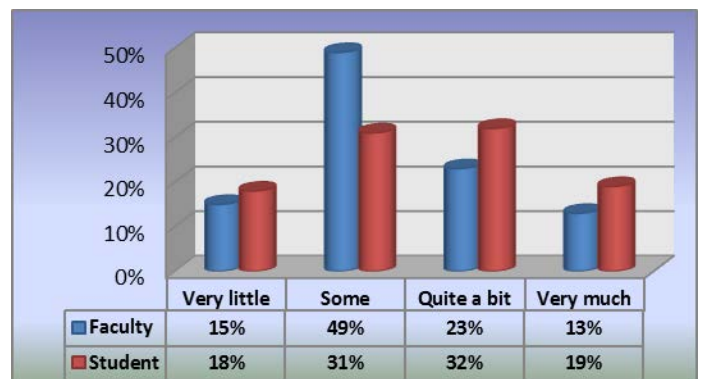
#### Analytical techniques for understanding the meaning in the Arts

79% of faculty responded that students attending SCC had “*very little*” to “*some*” exposure to analytical techniques for understanding the meaning in the Arts, while 66% of students responded to having “*some*” to “*quite a bit*” of exposure in this category.



#### Hands-on experience with creative endeavors

72% of faculty and 63% of students responded that students attending SCC had “*some*” to “*quite a bit*” of hands-on experience with creative endeavors.



## Personal Responsibility and Professional Development:

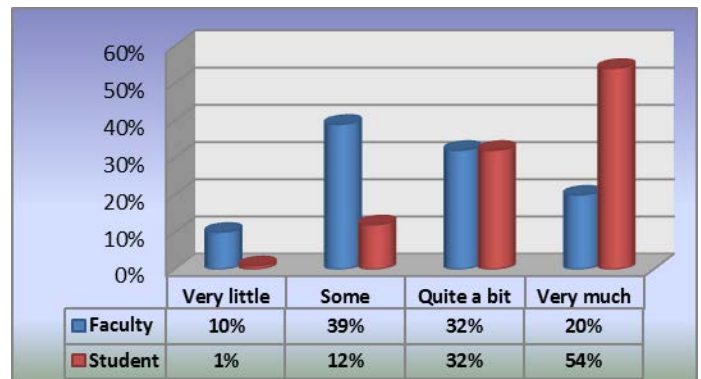
### A. Self-Management and Self-Awareness – The student is able to:

- Accurately assess his/her own knowledge, skills, and abilities
- Motivate self and set realistic short and long-term goals
- Accept that assessment is important to success
- Respond appropriately to challenging situations

### How much has attending SCC enabled you to:

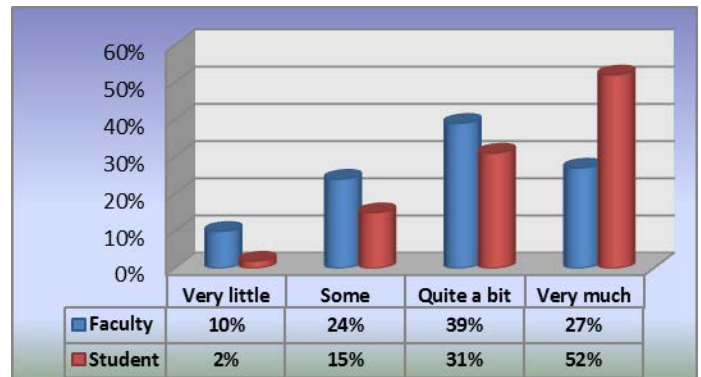
#### Assess your own knowledge skills and abilities

71% of faculty responded that students attending SCC had “*some*” to “*quite a bit*” of exposure to assess their own knowledge, skills, and abilities, while 86% of students responded to having “*quite a bit*” to “*very much*” exposure in this category.



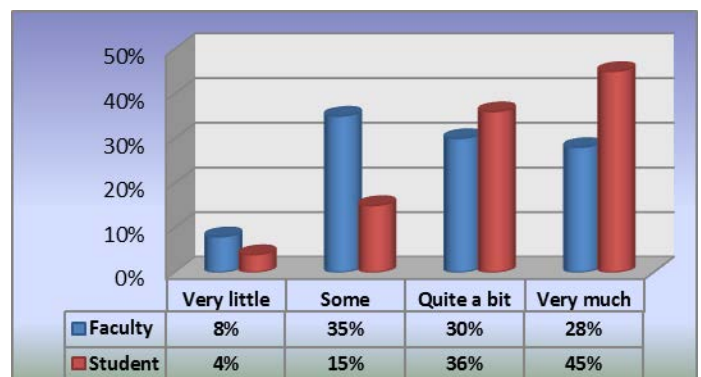
#### Motivate yourself and set realistic goals

66% of faculty responded that students attending SCC had “*quite a bit*” to “*very much*” exposure to motivate themselves and set realistic goals, while 83% of students responded to having “*quite a bit*” to “*very much*” exposure in this category.



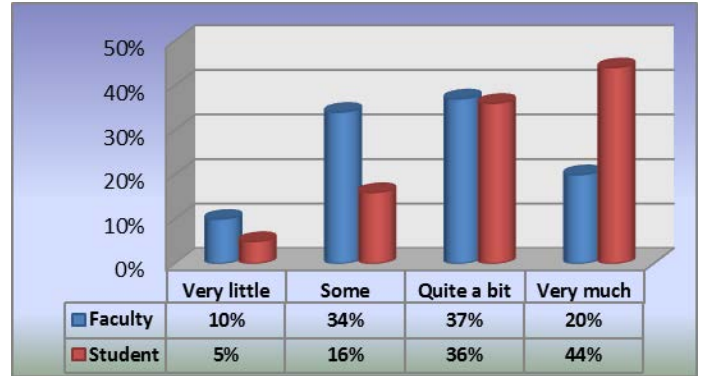
#### Accept that assessment is important to success

65% of faculty responded that students attending SCC had “*some*” to “*quite a bit*” of exposure to being taught that assessment is important to success, while 81% of students responded to having “*quite a bit*” to “*very much*” exposure in this category.



### Respond appropriately to challenging situations

71% of faculty responded that students attending SCC had “*some*” to “*quite a bit*” of exposure to responding appropriately to challenging situations, while 80% of students responded to having “*quite a bit*” to “*very much*” exposure in this category.



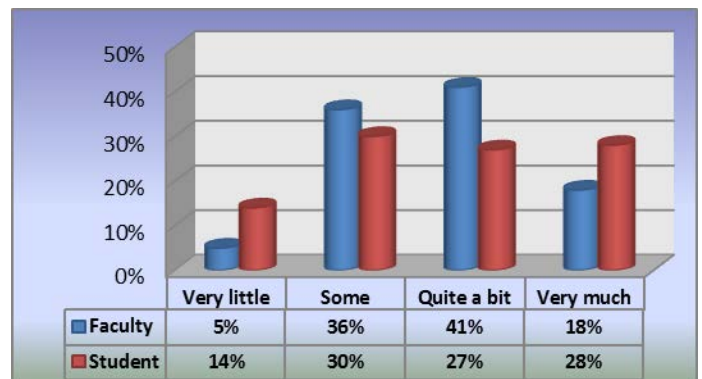
## B. Social and Physical Wellness – Students make an appropriate effort to:

- Manage personal health and well being
- Demonstrate appropriate social skills in group settings

### How much has attending SCC enabled you to:

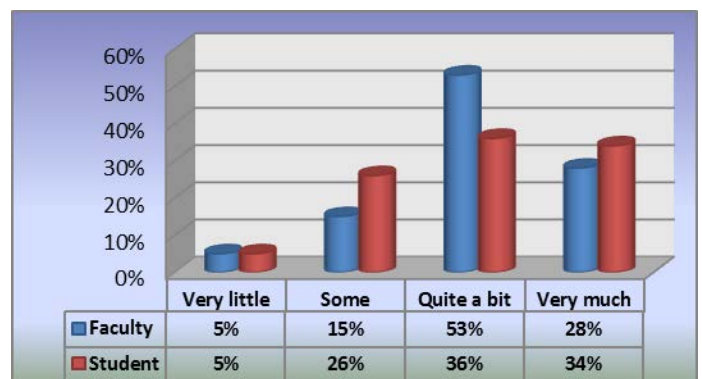
#### Manage their personal health and well-being

77% of faculty responded that students attending SCC had “*some*” to “*quite a bit*” of exposure to managing their personal health and well being, while 57% of students responded to having “*some*” to “*quite a bit*” of exposure in this category.



#### Demonstrate social skills in a group setting

81% of faculty and 70% of students responded to how students attending SCC had “*quite a bit*” to “*very much*” experience in demonstrating social skills in a group setting.





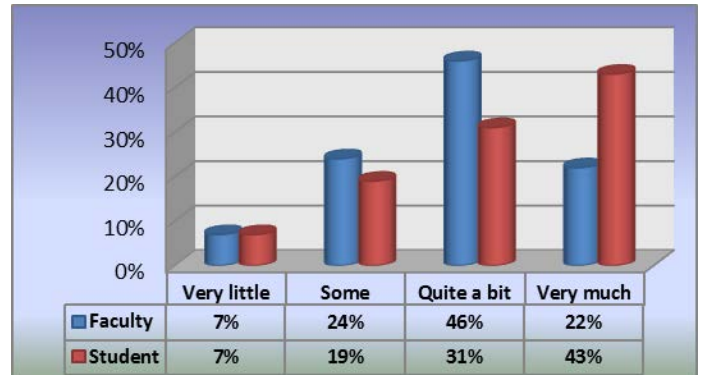
### C. Workplace Skills – Students understand how to:

- Be dependable, reliable, and accountable
- Meet deadlines and complete tasks

#### How much has attending SCC helped you to:

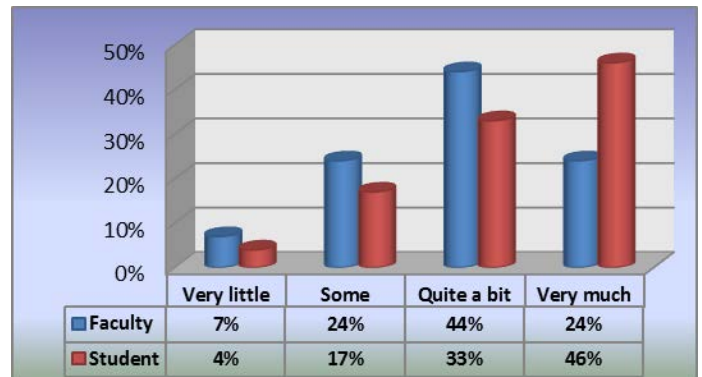
##### Be dependable, reliable, and accountable

70% of faculty responded that students attending SCC had “*some*” to “*quite a bit*” of exposure to being dependable, reliable, and accountable, while 74% of students responded to having “*quite a bit*” to “*very much*” exposure in this category.



##### Meet deadlines and complete tasks

68% of faculty and 79% of students responded to how students attending SCC had “*quite a bit*” to “*very much*” experience in meeting deadlines and completing tasks.



Common Assessment: Spring 2013  
Critical Thinking/Information Competency  
and Communication

*To maintain SCC's accreditation, students need to demonstrate that they are learning to: (1) communicate through reading, writing, listening, and speaking; (2) think critically about the information in their courses (information competency); (3) be aware of global issues; and (4) take personal responsibility and grow professionally. For the Spring 2013 semester, we are asking students in about 25 classes to answer the following questions to measure critical thinking about multitasking and then to communicate through writing.*

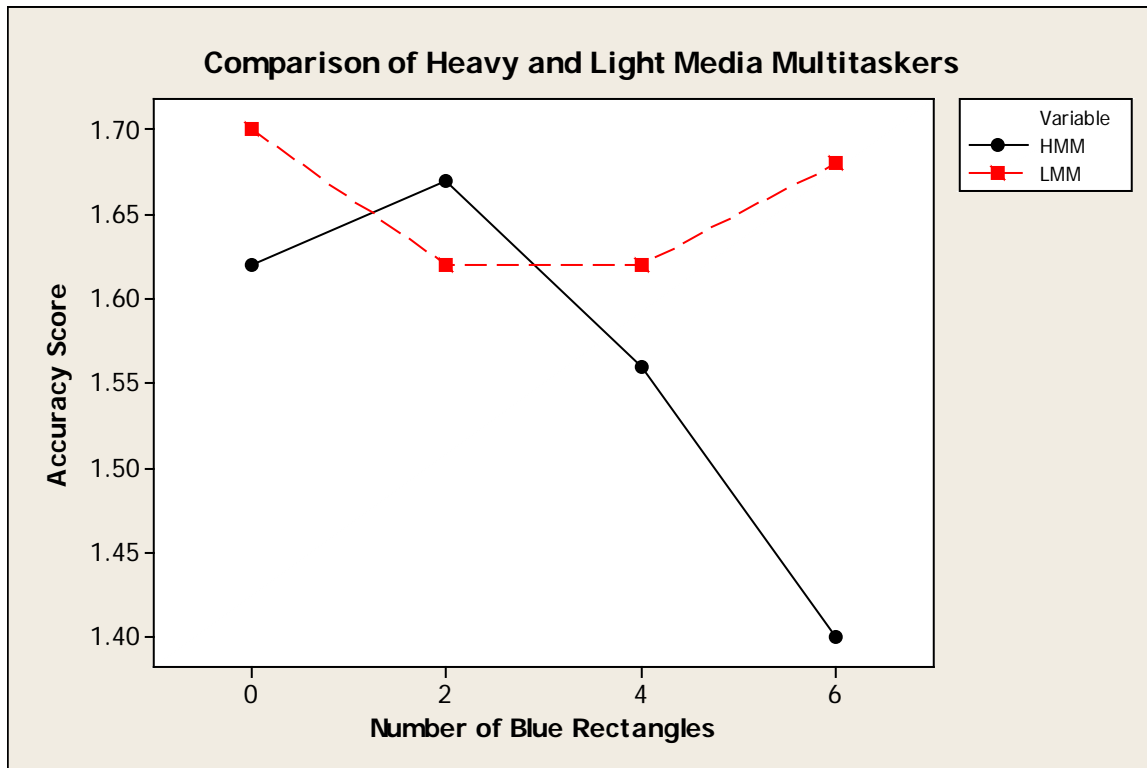
*This assessment is based on research conducted at Stanford.\**

*Please read just some of the data that was generated at Stanford and answer the questions, some of which are multiple choice. However, to test your ability to communicate through writing, other questions require one paragraph to explain your answer. Your writing will be assessed for grammar, punctuation, and spelling.*

\*Ophir Eyal, Nass Clifford, and Wagner Anthony D. 2009. Cognitive control in media multitaskers. Proceedings of the National Academy of Sciences 106(37):15583-15587.

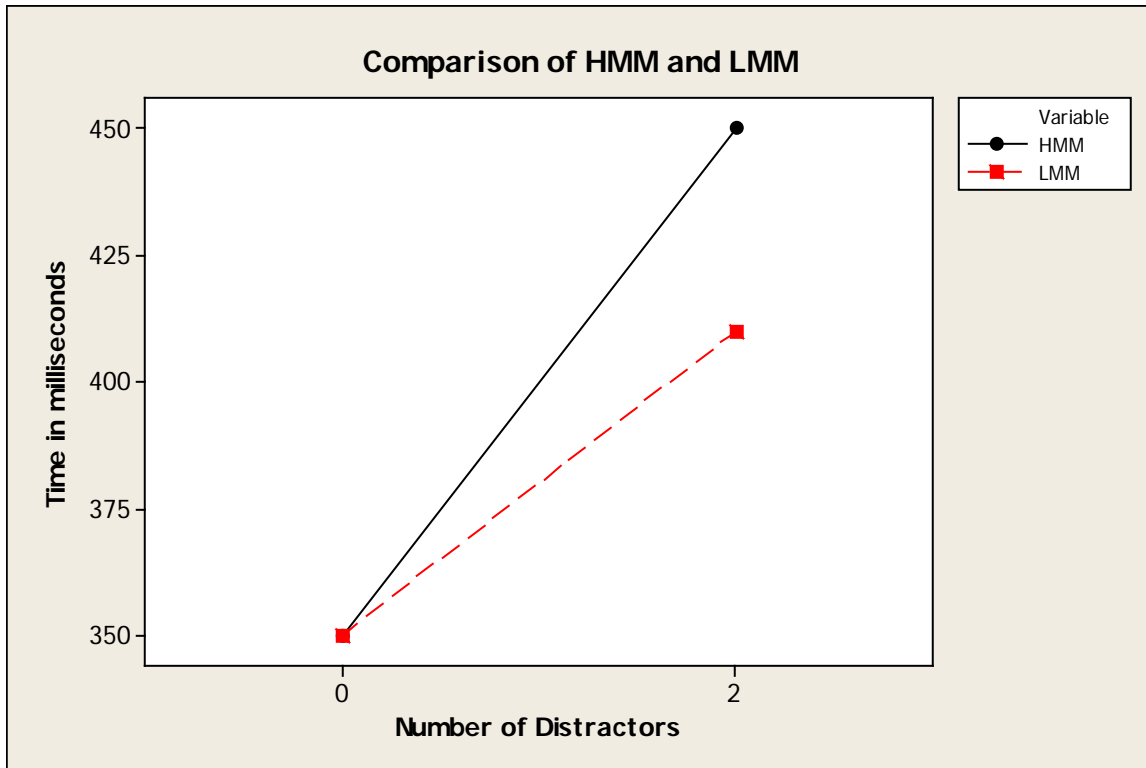
Media multitaskers claim that they can process information from multiple sources of information, e.g., texting, talking, surfing, listening to music, and watching television at the same time. Researchers at Stanford decided to test this claim. They asked students to assess whether they were “heavy media multitaskers” (HMM) or “light media multitaskers” (LMM). The two groups were then given various tasks to perform.

In the first task, students were tested on their ability to filter out irrelevant information. They were shown two red rectangles and then the researchers either shifted the orientation of one of the rectangles or left them alone; students had to mark whether one of the red rectangles had been shifted. To test the students’ ability to filter out irrelevant information, the researchers added 0, 2, 4, or 6 blue rectangles as “distractors.” The following graph was generated from the data:



1. Overall, which group—HMM or LMM—performed better on this task? **EXPLAIN.**

The researchers then wanted to test the two groups for the speed at which they could filter out distracting information. In the second test, students were to identify a two-letter combination, e.g., AX, with a “yes.” If the two letters were anything other than “AX,” for example, BX or AY, the students were to respond “no.” Then the researchers put in extra letters in a different color that the students were told to ignore. The data from this experiment is graphed here:



2. How do the heavy and light users compare for speed of response? **EXPLAIN.**

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3. The citation for the published article was given on the first page to: (circle the best answer)
- A. Demonstrate that the data came from Stanford.
  - B. Give credit to the authors.
  - C. Prove that the data was made up.
  - D. Prove that the data was real.
  - E. Show that the data was real and to give credit to the authors.
4. The hypothesis of the researchers was: (circle the best answer)
- A. To test the ability of students to effectively use one medium at a time.
  - B. To measure the amount of time that students used media.
  - C. To determine all the media that students use.
  - D. To test the claim that some people could effectively use multiple media at the same time.
  - E. To determine which media students use the most.
5. The experimental variable was: (circle the best answer):
- A. Type of media used.
  - B. Using one medium at a time.
  - C. Using multiple media at the same time.
  - D. Amount of time students use media.
  - E. How media affected student grades.
6. In these experiments, 22 LMMs and 19 HMMs participated. Is this a good sample size? **EXPLAIN.**
7. What is the role of the LMM group? **EXPLAIN.**

8. Assume that you have to present these two studies to your class. Write a one paragraph summary of what the researchers learned about media multitasking.

9. Assume you have an HMM friend who is not succeeding, i.e., failing and/or dropping courses, here at SCC. Suggest a plan of action to your friend that will turn things around for him.

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Please provide the following information:

It took me about \_\_\_\_\_ minutes to complete this assessment.

I took this assessment in (class) \_\_\_\_\_.

I have \_\_\_\_\_ units/credits at SCC.

Common Assessment: Spring 2013  
Critical Thinking/Information Competency  
and Communication

*To maintain SCC's accreditation, students need to demonstrate that they are learning to: (1) communicate through reading, writing, listening, and speaking; (2) think critically about the information in their courses (information competency); (3) be aware of global issues; and (4) take personal responsibility and grow professionally. For the Spring 2013 semester, we are asking students in about 25 classes to answer the following questions to measure critical thinking about multitasking and then to communicate through writing.*

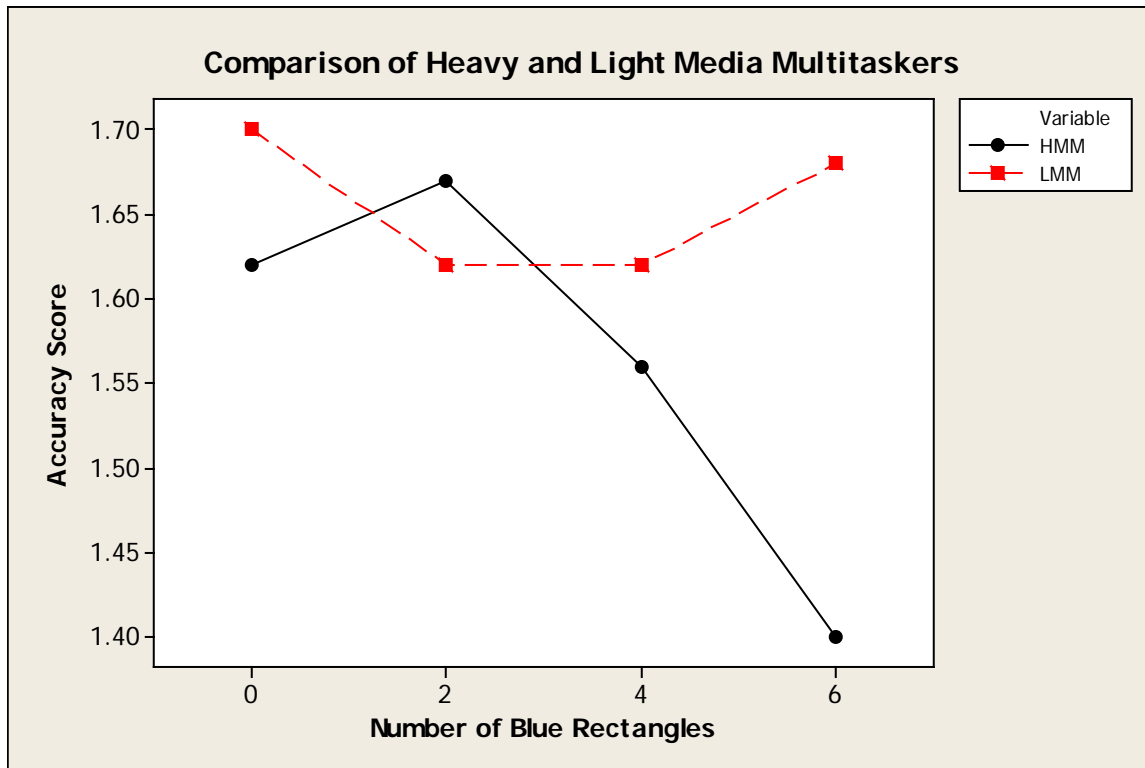
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*Please read just some of the data that was generated at Stanford and answer the questions, some of which are multiple choice. However, to test your ability to communicate through writing, other questions require one paragraph to explain your answer. Your writing will be assessed for grammar, punctuation, and spelling.*

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In the first task, students were tested on their ability to filter out irrelevant information. They were shown two red rectangles and then the researchers either shifted the orientation of one of the rectangles or left them alone; students had to mark whether one of the red rectangles had been shifted. To test the students’ ability to filter out irrelevant information, the researchers added 0, 2, 4, or 6 blue rectangles as “distractors.” The following graph was generated from the data:



1. Overall, which group—HMM or LMM—performed better on this task? **EXPLAIN.**

HMMs are more accurate than LMMs when there are no distracting blue rectangles. (2)

HMMs and LMMs have about the same accuracy with two or four distractions. (2)

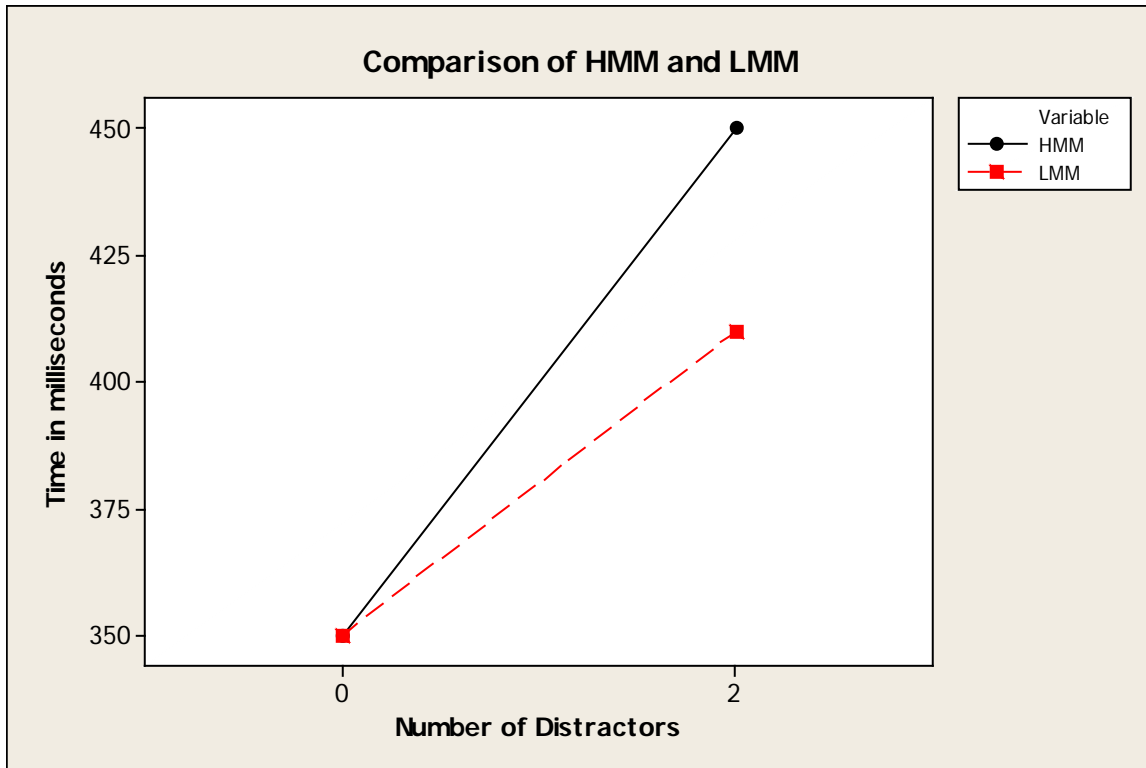
HMMs are much less accurate than LMMs when given six distracting blue rectangles. (2)

Student provided an answer. (1)

Student explained answer. (2)



The researchers then wanted to test the two groups for the speed at which they could filter out distracting information. In the second test, students were to identify a two-letter combination, e.g., AX, with a “yes.” If the two letters were anything other than “AX,” for example, BX or AY, the students were to respond “no.” Then the researchers put in extra letters in a different color that the students were told to ignore. The data from this experiment is graphed here:



2. How do the heavy and light users compare for speed of response? **EXPLAIN.**

HMMs and LMMs are equally fast in processing information when no extra letters/distractions are given.(2)

However, HMMs are slower than LMMs when given distractions. (2)

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3. The citation for the published article was given on the first page to: (circle the best answer)
- A. Demonstrate that the data came from Stanford.
  - B. Give credit to the authors.
  - C. Prove that the data was made up.
  - D. Prove that the data was real.
  - E. Show that the data was real and to give credit to the authors. (1)
4. The hypothesis of the researchers was: (circle the best answer)
- A. To test the ability of students to effectively use one medium at a time.
  - B. To measure the amount of time that students used media.
  - C. To determine all the media that students use.
  - D. To test the claim that some people could effectively use multiple media at the same time. (1)
  - E. To determine which media students use the most.
5. The experimental variable was: (circle the best answer):
- A. Type of media used.
  - B. Using one medium at a time.
  - C. Using multiple media at the same time. (1)
  - D. Amount of time students use media.
  - E. How media affected student grades.
6. In these experiments, 22 LMMs and 19 HMMs participated. Is this a good sample size? **EXPLAIN.**
- Answer (1): The sample size is pretty good.
- Explanation (2): About 20 students in each group gives a fair measure of variance. OR  
Experiments with larger sample sizes give more accurate results than experiments with small sample sizes.
7. What is the role of the LMM group? **EXPLAIN.**
- Answer (1): Serves as negative control.
- Explanation (2): Have a group to compare to the HMMs to measure how well the HMMs can process multiple sources of media at the same time.

8. Assume that you have to present these two studies to your class. Write a one paragraph summary of what the researchers learned about media multitasking.

Topic Sentence: Overall, HMMs are more distracted than LMMs and they are slower in processing.

Supporting Sentences/Ideas:

The more distractions [blue rectangles] that are given, HMMs are less able to accurately complete a task [determine if red rectangles have shifted].

When provided with distracting information, HMMs are slower in processing a task.

9. Assume you have an HMM friend who is not succeeding, i.e., failing and/or dropping courses, here at SCC. Suggest a plan of action to your friend that will turn things around for him.
1. Specific and relevant suggestions. (2)
  2. Such as: use fewer media at one time, find quiet time to study, leave phone/tablet at home, join study group, see counselor/instructor for help. (3)

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Please provide the following information:

It took me about \_\_\_\_\_ minutes to complete this assessment.

I took this assessment in (class) \_\_\_\_\_.

I have \_\_\_\_\_ units/credits at SCC.

## Rubric for Common Assessment for Spring 2013

Question	ILO 1: Communication	Pts.	ILO 2: Critical Thinking/Information Competency	Pts.
1. II.B.	Student provided answer. (1) Student explained answer. (2) Correct grammar, punctuation, spelling. (2)		HMMs are more accurate than LMMs when there are no distracting blue rectangles. (2) HMMs and LMMs have about the same accuracy with two or four distractions. (2) HMMs are much less accurate than LMMs when given six distracting blue rectangles. (2)	
2. II.B	Student provided answer. (1) Student explained answer. (2) Correct grammar, punctuation, spelling. (2)		HMMs and LMMs are equally fast in processing information when no extra letters/distractions are given.(2) However, HMMs are slower than LMMs when given distractions. (2)	
3., 4., 5. II.A.	Not applicable.	---	3:E, 4.: D, 5.: C (3)	
6. II.A.	Student provided answer. (1) Student explained answer. (2) Correct grammar, punctuation, spelling. (2)		Answer (1): The sample size is pretty good. Explanation (2): About 20 students in each group gives a fair measure of variance. OR Experiments with larger sample sizes give more accurate results than experiments with small sample sizes.	
7. II.A.	Student provided answer. (1) Student explained answer. (2) Correct grammar, punctuation, spelling. (2)		Answer (1): Serves as negative control. Explanation (2): Have a group to compare to the HMMs to measure how well the HMMs can process multiple sources of media at the same time.	
8. II.A.	Topic sentence. (2) Supporting sentences/ideas. (4)		Topic Sentence: Overall, HMMs are more distracted than LMMs and they are slower in processing. (2)  Supporting Sentences/Ideas: (4) The more distractions [blue rectangles] that are given, HMMs are less able to accurately complete a task [determine if red rectangles have shifted].  When provided with distracting information, HMMs are slower in processing a task.	
9. II.D.	Specific suggestions (2) Correct grammar, punctuation, spelling. (2)		Three relevant, specific suggestions (6)	
	Total Possible Points: 30		Total Possible Points: 31	
	70% ( $\geq$ 21 points)		70% ( $\geq$ 22 points)	