

Recommendation 3: Accelerate Progress on SLO Implementation

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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. 12th, 19th, 26th

1-4 (Rm 1509)

28th 9-12 (Rm 1509)

By appointment

SLO SOS Sessions

Vallejo:

Aug. 14th 9-12 noon (Rm TBA)

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

By appointment

SLO SOS Sessions

Vacaville:

Aug. 20th 4-6 p.m. (Rm TBA)

Aug. 21th 9-12 noon (Rm TBA)

Aug. 22th 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 31st 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 9th

Assess courses from
last academic year

Individual Faculty
to do by September 9th

Plan your assessments
for 2013-14

Departments
to do by September 9th

Review curriculum
maps today

Departments to do by September 9th

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

**SLO information
on the website!**

From: [Gene Thomas](#)
To: [ALL-FACULTY](#)
Cc: [DIVDEANS](#); [Diane White](#)
Subject: SLO Reminder
Date: Wednesday, November 20, 2013 2:40:52 PM

Hi All,

As the semester is drawing to a close, I want to remind you that all SLOs of all even-numbered courses should be assessed by all faculty (full- and part-time); multiple sections of the same course need to be assessed by all the faculty who teach it. Courses that are only offered once this academic year and any new courses should also be assessed this semester.

Deadline for getting assessments to your School Coordinator is January 24, 2014.

For those of you who are new to assessments, please read the Assessment Manual that can be found on the District's website at: http://solano.edu/slo/1314/Assessment_Guide.pdf. All the SLOs of virtually all courses can be found at: <http://solano.edu/slo/1314/Course%20OutcomesCriteriaMethods.pdf>. Finally, previous course assessments can be found at <http://solano.edu/slo/> under the "Search for course SLOs and Assessments." Field.

I'll be happy to work with you to get your assessments completed; your School Coordinator is also available for help.

Happy Assessing!
Gene Thomas
SLO Coordinator

From: [Laurie Gorman](#)
To: [Gene Thomas](#)
Subject: IVP White"s Email re SLO Deadline of 4/7/14
Date: Thursday, June 26, 2014 9:51:41 AM

Gene:

Here is the email that IVP White sent out to faculty and deans regarding the April 7, 2014 deadline.

From: Diane White
Sent: Wednesday, March 26, 2014 4:19 PM
To: ALL-FACULTY
Cc: DIVDEANS
Subject: Update: New Assessment Committee and SLO's

Dear Colleagues,

I want to update you on some of the assessment activity that's going on this semester. First, while we had the last of our sanctions lifted by ACCJC in February, we do have a mid-term report due this coming October, the draft of which is scheduled to be prepared in April. In our mid-term report we need to explain the progress we have made on regular course and program assessments. So, to help institutionalize and facilitate our on-going assessment work, an Assessment Committee has been recently organized and meets the first and third Tuesdays of every month. I would like to thank the Academic Senate for facilitating the commissioning of the Assessment Committee. In general, the Assessment Committee's charge is to provide the structure and processes to insure ongoing, systematic assessment of our institutional effectiveness, academic and nonacademic through the following:

- provide support and training for faculty, deans, staff regarding assessment methods and processes
- promote assessment with training and education (e.g. model of good assessments, rubrics)
- assist faculty, staff and administration with the development of assessment goals and timelines
- review assessment instruments (such as surveys, rubrics) and provide feedback for improvement
- develop plans and cycles for assessments
- work with institutional researcher to provide data to faculty, staff and administration regarding effective assessment techniques and processes
- report to campus community plans and progress toward established goals.

The major initial goals of the Assessment Committee is to provide clearer and more consistent cycles of assessment along with hands on support for faculty to complete assessments in a timely fashion, to help faculty create high quality assessments and to create a repository online via the website whereby faculty can access all of the information they need regarding assessment related work.

Assessment Committee members include Richard Harris, Amy Obegi, LaNae Jaimez, Rick Bullis (who is providing an assessment workshop this week), Curtiss Brown, Diana Reed, Glenn Burgess,

Margherita Molnar, Kevin Anderson, Michael Wyly, and Gene Thomas, who is serving as chair. Peter Cammish and I are also serving on the committee, but it is important that this committee is comprised mostly of faculty and is led by faculty and I thank them for their service, their positive energy and creative problem solving. Please keep an eye out for workshops, presentations and resources that the Assessment Committee will be making available to all of us.

In addressing the first goal, we need to work on making sure that the assessments of the even-numbered courses from Fall 2013 get entered into the database, as it appears that many assessments are missing. So, the Assessment Committee is urging that all of outstanding assessments of even-numbered courses be turned in by **Monday, April 7th**. If you need help getting these completed and submitted, please attend one of the scheduled Assessment Workshops and/or ask SLO Coordinator Gene Thomas, or your School Coordinator for assistance.

Additionally, in light of the Assessment Committee's goals to help create more regular, predictable and useful cycles of assessment, the committee discussed at its March 18 meeting their recommendation to the Deans and Coordinators, who also met last week (3/20/14), to set a deadline of **Friday, June 6th** for the submission of assessments of odd-numbered courses for this semester (Spring 2014). This will give faculty several weeks after the hectic close of the semester to turn in assessments. So, please make sure to submit your assessments of Spring 2014 courses by **Friday, June 6**. The coordinators who carry the lion's share of the labor for assisting with assessments and archiving them will be compensated for their additional labor that extends beyond the end of the semester. Please keep in mind that any courses taught once this academic year or any new courses offered for the first time are also to be assessed this academic year regardless of the semester in which they were offered.

I want to once again thank and commend all of you for the assessment work that you accomplished last year, which is critically important to knowing what we need to do to improve student success as well as to maintaining our accreditation. So, let's make sure that we keep the momentum going, especially given our upcoming mid-term report, and let's now get ahead of ACCJC's expectations rather than trying to catch up to them. Again, if you haven't already done so, please get your fall assessments to your School Coordinator by **April 7th**. I would also remind adjunct faculty that your participation is critical and that you will be compensated for assessment work once it is recorded in the database.

If you have any questions or concerns, please let one of the committee members or myself know.

Diane White
Interim Vice President of Academic Affairs
diane.white@solano.edu
707.864.7285

SOLANO

COMMUNITY COLLEGE

June 10, 2014

<http://www.solano.edu>

Dear Colleague:

In the Fall of 2013 all even numbered courses were to be assessed. After a thorough review of the SLO Assessment database and a cross check for missing SLO assessments for the Fall 2013 semester, which were **due January 24, 2014**, it appears that your assessment for the following course(s) was/were not completed or submitted:

As I am sure you are aware, the regular assessment of all outcomes for all courses is both a contractual obligation for faculty and an accreditation standard we must meet. With an upcoming mid-term report to ACCJC due in October 2014, which is currently being drafted, it is imperative that all SLO outcomes be assessed and entered into our database. **Therefore, please submit your assessment for the Fall 2013 courses listed above to SLO Coordinator, Gene Thomas, via email no later than Monday, July 14, 2014.** If you believe that you did complete and submit to your School Coordinator the above referenced assessments for Fall 2013, please send your completed assessment to Gene Thomas, as soon as possible, as your assessment cannot be located in the database and must be re-entered.

Please keep in mind that if you teach multiple sections of the same course (e.g., three sections of English 001 or two sections of Math 104) you can run one assessment that evaluates student learning in all of the sections you teach. In this case, I would advise specifying in the SLO assessment report that you drew data on student performance from all of the sections of a course you taught. In other words, it is not expected that you assess each separate section and CRN that you taught, but it is expected that you assessed student performance of all course SLO's for all even numbered courses you taught in Fall 2013.

If you need assistance in completing your assessment, please:

- Consult the resources at <http://www.solano.edu/slo/>; or
- Ask your dean for assistance; or
- Email your school coordinator to see if they are available to help you; or
- Email Gene Thomas; or
- Contact me (diane.white@solano.edu).

Thank you in advance for your cooperation. Please do let me know immediately if you have any questions or concerns about this very high priority task.

Sincerely,



Diane M. White
Interim Vice President of Academic Affairs

cc. Division Deans
Gene Thomas
Peter Cammish
Annette Dambrosio
Dr. Jowel Laguerre

E3.5 A/B Completion Reports

A. Sample Page of Completion Report Fall 2013

Course_ID	Year of Assessment	Assessment Results
ACCT001	Fall 2013	54 students were as follows
ACCT002	2014	56 students were as follows
ACCT002	Fall 2013	did above average, and 25% did an acceptable level of achievement. This
ACCT050	Fall 2013	mandatory project earning an A or B. 8 students (32%) earned a perfect
ACCT183	Fall 2013	follows:
AERO055	Fall 2013	needed to repeat the exam.
AERO055	Fall 2013	Exercise mechanic privileges within the limitations prescribed by part 65 of
AERO102	Fall 2013	requirements for inspection and servicing of windows, doors, and interior
AERO102	Fall 2013	determine aircraft airworthiness.
AERO102	Fall 2013	rivets. Students fabricated and repaired composite structures.
AERO103	2014	installation.
AERO103	2014	the exam.
AERO103	2014	electrical motors, though two students needed to retest.
AERO105	2014	though one student needed to retake the exam.
AERO105	2014	component overhaul for landing gear and related subsystems.
ANTH001	2014	possible points. I was pleasantly surprised with this fact. Students were
ANTH001	2014	sickle cell anemia provided a selective advantage for individuals in area
ANTH001	2014	contained a combination of short-identification, fill-in-the-blank, and short
ANTH002	Fall 2013	final exam
ANTH002	Fall 2013	#3
ANTH002	Fall 2013	80% of students correctly answered the questions presented in exam #1

B. Sample Page of Completion Report Spring 2014

Course_ID	Year of Assessment	Assessment Results
ACCT001	Fall 2013	54 students were as follows
ACCT002	Fall 2013	did above average, and 25% did an acceptable level of achievement. This
ACCT002	2014	56 students were as follows
ACCT050	Fall 2013	mandatory project earning an A or B. 8 students (32%) earned a perfect
CDFS073	2014	69.77%. Seven (7) of the students, or 54% of those completing exam
CDFS073	2014	presented information/conducted presentation in a developmentally
CDFS074	2014	88% of students got higher than 70% on the exam.
CDFS074	2014	92% of students had a 70% or better on their presentation
CDFS075	2014	
CDFS075	2014	grade of 70% or better, however most of the grades fell in the "C" or low
CDFS076	Fall 2013	and corresponding written curriculum plans.
CDFS076	Fall 2013	they designed and described infant/toddler learning environments. Plans
CHEM001	Fall 2013	90.9% scored greater than 75% and 9.1% scored 65%.
CHEM001	Fall 2013	30% scored 100% but 90% scored over 75%.
CHEM001	Fall 2013	scored 100%, 10% scored 50%.
CHEM001	2014	72.0% correct
CHEM001	2014	82.4% correct.
CHEM001	2014	problems correctly (Online data)89% of the students scored 85% or higher
CHEM001	2014	Results: 74% of the students scored 75% or higher on this item (Final
CHEM001	2014	data)
CHEM001	2014	of 0.0022837 compared with 0.00254mol in Spring 2013. I will continue to
CHEM002	Fall 2013	scored over 75%

Making Assessment Interesting and Productive

Rick Bullis

Rick's Background

Theatre Research Methods

Introduction to SLO'S in 2001

Return to Graduate School

Qualitative & Quantitative Research Methods

Why not apply to Assessment Methods?

Why do we assess outcomes?

- Because we have to do it.
- Because it's in our contract?
- Because the state wants us to do it.
- Because of accreditation?

Yes, and also because...

- ... it helps improve instruction.
- ... it helps prove that you're doing your job.
- ... reflection & analysis is good.
- ... it keeps syllabi & lesson plans current.
- ... it re-focuses the students towards achieving measurable goals.

We do it all the time anyway...

- How do I make this more interesting?
- Do the students really understand this?
- Is the textbook really working for them?
- Why do they always fail this question?
- How will I grade my students? Exam? Essay?

How do I assess?

1. Develop the learning outcome.
2. Develop an instrument and measurement.
3. Conduct the assessment.
4. Interpret the results.
5. Plan improvement.

Developing the Learning Outcome

Phrase the outcome in the most concise manner
(**Learning Outcomes Action Verb List**).

Hint: more desirable verbs include the analysis, synthesis, and evaluation categories.

On statewide articulation...

It's acceptable to “mildly” re-phrase CID suggested outcomes in order to develop an outcome that is easier to measure!

Do yourself a favor...

- Integrate the assessments into work you are already doing...
- Use exams, projects, etc. that are pre-existing (just alter them to provide an appropriate measurement of the outcome).

Important Terms

Instrument – a tool used to collect data

Assessment – the general process of collecting, synthesizing, and interpreting information

Measurement – the process of quantifying or scoring a subject's performance

Instruments and Environments

Exams

Essays

Demonstration

Projects

Lab

Survey

More?

Methodologies

Observation

Participant Observation

Rubrics

Survey (Likert Scales)

Pre-Test, Post-Test

Demonstration of Skill

Focus Groups

Objective Grading

Examples of Assessment

Let's come up with 2 or 3 assessment strategies for each of these outcomes...

#1

Theatre 151

- Demonstrate basic skills of acting, including physical, vocal, imaginative, analytical, and emotional elements.

#1 - Highly subjective, right?

- Observation?
- Demonstration?
- Rubric?
- Survey?
- Pre-Test, Post-Test?
- Focus Group?

Observation + Rubric = Easy

Grade Element	Below Expectation	At Expectation	Above Expectation	Notes
Body Language				
Movement				
Improvisation & Imagination				
Realism & Emotion				
Vocal Clarity				
Character Analysis				
Oral Interpretation				
Memorization				

#2

CST 100 (VHCC)

- Display an understanding of the listening process.

An easy one, eh?

- Exam?
- Essay?
- Verbal Test?
- Pre-Test, Post-Test?
- Focus Group?

I wanted Quantitative data on this one...

1. Pre-Test (1 week before module)
2. Post-Test (1 week after module)
3. 97 students
4. Comparison of pre-test & post-test
5. 39% average difference in understanding

Listening Skills Assessment Summary

Course Number: _____

<u>Number of Participants</u>	Before: Average Rating:	After: Average Rating:	Variance:
I listen even when I don't like what they are saying.			
I encourage other people to talk.			
I always look a person in the eye when I listen.			
I always let people finish what they are saying.			
I remember most of what was said in my conversations.			
I use non-verbal signals to show that I'm listening.			
I am not easily distracted when I am listening.			

Students were surveyed 1 week before reading the chapter on listening skills (before). They then sat through a 110 minute lecture on listening skills in the middle week. On the third week, students were given the same survey (after).

#3

Political Science 110

- Explain the civil liberties and civil rights of individuals as articulated in the U.S. Constitution and federal court decisions.

#4 - difficult

Anthropology 110

- Explain the interconnectedness of the economic, political and socio-cultural forces of globalization amongst diverse cultural groups.

#5

English 100

- Develop varied and flexible strategies for generating, drafting, and revising essays.

#6

Accounting 110

- Explain the content, form, and purpose of basic financial statements (including footnotes) and annual reports, and how they satisfy the information needs of investors, creditors, and other users.

#7

Math 150

- Graph functions, including intercepts and vertices.

#8

Geology 120

- Explain the processes that shape the Earth and how they change over geologic time.

#9

Biology 190

- Apply the processes of scientific inquiry and experimental design to the study of biological concepts.

Another hint:

- Please do not rely upon only **one form** of assessment (multiple choice exams, for example). Variations in methodology produce richer data.

Individual Assessment Form

SLO 1: (insert here)

Success Criteria:

Results:

Planned Action:

Final hint:

- It's alright if the results are not what you expected, or if they don't meet your criteria for success.
 - 100% is not expected.
 - Continuous Improvement is the goal...

The most important element:

- Regulators and administrators want to see your plan for how the assessment and/or the instruction can improve (“planned action”).
- In the end, it boils down to planning a better class every semester.

Questions?

From: [Gene Thomas](#)
To: [ALL-FACULTY](#)
Cc: [DIVDEANS](#); [Diane White](#)
Subject: SLO Assessment Workshops
Date: Thursday, March 20, 2014 10:15:01 PM

Hi Faculty,

Rick Bullis, one of our newest full-time instructors, will be providing assessment workshops on Tuesday, March 25th and Thursday, March 27th from 2 to 3 p.m.; room to be determined. Rick has a lot of assessment experience and will be "Making Assessment Interesting and Productive".

I'll be at the Tuesday workshop and can help afterward. I'll also be in my office (1509) for drop-in or online assessment help on Thursday, March 27th from 9 a.m. to 12 noon; Monday, March 31st from 9 to 11 a.m.; and Tuesday, April 1st (no fooling) from 2 to 4 p.m. I'll also be available by phone: 864-7292.

So please put Rick and/or myself on your calendar and finish any of those lingering assessments from last semester!

Thanks,
Gene Thomas
SLO Coordinator

P.S. Rick is one of the new theatre instructors, and I'll plug the latest Theatre Dept. production: "Moon over Buffalo"; it opens at the end of next week. You'll like it!



School of Applied Technology and Business
Education

Agenda

Tuesday, August 12th, 2014

2:00-4:00, Room 505

Facilitator: Maire Morinec
Recorder: Debbie Luttrell-Williams

Members: P. Braaksma, B, Silva-Attianese, C. McDonald, M. Goodwin, E. Goldberg, T. Olsen, S. Nordin, C. Ogden, L. Slaton, K. Anderson, P. Cain, A. Bolton, E. Osborne, L. Hubbard, L. Maghoney, L. Prescott, M. Taylor, K. Callison, D. Ulrich, K. Cook, D. Berrett, M. Berrett, K. Cook, J. Kissinger, D. Lake, A. Cary, P. Hidy, K. Spoelstra, R. Mayes, S. Byrd, J. Urrutia, W, Shepard, F. Coburn, M. Fracisco

<i>Topic</i>	<i>Discussion</i>	<i>Action</i>
Introductions:	<ul style="list-style-type: none"> • New faculty and staff • All faculty introduced themselves and told what their favorite movie was and what favorite wine is. <p>We have a lot of people many new instructors this semester. If you see someone looking lost, please assist. Several people will be manning tables during the first couple of days to direct students. Green Tee shirts with “ask Me” so students know who to go to for information. At all areas and all centers</p>	Time:
Program Updates	<ul style="list-style-type: none"> • Accounting – No new instructor • Aeronautics – Hired new Instructor Rusty Brooks. All classes are full. ICON Aviation is relocating to Vacaville and we are looking to develop programs for their needs. Training facility at Berryessa. • Automotive Technology – Paul announced that their facility has been remodeled on Georgia Street. 100 students, new adjunct faculty and lab technician position to be filled. Old Cornelius Ford Dealer. Beautifully redone and scheduled classes there. Definite need for the program as classes fill quickly • Auto Body and Repair – New equipment coming in High end vehicles. Many new pieces of equipment delivered today. Paint Booth has a heater. We need an additional 	

<i>Topic</i>	<i>Discussion</i>	<i>Action</i>
	<p>instructor. Student Aid will be assisting. A lot going on and it is going good</p> <ul style="list-style-type: none"> • Banking and Finance – Kevin Anderson and Lavonne will be working on Program review as the computer crashed . • Business <ul style="list-style-type: none"> ○ Administration Transfer ○ General ○ Insurance • CIS – John moved to Vacaville to build the CIS programming classes in Vacaville. Two programming classes scheduled this semester • Cosmetology – full evening and day program. Services are available. All money goes into the General Fund. Four Adjunct instructors for the night program. Belinda announced that Career Tech calendar will be available. \$20 to support the programs. • Criminal Justice – Programs we are trying to align with the high school. May be changing the name to administrative of Justice Program. Hired 3 new adjuncts for the program and working with the Public Safety Academy to develop 1 unit courses for them. • Drafting – Karen announced that we are working with the High School and entered at State Fair and swept the awards. Good job for the program in solid modeling • Fire Technology – Running Fall academy 20 students enrolled. Spring academy graduated 24 this year. • Management- No Report except not enough Management courses available for students wanting to major in Management. Think long term and plan for the future. Students are frustrated when they can't complete • Marketing – Two new adjuncts hired for the program. • Mechatronics • Occupational Education – Occed after 28 years of request now has been approved and can move forward 	

<i>Topic</i>	<i>Discussion</i>	<i>Action</i>
	<ul style="list-style-type: none"> • Office Technology – Open entry 1.5 unit classes very successful. Overcome last semester of problems with registration. • Real Estate – No Report. All online, but students may be interested in attending evening classes. Online classes students can become licensed through our program. • Welding – Jeff announced two new adjunct instructors for their program Jason Lance and David Lake. Welding is really set to take off. Looking real good 	
Program Review (for a few Schools)	<ul style="list-style-type: none"> • Status updates from all programs • See attachment/handout • Updates due to PR committee no later than the end of September 	<ul style="list-style-type: none"> •
Departmental Activities	<ul style="list-style-type: none"> • Education Master Plan - 	<ul style="list-style-type: none"> • On website at http://www.solano.edu/district_plans/1415/SCC_EMP_071014_reduced.pdf • Each department is to enter one departmental project from the ED Master Plan in to the attached database form • Submit project at the end of the meeting
	<ul style="list-style-type: none"> • Scheduling discussions – Maire gave faculty the Tentative Spring 2015 schedule to review. Please make all revisions in red for ready identification. Return to Debbie by Friday, August 15. 	<ul style="list-style-type: none"> • Review spring schedule handout, make recommendations and suggested changes to courses not instructors and return by the end of the meeting • One per program—make changes/suggestions for additions in red ink • Developing an evening/weekend college—seeking volunteers to teach, will start at VVCTR and

<i>Topic</i>	<i>Discussion</i>	<i>Action</i>
		main campus <ul style="list-style-type: none"> • Recommendations for Summer 2015/Fall 2015 and Spring 2016 departmental schedules
SLO Assessments	<ul style="list-style-type: none"> • Assessment Activities (discussions; presentations on assessments and changes faculty have made as a result of assessments) Campus Wide 59% Spring 2014 assessments were due a week after grades were due. 29%. Go on to the shared drive and check if your SLOs were uploaded. If not, please be sure to send to Kevin Anderson, and copy Gene Thomas. The next thing that is to happen all even classes should have been assessed in Fall. Next step. Is the assessment committee is going to look at the quality of the assessments. Some are pretty bad. “70% of the Students got 90% or better” is not a good assessment. How success is measured is up to interpretation. Gene stated that if instructors state that 70% of the students were able to correctly answer these questions on the exam is not acceptable. There is some concerns in CTE programs on how it applies in SLOs more detail in the assessment should describe all measurable factors. 	<ul style="list-style-type: none"> • All fall 2013 and spring 2014 assessments must be in database no later than August 22nd, 2014 • Send also to Kevin Anderson with a copy to Gene Thomas • Focus in future will be on quality of assessments using rubric established by the assessment committee that follows the ACCJC rubric
Curriculum Review	<ul style="list-style-type: none"> • Debbie Berrett to address 	
Student Issues	<ul style="list-style-type: none"> • Please do not drop students first day of class if they do not have textbook, many are waiting on Financial Aid checks • No Late Add Petitions • Drop Deadlines—review your syllabi • Academic Dishonesty or other behavior issues—report to Dean of Student Services—Shirley Lewis via email (especially for conduct that violates the Code of Conduct—see page 27 in the catalog—available online) or use the SARS system 	
Instructor Issues	<ul style="list-style-type: none"> • Turn in syllabi, post in the shared drive • Final exam date and time must be posted in your syllabus— 	

<i>Topic</i>	<i>Discussion</i>	<i>Action</i>
	<p>will be checking syllabi</p> <ul style="list-style-type: none"> • Post office hours and hold them this week; send copy of office hours to division office • Office Hours (adjunct)--Must be turned in no later than 08/16/2014 • Positive Attendance—must take role daily, turn in at end of semester to school office • Census rosters must be signed and turned in verifying students on the roster are in class • Drop all no shows—consider online as face to face • Turn in grades on time! • Final Exam Policy and Class meeting times—must have a final exam or culminating project that is due on the scheduled final exam day. • FLEX forms <ul style="list-style-type: none"> ○ Committee work during the academic year is part of the responsibility of the full-time faculty 	
Faculty Evaluations	<ul style="list-style-type: none"> • Notices to faculty will go out by end of August or first week of September 	
FTES	<ul style="list-style-type: none"> • down by about 1500 FTES • Some noticeable changes to Fall enrollments since August 1st: <ul style="list-style-type: none"> ○ Steady growth in registration (unduplicated headcount) has reached 9600 students (higher than the last 2 years). ○ Enrollments (duplicated headcount) were about the same as last fall. ○ The average load per student is lower than last year (2.92 vs.2.957) which indicates that students are taking less class load this fall. ○ Fill Rates have increased from 72.34% to 78.92% since August 1st. ○ Based on the trend in 2012 and 2013, the 	

<i>Topic</i>	<i>Discussion</i>	<i>Action</i>
	headcounts and enrollments will continue to increase till semester begins.	
Recruitment and Retention	<ul style="list-style-type: none"> • Calculations—average salary of instructor + benefits + gas/electricity= approximately \$91/hr. • Pay 49.5 hrs. * 91= 4504 • Need an average of 32 students per 3 unit class • Need 27 students per 3 unit class to break even • Majority of classes on campus do not break even—approximately 10% of the classes are carrying the rest of the campus. • Recruitment and Retention is everyone's job 	Looking at evening and weekend college. We used to have a very robust program, but online has had effect. Evening and weekend classes are not taking online classes. Astronomy Class and Medical Terminology. Spring 2015 for faculty I IGETC pattern looking for this program. Karen asked if this is an experimental program, if program is cancelled for low enrollment instructors are not going to be interested. 2-years in and out. Is the school going to commit to that pattern. Working on the Vacaville Center and what we want to schedule there. CTE classes that were offered before may be offered again. Currently Auto Tech Program. Hopefully high cap classes. Debbie B. thinks that some of our CTE courses do better on weekend classes. If we tell students that we are going to run this program. Semester in and the more advanced classes get more expensive.
Future School and Department Meetings	<ul style="list-style-type: none"> • Need to meet monthly • Looking for suggestions as to best date and time 	
Party	<ul style="list-style-type: none"> • Holiday Celebration 	
Curriculum Committee	<ul style="list-style-type: none"> • Focus will be on completion of the C-ID and ADT • Will need to be submitted by November 1 	
Academic Senate		
Distance Education Committee		

<i>Topic</i>	<i>Discussion</i>	<i>Action</i>
NEXT MEETING		
ADJOURNMENT		Time:
SCFA		

From: [Dorene Adams](#)
To: [Glenn Burgess](#); [Janet Schwartz](#)
Cc: [Maurice McKinnon](#)
Subject: NURS 052 SLO"s
Date: Wednesday, June 11, 2014 6:04:10 PM

Please let me know if this is okay. Thanks so much and sorry for the trouble. Have a great week.

Course Number/Name -NURS 052 Pharmacology
Date of Assessment -Spring 2014
Assessor's name -Dorene Adams

The student will be able to critically interpret federal laws regulating the therapeutic use of drugs.

Success Criteria:

Students will pass the essay assigned with a grade of 70% or better. Essay topic is scientifically based and therefore responses must be supported by current and reliable research. Students are required to state a position on the topic and proceed to defend that position with scientifically proven evidence from either the textbook or reputable websites.

The instructor gives continual feedback and corrections to facilitate comprehension of difficult concepts.

Assessment Results:

Student evaluation is based upon the successful completion of the essay assigned.

41 students were presented with the assignment. Of those students 38 passed with a 70% or better, 36 receiving a perfect score. One student did not submit the assignment and therefore received a zero grade. Two students scored less than 60% by not answering the required questions fully.

Results of Action:

No changes planned at this time.

Question used:

You are a school nurse and hear that some of the student athletes are using an albuterol inhaler before a game so they can "breathe better" and thus play better. Your records do not indicate that they have asthma. What should you do? What are the legal or ethical responsibilities? Describe at least three responses and

your rationale. Please remember to cite your sources.

The student will be able to safely calculate medication dosing, correctly identify and classify categories of therapeutic drugs, demonstrate understanding of side effects and follow up with appropriate interventions.

Success Criteria:

Students will successfully complete specific test questions presented in the final exam regarding drug categories and proper classification, dosing and interventions. These questions will test the students' ability to reference the text materials in order to demonstrate understanding of safe administration of medications and interventions.

Assessment Results:

Students will successfully pass the question with an accuracy of 70% or better.

41 students were presented with this question on the final exam. Of those students, 39 passed the question with 70% accuracy. One student did not answer the question and one student received below 60%.

Results of Action:

No action planned at this time.

Match the name of the medication to the class of the medication.

Lasix	Loop Diuretic
Ancef	Cephalosporins Antibiotic
Advil	NSAID
Atenolol	Beta Blocker
Warfarin	Anticoagulant
Fentanyl	Opioid Analgesic

Flovent

Corticosteroid

Paxil

Antidepressant

Other Incorrect Match Options:

- Antianxiety Agent
- Antidysrhythmic Drug
-

From: [Carolyn Daniel](#)
To: [Dorene Adams](#); [Lynn Denham-Martin](#); [Glenn Burgess](#)
Cc: [Lisa Romero](#); [Catherine Melter](#); [Maurice McKinnon](#)
Subject: RE: NURS 111 SLO Spring 2014 Denham Martin.docx
Date: Saturday, June 07, 2014 9:28:58 PM
Attachments: [Nurs 111 SLO Spring 2014 Daniel.doc](#)

Here is mine also.

Thanks

Carolyn Daniel

Nurs 111 Medical Terminology

voicemail: 707-864-7000 ext 5032

Office Hrs. Tuesday and Thursday Vallejo Facility Rm 224 12:00p-2:00p

From: Dorene Adams
Sent: Monday, May 19, 2014 9:30 AM
To: Lynn Denham-Martin; Glenn Burgess
Cc: Lisa Romero; Catherine Melter; Carolyn Daniel; Maurice McKinnon
Subject: Re: NURS 111 SLO Spring 2014 Denham Martin.docx

Here is mine. Thanks Glenn.

Dorene Adams
Yoga Junkie
www.TheRestlessMat.com

From: Lynn Denham-Martin <Lynn.Denham-Martin@solano.edu>
To: Glenn Burgess <Glenn.Burgess@solano.edu>
Cc: Lisa Romero <Lisa.Romero@solano.edu>; Catherine Melter <Catherine.Melter@solano.edu>; Dorene Adams <doreneadams@yahoo.com>; Carolyn Daniel <Carolyn.Daniel@solano.edu>; Maurice McKinnon <Maurice.McKinnon@solano.edu>
Sent: Monday, May 19, 2014 8:39 AM
Subject: NURS 111 SLO Spring 2014 Denham Martin.docx

Here is the SLO for me for NURS 111. Please send your assessments to Glenn Burgess and keep a copy, so he can file on the nursing drive and also track completion. Thanks, gang.
Lynn

From: [Curtiss Brown](#)
To: [Gene Thomas](#)
Subject: FW: assessments
Date: Monday, August 25, 2014 11:19:23 AM

From: jimmy tanaka [mailto:jtanaka75@gmail.com]
Sent: Thursday, May 22, 2014 5:02 PM
To: Curtiss Brown
Subject: assessments

5/22/14
Curtiss,

Let me know if I am at least on the right track.

Individual Assessment Form

Course number/name: KINE 003A Beginning Self-Defense

Semester of course: Spring 2014

Date of assessment: May 22, 2014

Assessor's name: Jimmy Tanaka

SLO 1: Analyze and customize principles of muscle strength and endurance and apply them to prevent injury.

→ Success criteria: *An extensive warm up and stretch administered at the beginning of each class.*

→ Results: No injuries.

→ Planned action: (changes, new ideas, or no changes?) More specificity of warm up and stretches to be administered as new ideas and research dictates.

SLO 2: Identify and perform with an increasing degree of proficiency, self defense movements and techniques demonstrating increasing control of skills pertaining to physical safety, memorization and body awareness.

→ Success criteria: *To equip the student with basic skills and knowledge (Continuum of Response: Awareness, Assessment & Action) for protection against physical assault.*

→ Results: 95% average final practical exam results.

→ Planned action: (changes, new ideas, or no changes?) No changes .

SLO 3

→ Success criteria:

→ Results:

→ Planned action: (changes, new ideas, or no changes?)

DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment). **Testimonial from former student Abner Villarreal.**

Individual Assessment Form

Course number/name: KINE 003D/E Begin & Intermediate Judo

Semester of course: Spring '14

Date of assessment: May 22, 2014

Assessor's name: Jimmy Tanaka

SLO 1: Identify and perform with an increasing degree of proficiency, basic judo techniques and strategies demonstrating increasing control of skills pertaining to holds, falls, grips, chokes, and competition strategies.

→ Success criteria: *To know (in Japanese) and be able to perform throwing, holding, choking and armlock techniques.*

→ Results: 95% average final practical exam results.

→ Planned action: (changes, new ideas, or no changes?) No changes to techniques unless the International Judo Federation IJF makes changes to rules and regulations.

SLO 2: Describe the history of martial arts, and the evolution of modern day judo.

→ Success criteria: Judo (a separate entity of jujitsu) was invented in 1882 by Dr. Jigoro Kano.

→ Results: Judo was incorporated into the 1964 Summer Olympics and the original techniques remained intact until recently.

→ Planned action: (changes, new ideas, or no changes?) Many techniques were changed due to the similarities of wrestling...Judo throws initiated below the belt were disallowed. Holding techniques were shortened. Uniform colors were changed for the audience to distinguish who threw whom.

SLO 3

→ Success criteria:

→ Results:

→ Planned action: (changes, new ideas, or no changes?)

DATA/EVIDENCE:

Any data or evidence (sample questions from exams, lab reports, homework, etc.) you would like to attach can be embedded/scanned/copied/pasted at the end of this document (or attached as an email attachment). **Testimonial from former student Abner Villarreal.**

Congratulations Sensei on your promotion to Hachidan (Eighth Degree Black Belt).

In so many ways, you are deserving of this honor! You are a true teacher, advisor, role model, and leader. Your instruction and guidance was so much more than the "steps" to execute a throw properly. Each and every student that walked through your door was provided a "silver platter" of knowledge and life lessons.

Academically they may have left your class with a letter grade. But, we all became better people thanks to your wisdom. Some took lessons of discipline and found focus to become what they thought they never could. Others changed their lifestyles and added years to their lives thanks to your advice on health and nutrition. There have been stories of the helpless defended, attacks thwarted, and lives literally saved due to the techniques and "perfect practice" you instilled in our subconscious.

I am nearing forty-years old now. I remember entering your class for the first time as a young 17-year old boy. I believed I was tough. I thought my experience as a wrestler would make me a great challenge to even the toughest Judo-player. That lasted less than one minute as I was gently, and apparently effortlessly, dropped on my head. From that moment, my attitude changed. You noticed the change and encouraged me. You believed in the potential within me and pushed me to achieve it. It wasn't long at all before your style of teaching had me (and our team of Judokas) winning every tournament we entered. One tournament, as I recall, they almost wouldn't allow us to

compete. They only agreed when "we" agreed to fight in both a higher weight class and higher rank. Even then your words were simple, "Be safe."

I can not tell you how many times your lessons have determined positive outcomes in my life. I crashed my motorcycle on the freeway. My bike slid for almost 60-feet; I slid directly behind it. When the officer inspected my helmet there wasn't a scratch on it. Instinctively, I was simply used to keeping my chin to my chest whenever I was "thrown." The first date I had with my wife (who I met in one of YOUR classes), I protected a man being attacked by a drunk. In less than 30-seconds I had the attacker on the ground and in submission. By the time security arrived, there was nothing left to do but escort the man off the premises. I've fallen over the side of a hill and not been hurt, except for some scratches and abrasions. I've taught my daughter's how to flee the grasp of an attacker, and one has used it to get out of a potentially "difficult" situation. And, these are only the situations off the top of my head. There are so many more. I'm too old now, to be the competitor I once was. I wake up every morning and realize I'm no longer seventeen. But, for as long as I live I will look at what Judo, what "Sensei Tanaka" has given me to help me achieve the goals I have reached and continue to strive for more.

Congratulations again! Your Judo student, Abner Villarreal

From: [Curtiss Brown](#)
To: [Gene Thomas](#)
Subject: FW: PLO answer sheet
Date: Monday, August 25, 2014 11:24:00 AM

From: Terri Pearson
Sent: Monday, September 09, 2013 12:50 PM
To: Curtiss Brown; \$HUMAN-PERFORM&DEV-REG
Cc: Lily Espinoza
Subject: RE: PLO answer sheet

FYI - Darla and I did not create question # 6 in PLO #1. In fact, I'm not sure how it made it on the sheet. But I would say that the assessment of PLO #1 is no longer good because it does not measure student knowledge of content but rather if a student is smart enough to realize all of the answers for 1-5 are given in 6. ☹

Terri Pearson-Bloom, B.A., M.S.
Professor, School of Human Performance & Development
Head Softball Coach
2001, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013 BVC Champions
(707) 863-7833

From: Curtiss Brown
Sent: Monday, September 09, 2013 9:30 AM
To: \$HUMAN-PERFORM&DEV-REG
Cc: Lily Espinoza
Subject: PLO answer sheet

Good Morning all;

I have 30 copies of the PLO assessment for you to administer to your classes for Monday and Tuesday. I will give those to you personally or if you wish to use a flash drive and place the assessment on screen I can provide you will the assessment; just let me know. I have attached the answer key for the PLO's should you feel like grading your assessment and then just giving me the papers after grading.

Have your students answer the PLO assessment on a separate sheet of paper (avoid marking on the assessment itself). Be sure to identify the course that these assessments are for. We have to post-test in November to see the results of both the pre and post-test. Please get the results and assessments for each student to me as soon as you have graded the assessments. If you do not have time, get the assessments to me. I must have the results and compilations to Diane White by Wednesday A.M.

Thanks for help in this endeavor.

Curtiss Brown
Professor, School of Human Performance & Development
Solano Community College

From: [Michael Wyly](#)
To: [Gene Thomas](#)
Cc: [Annette Dambrosio](#); [Neil Glines](#); [Diane White](#)
Subject: FW: AY 13-14 SLO Assessments
Date: Monday, September 08, 2014 4:37:37 PM
Attachments: [AY13_14_SLO_Spreadsheet_BYCOURSE.pdf](#)
[AY13_14_SLO_Spreadsheet_BYLASTNAME.pdf](#)

Gene,

Below is an assessment email sent to all faculty re: SLO completion through S 2014. The email references two attachments which are also attached to this email.

While these SLO assessments are not all loaded into the database, they are received and are being uploaded to the shared drive.

Thanks,

Michael

Michael J. Wyly, MFA
 English Department
 Academic Senate President
 Coordinator, School of Liberal Arts
 Solano Community College

From: Michael Wyly
Sent: Monday, September 08, 2014 4:35 PM
To: \$LIBERAL-ARTS-DEPT
Cc: Neil Glines
Subject: AY 13-14 SLO Assessments

Colleagues:

Please find attached to this email a record of all F2013 SLO assessments AND all S 2014 SLO assessments recorded by me as received. For your convenience, I have attached two copies of the same list, one organized by course number and one organized by last name.

There may be errors on these documents for at least the following reasons:

1. Many SLO assessments came via the summer months when I was not actively recording emails on a daily basis;
2. SLO assessments may have been submitted to the Assessment Coordinator (in which case they are likely uploaded but not recorded by me);
3. My error.

What I would like to work with you to avoid is administrative reminders or action(s). How you can help is by auditing my records and informing me of any errors.

Would you mind doing the following ASAP but no later than the end of the week—

1. Check the provided documents to be sure I have recorded your submitted SLO assessments;
2. If you did not submit them, please send them again, and I will check to be sure that they have been uploaded properly;
3. If you are not on this list AND you did not submit your assessments, please submit them.

Note that all submitted SLO assessments on this list are being uploaded to the shared drive.

Over time, they will also be uploaded to the database for use by the College.

Please remember: SLO assessments are in our contract for both adjunct and full-time faculty.

Also, remember that the College asked that all faculty to complete assessments for *each* even-numbered (or odd-numbered in spring) course taught by *each* instructor. Part-time faculty will receive compensation per the contract. Your union representative can provide more details or respond to any questions or concerns.

I urge you to compose careful and thorough assessments. If I can be of any assistance in these processes, please let me know.

Looking ahead, you should be engaged in two key tasks: the completion of the IPP forms presented in August by Neil; developing departmental plans for future SLOs per August Flex-Cal.

I am available to assist faculty one-on-one or as a department. Please don't hesitate to ask.

As ever, thanks for all of your help and hard work.

--Michael

Michael J. Wyly, MFA
English Department
Academic Senate President
Coordinator, School of Liberal Arts
Solano Community College

Solano Community College School of Liberal Arts
 Meeting Minutes
 8 May 2014
 Room 1301

REPORTS

- 1. Curriculum Committee –NO REPORT**
- 2. Distance Education – NO REPORT**
- 3. Technology Committee – Ferdinanda Florence**

Prof. Florence reported that a few classrooms that will be set up in Fall with a small set (10) of Google Chromebooks. Students will be able to use them to research on the internet during class time to support the “flipped” classroom model. There will be Fall training for faculty scheduled in those rooms. One of the rooms will be this one, 1301, as well as two rooms in the 800 building. There are others as well.

Academic Senate—Lue Cobene/Lisa Giambastiani

Prof. Giambastiani will mail a report over the weekend.

In discussion, an instructor suggested that it would be useful to know in advance what’s going on the Senate Agenda. We would be able to participate more if we knew what was coming up, via a public agenda, as is mandated in the Brown Act. Confirmation came that this is planned for future sessions. The instructor continued that if interested parties could click on the minutes and find out what’s going on, that would be helpful. Faculty should really be concerned about what’s going on before the meetings happen, but do not currently have that opportunity. If the agenda is supposed to come out, the Brown Act is not an impossible thing to follow, because if we can get from the Board of Trustees what’s coming up in their meeting, then there’s no reason that cannot go out to all the faculty. It’s an easy thing.

4. Accreditation—Annette Dambrosio

Prof. Dambrosio reported that before school ends, before graduation, she will send out a draft of the midterm report that’s due in October. It has been difficult to build because in addition to the nine recommendations, there is a seven-page handout chart that we have to go through, looking at everything we said we’d do in 2011 and reporting on whether we did what we said we’d do. This is going out to everyone. **She thought the easiest thing to do was put out leads, so there’s one person in charge of gathering information and reporting, where we can weigh in on some of the evidence. One of the difficulties is that these forms contain some information that she can’t understand. One of the items from Distance Education, for example, says that we would complete an**

“academic freedom” thing, but it was an intellectual property thing instead. In addition, she is hearing concerns and good reports about things having to do with planning at this school, whether it is about strategic proposals, or instructional equipment requests, what is working and what is not working. “Tell me why it’s not working and best of all tell me how to fix it,” she said. She put a plastic box outside the accreditation office door, or you can use my 700 mailbox. But faculty, how can we fix it? I don’t want to keep hearing the same things over and over. When you talked about the equipment funding, and how that didn’t work, that’s a good example. Honestly, then people complain that they don’t have a voice. Please help me; I know it’s a bad time of year but try to get everything to me by the 25th.

5. School Coordinator—Michael Wyly

Of the assessments received, except for one, all Fall assessments are in the database. I want to remind you that the deadline asked by administration is one week after grades are due, with the idea that we get them done when the semester is done. I’ll speak more to that later when we get to that part.

Discussion: Do we have any idea what percentage are in?

Neil Glines: At the deans meeting, we were told 35 percent schoolwide. People are arguing that if there is one COMM 001, for example, they don’t have to do any more. Other people think if they teach more than one, they don’t have to do multiples. But that’s not true. The percentage we know is 35 for the school as a whole.

Michael Wyly: My schedule will open up as we get into finals week. I’m glad to help others work through the process.

Discussion: I’m just wondering if someone could maybe publish the myths of the SLOs. I’m concerned we’re going to go back on warning.

Neil Glines: One of the things that came out of the deans meeting was to do a workshop about what constitutes a quality SLO, maybe providing aid, focused primarily on adjuncts, but also for full-time faculty as well anyone who would like a refresher, or even actual physical help in putting SLOs into the system. The problem is that doing it during flex is too late; it’s way after those things need to be in the system.

Melissa Reeve: It may be worthwhile to remind adjunct faculty that they can be paid.

Michael Wyly: I struggle with how much to remind people. It’s an onerous task. Putting them into the database is labor-intensive. I’m just going to try and remind anybody whose data isn’t in.

Rick Bullis: I’m on the Assessment Committee, and our plan is to create a video that explains WHY we’re doing this, why it’s important, and so on.

Discussion: The overall question of assessment is the idea that we're assessing what we do, we're assessing student success, but we're also assessing our processes, and I was thinking—shouldn't we figure out if program assessment is bad news for faculty? How do we know the process works? Shouldn't Academic Senate have its own assessment process? Shouldn't strategic proposals have an assessment so we know if it's working? We're the ones who are constantly asked to provide assessment. I would like the Strategic Proposal Committee, for example, to assess whether that process is working.

Michael Wyly: The argument that was presented last Fall is that we are working to create greater depth of assessment, but that once we get through this process, that we would then start finding other ways to assess those courses that we would like to assess programmatically. My idea is that it will morph into something else, but I don't know what. At this point, my understanding is that they want to go one more year, doing this pretty robust academic assessment. I have argued for our program-level assessments to inform our SLO assessments. So if we identify an issue that goes across the board, we could identify that question, and decide which courses we need to focus on to answer this question. We could provide a little more direction in terms of faculty guidance. I do hope the senate next year will be much more engaged in the assessment process.

Rick Bullis: If an instructor teaches three sections of English 001, then he or she must assess at least one. But in Science, only one of the several instructors who taught Psych 001 was asked to assess. So it's not as bad as 35 percent.

Michael Wyly: We need to develop a clear IPP (Integrated Planning Process). That would address a lot of faculty concerns as well. Different entities have to engage in that self-assessment process.

HOUSEKEEPING

Neil Glines: Fall SLOs are overdue. Odd-numbered SLOs are due May 30. Final grades are due Friday, May 23. There's an email address, admissions@solano.edu, that you can write to if you want to know for sure that your grades were received.

Discussion: What about an automated reply when we submit grades? They say Banner doesn't do that.

DISCUSSION ITEMS

Integrated Planning Process – new Perkins funding process: In our school, Liberal Arts, the seven strategic proposals that went forward were all funded. So Michael and I have put together a Powerpoint and a sample of how this works, using Sports Broadcasting as a model. Last time we met, we talked about the Project Details form that Peter Cammish sent out. Parts were cut and pasted out of the PLO. I know that, in particular, Greg accomplished partnerships with local cable access channels. His

idea was that it would be complete in Spring, but he actually got it done in Fall. Greg notes that with Sports Broadcasting 075, he's developing a certificate program, so Greg will write that. He got funded to do that. We knocked something off up here, and out of that, we're adding new things because of the Perkins fund. **That will be included in the 2014-15 PLO and EMP. So we're going to rinse and repeat this process. Michael's going to show us how that might work.**

Discussion: I would like to see more broad-based broadcasting than sports.

Neil Glines: We would be the *first* community college to offer a sports broadcasting certificate. It is an attempt to draw more people to the school.

Discussion: Greg got that program on the books when innovation was still encouraged. But now we're hearing that if they don't offer it elsewhere, we're discouraged.

Neil Glines: I don't remember getting that edict. I think that goes through Curriculum. If you want to create a new certificate, turn it in to Josh (Scott, on the Curriculum committee).

Michael Wyly: **This is a basic primer of how one piece ideally should inform or influence another. We spent a lot of time putting together an EMP, we were ahead of the curve, and as such we had a pretty clear plan, program by program. We laid out some very specific goals and if you'll recollect we vetted those goals. The idea now is, which of those goals did we accomplish, which did we not accomplish, and why? Or it may be that this goal, we thought we'd be finished with it in Spring, but we now want it to persist into the next academic year. This is what Neil modeled for you with Sports Broadcasting. The idea here is, then, if we can start getting our heads around which of these goals are going to persist, and so on, that will inform our Fall activities in terms of what PLOs we want to assess and track.**

Neil Glines: And this will help Annette.

Annette Dambrosio: Yes, it would.

Michael Wyly: **To be very clear, at this last plenary session for Academic Senate, this is what everybody else is being asked to do, and many of them are frustrated, but I would like to suggest that we can own this process and make it meaningful if we can start really working actively to connect the boxes.**

Discussion: **One of the issues we had, the last time we did a nice EMP, we had about a day to do revisions. And why is the most important stuff given the shortest timeline? How long do we have to convert what comes back to us?**

Michael Wyly: Your concerns have been voiced by others on this campus, and this school especially has a right to be frustrated by the process. Specifically, how and why it took four months for that document to be vetted, and how and why it required a 24-hour turnaround. But I hope that we can change that expectation and it will not happen again. Anything that we have accomplished will only make us look that much better in our midterm report. If we can get those two pieces done and go away for summer, we'll be in good shape for Fall. I have uploaded your portion of the EMP to the Liberal-Arts-SLO shared drive so every department can sit down, open their document, and say, "Where are we now?" Let those old documents inform that program assessment. What I will be suggesting come Fall is that Results portion informs next year's EMP. We send that in to the school so they understand what our goals are for the next academic year.

Discussion: When we wrote up a list...?

MW: Yes, that was your EMP. For now the completion of this form, the Project Details form, is what we need to focus on.

Neil Glines: Stuff has to be done, but this form is also for tracking progress as well. It is okay to list activities that are ongoing. For example, the second item under Activity in the mock form that I created.

Ferdinanda Florence: So what do we need to do? I'm guessing the punch line is, "this form is available here..." and are we still working from the document that we sent at the beginning of the semester, or has it changed?

Michael Wyly: Good question.

Neil Glines: I asked that, and was told that the firm that's putting that document together, that firm is in the process of giving that document to us. The firm in charge of putting together the master plan with revisions is MIG.

Discussion: MIG's job is to screw it up in the name of providing a uniform voice. If by chance, the narrative has changed, or the uniform voice has changed, will we have an opportunity to go back and fix that? In the shared drive, we have our documents, so we can work on those?

Michael Wyly: What's on the shared drive is the document you submitted to me, not the revision you submitted to Neil.

Neil Glines: We'll give you the newest one that you made the changes to in the 24-hour turnaround.

Michael Wyly: We will make available to you the document that you revised. I will make sure that everyone has a copy. And there'll be a blank copy of this Project Details

form. One question I would have for you all, is that as we talk about deadlines, what can I do for you to help equip you for the deadline?

Neil Glines: It would be the same deadline as the SLOs, which is May 23.

Discussion: Well, if we put down twenty goals, do we have to do twenty forms?

Neil Glines: Yes, but a lot of it is cut and paste. So production of this document is 10-12 minutes.

Discussion: I am going through so many pieces of paper. It's like every time I walk into this school, I hear, "this is due!" I would love to see a chart that says, at the beginning of Fall, this date, this is due, something needs to happen on an organizational basis to make clear what is coming down. I think we should have a meeting to make that clear. So I would like to be a little more informed about the WHOLE THING. Somewhere, someone in this organization KNOWS. We even sat down and did SLOs together years ago. I did program review in October, and then suddenly, after six months, I've got to hurry up and GET IT DONE. We need some advocacy from El Deano. Two weeks from finals, I'm exhausted, and now I've gotta do SLOs and now this thing.

If people don't have SLOs in, that's messed up. I am highly annoyed, however, that at the last division meeting of the semester, I'm being told that I have to get something in on the last day of my contract. So my proposal, in an integrated planning process, is that if this is the way we're going to operate, we need to have pre-planned flex cal days at the end of the semester, where we sit down and get these things done. Instead of in Fall, when we get lots of blah blah blah, screw the lunch, and get the stuff done. We don't need to waste six hours glad-handing.

If there's all this end of semester stuff, that doesn't include teaching, we have to plan for it. It is as if, as instructors, we came to students and said, "By the way, you have a five-page paper due in two days, and a final on Tuesday. Surprise!"

I don't get it either. In my understanding, we *did* the EMP. I keep expecting that it's going to come *out*. But really this thing should be done. Maybe we should take Accreditation off all this, because we keep saying we're doing this for Accreditation, but ideally we would be doing this for ourselves. And I don't think we should be putting "ongoing" on this stuff, because we've been chastised for that in the past.

Who is going to be doing what with this? We all did work on this in the Fall. I was very frustrated in the Spring, about six weeks ago, when IVP White sent out a message saying she was working on something, and she was looking for examples of places where, on the basis of SLOs and program assessment, we are making changes. And I had an idea, but I was in the middle of something, and seventy-two hours later, I told her and she

said, “That’s better than a lot of the ones I got.” But it sounded like she had already completed the report she was putting it into. And I remarked, “the stuff I’m telling you about, it was all in those documents we turned in.” And she said, “Well, I was just looking for some quick and dirty answers.”

After going back to Hartnell, with the idea that we always improve, I think everything gets rammed down the throat like we’re fattening the goose, and part of the frustration is that we always should have had an integrated planning process. So the one that we did in a day should have had finer pieces in it. It should be a living document that feeds into everything else. So half of me goes aaaaarrggghhhh, and part of me goes, “yeah, I can do this,” and part of me says, “when do we get to coast?”

Michael Wyly: My hope is, and I don’t disagree with anything anybody else is saying, is that eventually we will get to coast. I don’t want to boycott the deadline, but when we come back in August, that we are simply updating forms, and we allow ourselves to have some sort of institutional memory that is longer than three months. We *did* spend a lot of time putting together SLOs, and those EMPs. If you have a better idea of how to show that planning, I’m down. But to my mind, this could work. And again, the deadline aside—I don’t disagree that this is an exceptionally aggressive deadline—I think it could work.

Discussion: I propose that the district pay us to come in and do it. Whoever shows up does it. If it’s that important.

One problem is that we’re going to lose out on some of our best ideas. We really risk losing some of our essential threads.

I like predictability. This is what’s going to be coming down the pike. That’s what Solano does best. “What’s a wheel look like?” “I don’t know, let’s make one!”

Neil Glines: The SLO form hasn’t been changed in a year or two. Peter has created this form, I think, in an effort to make this predictable. I get that the deadline is the discussion, but the idea of predictability, this form is trying to address that fact.

Discussion: Is this going to be expected every year?

Neil Glines: We come up with a different rotation...

Discussion: But the institution doesn’t publish a new EMP every year, do they?

Well, theoretically, yes.

Hartnell does program review every year. So ACCJC is like some sort of coy abusive boyfriend who says, “We’re not going to tell you how to do it, but you’d better do it.”

Michael Wyly: Fall Flex Cal is to be dedicated to SLOs, as I understand it.

Discussion: In the context of my program, we could conceivably get together over the summer, but I personally can't.

When did this happen? When did the request come out?

Neil Glines: Last Wednesday.

Annette Dambrosio: It's not fair to ask people to come in during the summer. If this is being pitched as being done on my behalf, please understand that this is *not* necessary for my work. The Ed Master Plan is done. I want this group to be reassured that I can leave holes to get this done before the October deadline.

Discussion: I think this can get done by August, the beginning of August. I trust myself and my colleagues to get this done. But to say that this can get done at the end of the semester, it's outrageous and probably grievable.

It's a good idea, but if we do it now, it won't be as good as it could have been. It could actually do more harm than good. This is just number eighty-six in a long list of things like this.

This is when we need to be there for students *most*. And the metaphor is right; as a teacher, you can't assign a paper right now, no matter how good an idea it is.

Michael Wyly: I propose that we send through Neil something that says the May deadline is not going to work for us, but we will have our stuff done by X. A counter-proposal, so that Neil doesn't go to the table saying Liberal Arts is refusing to do what's been asked. I can't imagine that wouldn't be heard.

Discussion: For one thing, we only have about 20 percent of FT faculty in this room.

Neil Glines: OK, I am willing to do that, with the understanding that the old SLOs *must* get done. My concern is, when we're saying "we're too busy," that's the same excuse people have for why their fall SLOs are not in. We need to be cognizant of the SLOs deadlines that have passed.

Discussion: So to be clear, we are doing the 2014-15 EMP?

Neil Glines: No, we are providing follow-up for the 2013-14 EMP with the idea that if something got accomplished, we would indicate that. Right now, there's not a deadline to produce the new EMP, and I understand the frustration, that we have not even seen the one we did already. These discussions also pertain to if we want additional positions funded and so on. They also drive the Facilities Master Plan if you want new space for your program.

Discussion: First box, reviewing the 2013-14 EMP.

Michael Wyly: I think we should own that process and provide our own deadlines. We've already done 75 percent of the work. We just have to decide what we have done, what's worked, etc. Arguably, this is a public document.

Discussion: The percentage of faculty that have not completed their SLOs, 65 percent, it's because there are not substantial consequences for faculty who do not comply. Why don't the deans collar each one and apply consequences? Someone has to stand behind it.

Neil Glines: Our list just got implemented and there was a flurry of last-minute submissions.

ANNOUNCEMENTS

Neil Glines: Remember, we need your Spring, Summer, and Fall preference forms. We will send those out digitally. Also, we need to have a discussion about courses that should be offered in the future. Finally, two quick things: Please take time to congratulate our administrative assistant, Donna Meyer, who was awarded Classified Employee of the Year, and Donna Laroski, Manager of the Year. Also, keep in mind that we are hosting a chili cook-off next week on May 16. Kathy Kearns made some ceramic chili bowls to give as prizes that are very nice. I look forward to serving you in the Summer and Fall.

[adjourn]

School of Math and Sciences

Meeting Minutes

Location: Bldg. 1400, Faculty Lounge

Date and Time: Thursday, February 6, 2014 – 1-2 PM

- I. Distance Education Committee: Dale Crandall-Bear
 - A. Dale gave a brief update on major changes to the DE program.
 1. They have been working on this for 1 – 1.5 years.
 2. Some of the new guidelines for DE:
 - a) Develop a faculty training program
 - b) DE Program reviews
 3. There has been increased scrutiny from the Chancellor's office because the Accreditation Commissions are looking more closely at DE programs and evaluating.
 - a) Title 5
 - b) Chapter 9 Fiscal Support
 - c) Apportionment Attendance Report
 - d) The basic conditions of students
 - B. Questions:
 1. Christine Ducoing: Will fully online and hybrid classes be treated the same?
 - a) Dale: YES – as long as a certain amount of instruction is online, both have to comply.
 2. Dale Crandall-Bear asked the group:
 - a) How many are teaching online now? About 7 raised their hands.
 - b) How many are planning to in the future? MANY more raised their hands.
 - c) How many are using Canvas Shell? Most in attendance raised their hands.
 - d) How many are using MyCourses? Some raised their hands.
 1. Maria Santiago: MyCourses doesn't work very well.
 - i. Dale C-B: YES – it is confusing for students. May phase it out and create in Campus Shell instead.
 - C. TIMELINE (only applies to Hybrid and Online classes) for Training and Course Shell Reviews
 1. Summer 2014 – Due December 5, 2013
 2. Fall 2014 – Due March 15, 2014
 3. Spring 2015 – Due July 1, 2014
 - D. E-College
 1. As of Spring 2015, there will be NO MORE E-COLLEGE.
 2. Our contract with E-College ends June 30, 2014.
 3. It is taking three semesters to fully phase out E-College to Canvas.
 4. QUESTION – Mark Feighner: Transferring Records?
 - a) Faculty have to get everything out of E-College by March 15.
 - b) Should move over everything for the past 4-5 years.
 - E. Review Process:
 1. How long does review process take?
 - a) Review should take one to two hours.
 - b) Then, the DE Committee has to sign off on it.
 - c) The committee will be meeting on February 24 and March 3.
 - d) If you want to teach online in Fall 2014, you must complete training, build your course and have it reviewed by March 15, 2014.
 2. QUESTION: Barbara Villatoro: How much time do you need to have a course reviewed?

- a) Dale C-B: You should have it sent to the DE committee by preferably February 24, but no later than March 3, 2014.
 - 3. COMMENT: Danielle Widemann: Loves the training / reviews in canvas. They have really helped her. Finally moving along with online courses, thanks to trainings done online.
 - a) QUESTION: If using E-companion in E-College, how do we get the same in Canvas?
 - b) Dale C-B: It's not the same shell. Banner will create the class for you. For E-Companion, will receive a form and the DE Committee will create the shell for you.
 - 4. The review process can be delicate because others are looking at your course; however, it is going well. There is a great deal of sharing of ideas. Math & Science has been doing a terrific job working together.
 - F. The DE Committee is in need of one more representative from Math / Science.
 - 1. Phil Peterson has been serving on the committee, but is retiring this year – thus, leaving an open seat on the committee.
 - 2. Svetlana Podkolzina serves on the committee as a representative for Math.
 - 3. Need a volunteer from Science: Please email Dale Crandall-Bear if you would like to volunteer.
 - 4. Meetings are generally twice per month on Mondays from 3-4 PM.
 - 5. Barbara Villatoro volunteered for the committee.
- II. Equipment Proposals: John Yu
 - A. SCC has a total of \$100K to spend on equipment by June, 2014. John Yu commented that there may be more equipment funds available for next year.
 - B. QUESTIONS:
 - 1. Alan Jian: Can we request faculty office computers from this money?
 - a) John Yu: No – office computers are controlled by IT, and not applicable to this.
 - 2. Ken Williams: Does it include tools? Isn't there a minimum amount you can request?
 - a) John Yu: Yes, it can include tools.
 - b) Christine Ducoing: as long as your proposal / request adds up to \$200, you can submit (i.e. if something only costs \$50, but you need 5 of them, the total is \$250 – above the \$200 minimum).
 - 3. Patsy Itaya: Is the total of \$100K for the whole college?
 - b) John Yu: YES – all divisions will send proposals to request a portion of the money. More equipment fund may be available next year.
 - C. The DEADLINE is Wednesday, February 12, 2014. The deans will meet on this date to see all requests.
 - 1. OUR deadline to submit requests is Monday, February 10th. Be sure to turn in your requests to your lab technicians by February 10th.
- III. Program Review – Margherita Molnar
 - A. Margherita talked about the requirements for Program Review during Academic Year 2014-15. She also discussed the actions that need to be taken for Program Reviews.
 - 1. Programs need to form self-study committees.
 - 2. Create and administer student surveys.
 - a) QUESTION: Christine Ducoing: Will Research & Planning do a fill-in bubble survey?
 - 1. Margherita and John Yu: YES.
 - 2. John Yu: There are sample surveys available. Let him know if you need a copy.
 - 3. Comment: Usually, students are more willing to fill out a survey in class than online after class.
 - B. Self-Study Template
 - 1. 1.1 – Introduction: is easy to do, and needs to be worked on now.
 - 2. 1.2 – Relation to College Mission & Strategic Goal: takes a bit more work, and needs to be worked on now as well.
 - 3. 1.3 and 1.4: website is <http://dropbox.solano.edu>.

4. Programs should meet a few objectives for each goal.
 5. Should have been completed by this past Monday (February 3, 2014).
 6. Margherita asked committee leaders to contact her.
 7. For assistance or help in analyzing data, committee leaders can contact Peter Cammish or Pei-Lin Van't Hul.
- C. COMMENTS / DISCUSSION: There was discussion about what qualifies as a program and what does not. Below is a brief overview of the discussion that occurred.
1. Danielle Widemann: Per Peter Cammish, a course is not necessarily a program. A program is something that transfers as an AA degree.
 2. Joe Conrad: This definition of a program was originally used for SLO's, and was an "ad hoc" definition. Since then, the Academic Senate (earlier this year) has chosen to define a Program the same as how Title 5 defines a Program: "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."
 3. Joe Conrad: Even if not a "Program," you can still choose to do a Voluntary Program Review if you choose.
 - a) There are several reasons for choosing to do a Voluntary Program Review, including resources, equipment requests and growth. All of these are tied to Program Review.
 4. John Yu: We should proceed with the program reviews as decided in our Nov. 2013 meeting.

IV. College of Marin Visit – Mark Feighner

- A. A copy of Mark Feighner's presentation (photos from the College of Marin visit) will be sent to faculty.
- B. Mark gave a brief overview of their visit to College of Marin on December 13, 2013.
 1. The building was fantastic. There are three wings, and 90% of the classrooms have natural light. Classrooms are modular. Walls can be moved, and class sizes changed as needed. Their architect was wonderful, and we hope that we can get them as our architect.
 2. Details:
 - a) Chemistry labs accommodate 26 students.
 - b) There are display cases throughout the hallways.
 - c) In Geology, the surfaces are different types of granite.
 - d) Storage was great: the moveable row storage.
 - e) There was a saw lab.
 - f) Cabinets in labs were stainless steel.
 - g) Physics had wood tables that were moveable.
 - h) Engineering had a smaller classroom with rolling wood tables and a moveable wall so that as the number of students increased, class size could increase accordingly.
 - i) The faculty lounge was on the third floor, and there was also green space on the roof with a garden, and a patio.
 - j) The roof had telescopes built in, and was set up for night viewing for Astronomy classes.
 - k) The MAC lab was set up with the teacher at the back of the room so the instructor can see the students' computer screens.
 - l) A big percentage of the power is clean energy.
 3. COMMENT: Danielle Widemann – suggested the new building have more rooms like our current bird room. Also, she likes our current MAC lab setup, because it is bigger.
 4. Timeline: It took College of Marin SIX YEARS to complete the building – from start to finish. Mark asked everyone to remember that the project will go in cycles. All will be quiet for a while, and then activity will pick back up.

V. NSF Scholarship Grant

- A. SCC is in the processing of getting our first NSF grant.
- B. John thanked Jim DeKloe, Ed Re and Cynthia Garcia for their work on this.

- C. We are considering another NSF proposal.
 1. It is a STEM (Science, Technology, Engineering & Math) scholarship grant for \$600K.
 2. 85% of the money goes to students for scholarships (for tuition and books).
 3. 10% can be used to support faculty and staff for their activities to help the scholar recipients and 5% for administrative cost.
 4. The scholarship would be able to support between 250 and 300 students.
 5. It is very competitive. We need a good proposal.
 6. The deadline is August, 2014.
 7. The PI or PD must be a faculty member. Some have already expressed interest.
 8. Because the scholarship grant is only for the STEM field, it may include the programs only in our (Math/Science) division and Dean Morinec's division (Applied Technology & Business), and Student Services.

VI. PLOs – Gene Thomas

- A. Gene gave a brief overview / reminders about PLOs. Everything is the same as last semester.
- B. Copies of the PLO Rubric for Assessing the Quality of Academic Program Learning Outcomes were available in hardcopy form at the meeting. A digital copy can also be found on the AllFacultyShared drive in the "SLOs PLOs EMPs" folder. The document is titled: "WASC Rubric Assess Prog Learn Outcomes Sep 08.pdf." Angela also sent a copy of the document via email to all faculty on February 5th as an attachment to the Agenda for today's meeting.
- C. PLOs should be assessed based on the rubrics. We need to inform students of PLOs.
- D. PLOs should feed into the ILOs (Institution Learning Outcomes).
- E. Education Master Plans and Program Assessments were due recently.
 - a) At Gavelin College, they do Program Assessments every year, and these feed into ILO, the strategic planning process, and the budget.

VII. MESA Coordinator Hiring – John Yu

- A. We don't have a MESA grant now, but still have the program. This person needs to restore the MESA funding.
- B. The job description has been revised; this person can hopefully help in other areas.
- C. Committee:
 1. Need two faculty. They will be appointed by the Academic Senate.
 2. Need two classified employees. They will be appointed / chosen by CSEA.
 3. Need one engineer. This person will be appointed by the Engineers' Union.
 4. Need two students. They have already been selected: Casey Bess and Mel Sancada.

VIII. Other Updates

- A. Academic Senate: Susanna Gunther was to give an update, but due to lost video connection with the Vacaville campus, she was unavailable at this time. She did send an email to all faculty on 2/3/14 regarding hiring committees as follows:
 1. "I am in need of people to fill the following positions ASAP. If you requested to be on one of these committees previously, but were told the committee was full, then it was. Some of these positions have come up due to faculty members not choosing to continue on certain committees for one reason or another. I am presently in need of the following:
 - Assessment Committee: I need one volunteer from each school on campus except for the School of Liberal Arts (which is already well represented on this committee). Please let both me and Diane White know if you would be interested in serving on this committee.

I also need appointments for the following hiring committees. Please let me know if you would like to serve on either of the following hiring committees:

Dean of Counseling: I need one volunteer for this position. I believe this committee was previously complete, but it is now in need of another appointment.

Director of Student Life: I need three more faculty members to be appointed to this committee because the position was changed.

2. Kevin Brewer: He had no updates at this time, but he did urge faculty to serve on hiring committees.

B. ASSC:

1. Casey Bess: All funding requests to the ASSC are due March 7, 2014.

C. Basic Skills:

1. Genele Rhoads: We are in the early planning stages for Summer Math Assessment, Placement, and Advising.
2. For this, we are looking for another Math faculty volunteer for the Summer: 4 hours per day, four days per week.
3. If any Math faculty would like to volunteer, please contact Genele Rhoads.

D. Other Updates or Items of Interest from the School – There were none.

IX. Adjournment: Meeting was adjourned.

From: [Francisco Goes da Silva](#)
To: [Gene Thomas](#)
Subject: RE: Micro assessment
Date: Thursday, August 21, 2014 12:59:07 PM

Oh never mind, it does say Fall 13.

Ok. I'll work on this. I do have tests from that semester so will look back and do my best to answer this.

thanks again.

Francisco Goes da Silva, Ph.D.
Adjunct Faculty - Principles of Microbiology
Solano Community College

Great doubt; great awakening.
Little doubt: little awakening.
No doubt: no awakening.
- ZEN MAXIM

From: Gene Thomas
Sent: Thursday, August 21, 2014 11:54 AM
To: Francisco Goes da Silva
Subject: Micro assessment

Hi Francisco,

Randy Robertson told me you could you some help in assessing micro from last fall. I've attached the form with the micro outcomes already typed in.

I hope you can go back and determine how students were able to meet each outcome.

Let me know when you have some time and I'll drop to help whether you're in Fairfield, Vacaville, or Vallejo. Hopefully you have some time either before or after class (or we could do this by email or phone if that's easier).

Gene



SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

Monthly Meeting

Wednesday, April 2, 2014

3:00-4:30 p.m.

Room 704

Attendees: Sal Codina, Thomas Bundenthal, Karl Byrn, Lauren Taylor-Hill, Joel Powell, LaNae Jaimez, Mary Gotch, Diana Reed, Tonmar Johnson, Sabine Bolz, Sandra Moore, Karen McCord, Dale Crandall-Bear, Janet Leary

NOTES

Accreditation Update_Interim Dean Sal Codina

Interim Dean Codina referenced the 04.02.14 *SP Direct* (which is located here:

<http://www.solano.edu/president/spupdates/2014/spdirect040214.pdf>)

and reported that—to be in compliance—any substantive change, e.g., the significant revision in auto tech curriculum, has to be submitted to ACCJC for approval.

Sal also said a draft is due April 23 for the October 15 accreditation report.

Year-Round Schedule & Weekend College_Sal Codina

There is a goal to have a course schedule for entire academic years, and a committee is putting together a year-round schedule model that will be in place for Spring 2015.

To increase enrollment, Weekend College will begin in Vacaville in Fall 2014, and the pilot is being reviewed for all campuses. Sal requested that the faculty meet within their respective departments, invite adjuncts or contact them to learn their interest, have discussions, and report back to him with their findings regarding Weekend College.

Instructional Equipment Update_Sal Codina

Sal reminded the group that Dale Crandall-Bear and Lauren Taylor-Hill's instructional equipment proposals for \$40k and \$15k respectively had been accepted and said they and all whose projects were funded can begin spending now in order to have equipment on campus by June 30. Dale and Lauren provided status updates, and there was a discussion regarding how faculty will be able request teaching in the five smart classrooms (Dale's project). A request process through the Dean and/or a rotational schedule were suggested, and Dale stated the pilot team will have first priority for usage of smart classrooms.

Hiring Updates_Sal Codina

Many dean and faculty hiring processes are currently underway.

ADTs/SLOs_LaNae Jaimez

Anthropology, Political Science, History, and Psychology ADTs have been submitted, are in the pipeline for tech review, and LaNae will follow up.

LaNae reviewed the SLO process, said it should be meaningful and useful. The Assessment Committee is requesting to assess every course every two years (rather than every course every year), and the Committee will establish the path. SLOs are due June 6 or 7, and all adjuncts' SLOs are in.

Program Review_LaNae Jaimez

LaNae urged the group to get on their program reviews and to get their student surveys out.

EMP_LaNae Jaimez

LaNae will email a copy of the EMP and the forms so all can submit their two objectives.

DE Committee_Dale Crandall-Bear

80-85% of instructors met the March 15 deadline and got their courses approved. It is now in the Deans' hands to determine which online courses will have to become face-to-face classes.

Academic Senate_Sabine Bolz

There is a push to comply with equity for student success, retention, and recruiting.

The emergency hiring process was agreed on by the Academic Senate. And during the recent Anatomy and Mechatronics emergency hirings, the Academic Senate was not asked for input.

The Senate has a concern with the number of changes that will have to be made to the schedule if the College goes to a year-round schedule. Over 1,000 changes were made to the fall schedule and 800 to the spring schedule. These substantial changes do not reflect well for accreditation, and the change to year-round scheduling could mean just as many changes.

A draft of a mandated faculty peer review process has been submitted by Tom Warren; he and Barbara Fountain would appreciate ideas and input on the process.

Academic Senate Officers for 2014-2015: Michael Wyly, President; LaNae Jaimez, Vice-President; Thomas Bundenthal, Senator at Large; Amy Obegi and Sabine Bolz, S&BS Representatives.

Curriculum

Currently Social & Behavioral Sciences has no Curriculum Committee representative, and Interim Dean Sal Codina requested volunteers. The meetings are on Thursday afternoons.

Announcements

- Tonmar Johnson will be inducted into the SCC Sports Hall of Fame on Friday, April 11.
 - Parking Lot A will be closed April 12-November 12, 2014, for Building 600 remodeling.
-

NOTE: As the Dean and many S&BS Faculty were serving on interview committees and unable to attend the regularly scheduled monthly meeting on March 26, it was postponed and rescheduled for this day, April 2, 2014.

*Respectfully submitted,
Janet E. Leary*



SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

Monthly Meeting

Wednesday, May 7, 2014

3:00-4:30 p.m.

Room 704

Attendees: Marvin Bolin, Saki Cabrera, Sal Codina, Thomas Bundenthal, Amy Obegi, Mary Gotch-Posta, Joel Powell, LaNae Jaimez, Robert DaPrato, Sabine Bolz, Karen McCord, Janet Leary

NOTES

Welcome Child Development & Family Studies (CDFS)

This was the first joint meeting with the Child Development & Family Studies (CDFS) Faculty who effective May 1, 2014, joined the School of Social and Behavioral Sciences. Amy Obegi (the only CDFS Staff present) introduced herself and provided her background and the names of the other full-time CDFS Faculty.

Program Review_LaNae Jaimez

The Committee is making progress. LaNae asked the faculty to make assignments to work on and have them ready for fall. Program Review will be due in February 2015.

Psychology's self-study is finished, and LaNae will share it with all.

ADTs/SLOs_LaNae Jaimez

Associate Degrees for Transfer (ADTs) are in great shape; Political Science Faculty are still working on their ADT.

SLOs too in SBS are at a good point. Everyone who teaches one course should assess it. If faculty has two or three courses, they can combine them. Online SLOs should be separate from face-to-face SLOs.

Sabine Bolz added that faculty do not decide what gets assessed and added all preps are assessed across a year. The rationale: the College is so far behind; rather than assess every course every semester, courses will be assessed across the year. Even courses in fall; odd courses in spring.

Deadline for SLOs is June 6. Please share with adjuncts that they can be compensated for up to seven hours for SLO assessment.

Year-Round Schedule_Sal Codina

The year-round schedule has been introduced to Academic Senate and is proposed to start Spring 2015, Summer 2015, Fall 2015, and possibly Spring 2016. Sequences of classes are being planned out, and Peter Cammish will have enrollment targets by August 2014. Goal is have students leave SCC on time.

Compressed Calendar_Sal Codina

The compressed calendar will happen sooner rather than later, the Academic Senate is on board, workload and the union are involved, 17-/18-week semesters will be reduced to 16 weeks, and this calendar will mean longer-duration classes.

Block Scheduling_Sal Codina

The proposal for Compressed and Block Scheduling is for both to be in place a year from now, Spring 2015. The block schedule model is 75-minute classes × 2 days, MW or TR. Fridays will be reserved for meetings. etc.

Pathways to Law School Program

Interim Dean Sal Codina congratulated Joel Powell on his work and success with the *Pathways to Law School Program*. The Community College Pathways to Law School (CCPLS) Initiative was effective at SCC on May 1, 2014, and it will provide access to future students who have aspirations of pursuing a law-based career.

Joel Powell added that the MOU had recently been signed, that 24 schools would be implementing the Program, 30 interested students attended the first meeting today, May 7, 2014, and the desired cohort is 30 students. The curriculum will be seven core classes and two additional electives. The goals are to make the Program as inclusive as possible and to get the students through in two years,

Instructional Equipment

Sal Codina provided the update that all of Lauren Taylor-Hill's anthropology lab equipment has been ordered, and Dale Crandall-Bear's for the smart classroom pilot will be ordered soon. All equipment will arrive on campus by the June 30 deadline.

There may be \$500k+ available next year for instructional equipment, so please think about now about future needs.

Final Grades

Final grades must be submitted via mysolano no later than Friday, May 23, 3:00 p.m. Incomplete grade contracts must be submitted no later than May 19 to Dean for approval and to OAR by May 23, 3:00 p.m.

Faculty Hiring

LaNae Jaimez announced that on Monday, August 11, faculty hiring will be discussed at Flex-Cal. She and Sal Codina encouraged all to meet with the new Dean during the summer and ask her to begin advocating for positions that need to be filled in SBS.

Academic Senate_Sabine Bolz

The Peer Review Policy is being developed by Cathy Cyr, and she needs more help.

Resolutions for the code of ethics and the waiver to remove the PE/KINE requirement for vets and former military personnel were both approved.

The Academic Success Report is in draft form.

Program Review_Amy Obegi

There is a hope to expand the Program Review Committee membership. Two faculty reps are required from each School, and the Committee meets the 2nd & 4th Monday of each month.

A discussion ensued regarding a better appeal process for topics being approved for Flex-Cal.

Robert DaPrato stated that information regarding the disciplines and schools as they exist since reorganizations is still incorrect on the College's website.

Curriculum_Sal Codina

Anthropology 007 was approved.

Curriculum Committee needs two representatives for next year. Sandra Moore is one, need one more.

Announcements

- Lauren Taylor-Hill is in labor; her baby boy will be born any time.
- Saki Cabrera asked how the Perkins applications process updates will be communicated. Sal Codina said he believed Maire Morinec would notify applicants by email, and he would confirm.
- Sabine Bolz presented a slideshow as background to her Psychology 007 class which begins in the fall. Sabine asked for recommendations: pertinent book and article titles for her reading list, images/spaces — any suggestions for where her students may be able to explore.
- Karen McCord announced the *Summer Bridge* event and asked for faculty staff participation on Sunday, May 18.
- The softball will be playing this weekend, May 9, 10, and 11, for championship playoffs.
- Dance Productions are Friday and Saturday, May 9 and 10.

NOTE: The SCFA/PAC discussion took place after Dean Codina and Administrative Assistant Janet Leary left the room.

*Respectfully submitted,
Janet E. Leary*

Meeting and Minutes for 12/12/13

DRAFT

Assessment Committee: Purpose, Membership, Functions

NOTE: Meeting notes *inserted* below.

MEETING DATE/TIME: 12/12/13; 3-4 PM

PRESENT: Diane White, Gene Thomas, Rick Bullis, Diana Reed

HANDOUTS: 1) Draft Assessment Committee: Purpose, Membership, Functions; 2) Rubric for Assessing Quality; 3) WASC Rubric for Assessing PLO's; 4) SLO Action Verb List

Purpose

1. Accreditation standards stress the importance of systematic, ongoing assessment of institutional effectiveness in every area - academic and non-academic. *[discussed importance of this to accreditation standards and that IVP White had apprised the Academic Senate of this.]*

2. Need to create a culture of assessment with the purpose of continuous improvement (as opposed to a culture of compliance - we assess because we "have to"). *[discussed importance of this to accreditation standards and that IVP White had apprised the Academic Senate of this.]*

3. In general, an assessment committee provides the structure and processes to insure ongoing, systematic assessment of our institutional effectiveness, academic and nonacademic through the following:

- provide support and training for faculty, deans, staff regarding assessment methods and processes
- promote assessment with training and education (e.g. model of good assessments, rubrics)
- assist faculty, staff and administration with the development of assessment goals and timelines
- review assessment instruments (such as surveys, rubrics) and provide feedback for improvement
- develop plans and cycles for assessments
- work with institutional researcher to provide data to faculty, staff and administration regarding effective assessment techniques and processes
- report to campus community plans and progress toward established goals.

Composition?

1. Representatives from all constituency groups - faculty, staff, administration, students.
2. Peter Cammish suggested VP, faculty from each school (could be school coordinators), student services representative (faculty or dean), SLO coordinator, librarian, researcher. *[to increase opportunities for more faculty to gain expertise in this area, consensus was that the faculty members on this committee not be school coordinators]*

Standing Committee?

On some campuses, the assessment committee is combined with the student success committee or enrollment management committee. (We may get there some day, but for now, we need to just take the next steps beyond compliance and to set up a structure to help develop that culture of assessment (more practical focus).

Initial Goals:

- Provide models of good SLO's; *Rick shared a list of SLO action verbs that we should post*

Meeting and Minutes for 12/12/13

under the SLO tab.

- Guidance on how to write good SLO's
- Reboot on SLO basics; *more training needed here with focus on improving quality of outcomes statements and assessment of outcomes*
- Plan for assisting adjunct faculty; *Adjunct training opportunities sponsored by the ASC*
- Webpage – how-to guides, other resources and links to resources; *could have a whole page with links, resources, etc...*
- Information and guidance on rubrics; *Gene passed out a rubric for assessing the quality of learning outcomes and a WASC rubric for assessing the quality of learning outcomes. Group discussed this- should also determine ways to share these with faculty as part of rubric training.*
- Training opportunities for faculty staff, administration (ACCJC, WASC, IUPUI, State Academic Senate)
- Develop institutional set standards
- Develop information on connections between “non-academic” or functions (e.g., financial aid, tutoring, EOPS, fiscal service) that indirectly impact students and accreditation standards and recommendations; *may need to plan a phase in of this and focus on greater proficiency with the basics.*
- Create and disseminate quarterly reports to campus community on how we are doing in terms of assessment and resulting planning agendas
- *More regular department meetings for faculty to share ideas and collaborate on proposed assignments and assessment plans for these assignments; not sure how to do this, but could be time carved into School meetings set aside for this purpose.*
- *In syllabi, PLO's and ILO's – talk to Academic Senate, deans*
- *Need workshops for faculty on how to develop good assignments with objectives that are clearly linked to SLO's, so they can be more effectively assessed.*

Next Meeting: Committee will meet again the first week of the semester to refine draft of “purpose, membership, functions” and create plan for disseminating draft for feedback from campus groups. Diane will coordinate calendaring of this meeting.

Solano Community College Course Learning Outcomes
 Rubric for Assessing Quality

	Less than Expected	Expected	More/Better than Expected*
Comprehensive List of Assessable Outcomes	<p>The list of outcomes is problematic (e.g., incomplete, overly detailed, inappropriate, disorganized).</p> <p>Outcomes not assessable (e.g., "students understand scientific method" vs. "students can analyze or design an experiment and draw conclusions from data.").</p> <p>Same text used in results for multiple outcomes.</p>	<p>Outcomes specify knowledge and/or skills to be mastered by students; state and/or federal standards are met where appropriate.</p> <p>Outcomes can be measured qualitatively or quantitatively.</p>	<p>Discipline faculty have agreed on common assessments and rubrics.</p>
Success Criteria	<p>Based on students passing an assignment with 70 percent or a grade of "C" or better.</p>	<p>Grades continue to be used as criteria, but more direct measures of knowledge or skills are used.</p>	<p>Multiple assignments are used that focus on knowledge/skills that students are expected to master</p>
Outcomes Measured	<p>Student success not measured (faculty confuse assessment methods with measuring success).</p> <p>Outcomes measured superficially (e.g., with a few multiple choice or matching questions).</p>	<p>Outcomes measured in substantial way, e.g., essay questions, paper, final project, 30-60 multiple choice questions.</p> <p>Areas where students are not successful are noted.</p>	<p>Outcomes measured by multiple methods.</p> <p>Assessment results have been used to modify pedagogy.</p>

*Headings taken from "Instructional Faculty Performance Evaluation" form of Collective Bargaining Agreement.



PROGRAM LEARNING OUTCOMES

Rubric for Assessing the Quality of Academic Program Learning Outcomes

Criterion	Initial	Emerging	Developed	Highly Developed
Comprehensive List	The list of outcomes is problematic: e.g., very incomplete, overly detailed, inappropriate, disorganized. It may include only discipline-specific learning, ignoring relevant institution-wide learning. The list may confuse learning processes (e.g., doing an internship) with learning outcomes (e.g., application of theory to real-world problems).	The list includes reasonable outcomes but does not specify expectations for the program as a whole. Relevant institution-wide learning outcomes and/or national disciplinary standards may be ignored. Distinctions between expectations for undergraduate and graduate programs may be unclear.	The list is a well-organized set of reasonable outcomes that focus on the key knowledge, skills, and values students learn in the program. It includes relevant institution-wide outcomes (e.g., communication or critical thinking skills). Outcomes are appropriate for the level (undergraduate vs. graduate); national disciplinary standards have been considered.	The list is reasonable, appropriate, and comprehensive, with clear distinctions between undergraduate and graduate expectations, if applicable. National disciplinary standards have been considered. Faculty have agreed on explicit criteria for assessing students' level of mastery of each outcome.
Assessable Outcomes	Outcome statements do not identify what students can do to demonstrate learning. Statements such as "Students understand scientific method" do not specify how understanding can be demonstrated and assessed.	Most of the outcomes indicate how students can demonstrate their learning.	Each outcome describes how students can demonstrate learning, e.g., "Graduates can write reports in APA style" or "Graduates can make original contributions to biological knowledge."	Outcomes describe how students can demonstrate their learning. Faculty have agreed on explicit criteria statements, such as rubrics, and have identified examples of student performance at varying levels for each outcome.
Alignment	There is no clear relationship between the outcomes and the curriculum that students experience.	Students appear to be given reasonable opportunities to develop the outcomes in the required curriculum.	The curriculum is designed to provide opportunities for students to learn and to develop increasing sophistication with respect to each outcome. This design may be summarized in a curriculum map.	Pedagogy, grading, the curriculum, relevant student support services, and curriculum are explicitly and intentionally aligned with each outcome. Curriculum map indicates increasing levels of proficiency.
Assessment Planning	There is no formal plan for assessing each outcome.	The program relies on short-term planning, such as selecting which outcome(s) to assess in the current year.	The program has a reasonable, multi-year assessment plan that identifies when each outcome will be assessed. The plan may explicitly include analysis and implementation of improvements.	The program has a fully-articulated, sustainable, multi-year assessment plan that describes when and how each outcome will be assessed and how improvements based on findings will be implemented. The plan is routinely examined and revised, as needed.
The Student Experience	Students know little or nothing about the overall outcomes of the program. Communication of outcomes to students, e.g. in syllabi or catalog, is spotty or nonexistent.	Students have some knowledge of program outcomes. Communication is occasional and informal, left to individual faculty or advisors.	Students have a good grasp of program outcomes. They may use them to guide their own learning. Outcomes are included in most syllabi and are readily available in the catalog, on the web page, and elsewhere.	Students are well-acquainted with program outcomes and may participate in creation and use of rubrics. They are skilled at self-assessing in relation to the outcomes and levels of performance. Program policy calls for inclusion of outcomes in all course syllabi, and they are readily available in other program documents.

How Visiting Team Members Can Use the Learning Outcomes Rubric

Conclusions should be based on a review of learning outcomes and assessment plans. Although you can make some preliminary judgments about alignment based on examining the curriculum or a curriculum map, you will have to interview key departmental representatives, such as department chairs, faculty, and students, to fully evaluate the alignment of the learning environment with the outcomes.

The rubric has five major dimensions:

- 1. Comprehensive List.** The set of program learning outcomes should be a short but comprehensive list of the most important knowledge, skills, and values students learn in the program, including relevant institution-wide outcomes such as those dealing with communication skills, critical thinking, or information literacy. Faculty generally should expect higher levels of sophistication for graduate programs than for undergraduate programs, and they should consider national disciplinary standards when developing and refining their outcomes, if available. There is no strict rule concerning the optimum number of outcomes, but quality is more important than quantity. Faculty should not confuse learning processes (e.g., completing an internship) with learning outcomes (what is learned in the internship, such as application of theory to real-world practice). **Questions.** Is the list reasonable, appropriate and well-organized? Are relevant institution-wide outcomes, such as information literacy, included? Are distinctions between undergraduate and graduate outcomes clear? Have national disciplinary standards been considered when developing and refining the outcomes? Are explicit criteria – as defined in a rubric, for example – available for each outcome?
- 2. Assessable Outcomes.** Outcome statements should specify what students can do to demonstrate their learning. For example, an outcome might state that “Graduates of our program can collaborate effectively to reach a common goal” or that “Graduates of our program can design research studies to test theories and examine issues relevant to our discipline.” These outcomes are assessable because faculty can observe the quality of collaboration in teams, and they can review the quality of student-created research designs. Criteria for assessing student products or behaviors usually are specified in rubrics, and the department should develop examples of varying levels of student performance (i.e., work that does not meet expectations, meets expectations, and exceeds expectations) to illustrate levels. **Questions.** Do the outcomes clarify how students can demonstrate learning? Have the faculty agreed on explicit criteria, such as rubrics, for assessing each outcome? Do they have examples of work representing different levels of mastery for each outcome?
- 3. Alignment.** Students cannot be held responsible for mastering learning outcomes unless they have participated in a program that systematically supports their development. The curriculum should be explicitly designed to provide opportunities for students to develop increasing sophistication with respect to each outcome. This design often is summarized in a curriculum map—a matrix that shows the relationship between courses in the required curriculum and the program’s learning outcomes. Pedagogy and grading should be aligned with outcomes to foster and encourage student growth and to provide students helpful feedback on their development. Since learning occurs within and outside the classroom, relevant student services (e.g., advising and tutoring centers) and co-curriculum (e.g., student clubs and campus events) should be designed to support the outcomes. **Questions.** Is the curriculum explicitly aligned with the program outcomes? Do faculty select effective pedagogy and use grading to promote learning? Are student support services and the co-curriculum explicitly aligned to promote student development of the learning outcomes? but faculty should have a plan to cycle through the outcomes over a reasonable period of time, such as the period for program review cycles. **Questions.** Does the plan clarify when, how, and how often each outcome will be assessed? Will all outcomes be assessed over a reasonable period of time? Is the plan sustainable, in terms of human, fiscal, and other resources? Are assessment plans revised, as needed?
- 4. Assessment Planning.** Faculty should develop explicit plans for assessing each outcome. Programs need not assess every outcome every year, but faculty should have a plan to cycle through the outcomes over a reasonable period of time, such as the period for program review cycles. **Questions.** Does the plan clarify when, how, and how often each outcome will be assessed? Will all outcomes be assessed over a reasonable period of time? Is the plan sustainable, in terms of human, fiscal, and other resources? Are assessment plans revised, as needed?
- 5. The Student Experience.** At a minimum, students should be aware of the learning outcomes of the program(s) in which they are enrolled; ideally, they should be included as partners in defining and applying the outcomes and the criteria for levels of sophistication. Thus it is essential to communicate learning outcomes to students consistently and meaningfully. **Questions:** Are the outcomes communicated to students? Do students understand what the outcomes mean and how they can further their own learning? Do students use the outcomes and criteria to self-assess? Do they participate in reviews of outcomes, criteria, curriculum design, or related activities?

**Assessment Committee Meeting
Tuesday, March 4, 2014
3-4 p.m., Room 414
Agenda**

1. Committee Goals for Spring 2014 and Fall 2014
2. Program Outcomes – Assisting Faculty with Design, Assessment, Rubrics and Resulting Action Plans
3. Next Steps, Timeline, Responsibilities
4. Archiving and Reporting Committee's Work

Committee Members: Amy Obegi, Curtiss Brown, Diana Reed, Eric Bullis, Gene Thomas, Glenn Burgess, Kevin Anderson, LaNae Jaimez, Margherita Molnar, Michael Wyly, Peter Cammish, Richard Harris, Susanna Gunther, Diane White

Draft Minutes
Assessment Committee Meeting
March 4, 2014; 3-4 PM; Room 414

Present: Gene Thomas, Amy Obegi, LaNae Jaimez, Diana Reed, Rick Bullis, Peter Cammish, Curtiss Brown, Glenn Burgess, Richard Harris, Diane White

Meeting called to order at 3:07 PM.

1. Committee Goals for Spring 2014 and Fall 2014 – The committee discussed goals for the remainder of Spring 2014 and Fall 2014 and reached consensus on the following goals:

- SLO assessments completed in a timely fashion.
- Develop an assessment to gauge student level of responsibility – ILO – survey students and faculty regarding attendance, assignment completion, quiz or exam completion, purchase of textbooks and other required materials.
- Assess classroom changes that occur or are implemented as a result of assessment results.
- Improve the quality of SLO and PLO assessments by formalizing the process for reviewing assessments for quality, including use of a rubric for feedback purposes and additional training and support.
- Help faculty improve quality of assignments and communication with students about assignments which will lead to more effective assessments.
- Help faculty develop common rubrics for programs.

2. Program Outcomes – Assisting Faculty with Design, Assessment, Rubrics and Resulting Action Plans – The committee discussed various ways to approach these goals; reached consensus that we need to create simplified documents, and “how to” samples that are easily accessible to faculty; need to explore ways to enhance the SLO “tab” and archive and make faculty more aware of how to locate resources; need to plan workshops for every flex day and around peak periods for assessment due dates.

3. Next Steps, Timeline, Responsibilities – D. White will prepare summary minutes; D. White will talk to Dale Crandall-Bear about a Canvas shell for the Assessment Committee to exchange documents, communicate and archive work.

4. Archiving and Reporting Committee’s Work – See Item 3 above.

Next Meeting:

- Note: Committee consensus to meet every two weeks on Tuesdays from 3-4 PM.
- Solidify activities and timelines.
- Research institutional set standards.

Assessment Committee Meeting

Tuesday, March 18, 2014

3-4 p.m., Room 414

1. Approval of Agenda

2. Approval of Minutes of March 4, 2014

3. Old Business
 - a. Canvas Shell

4. New Business
 - a. Election of Assessment Committee Chair
 - b. Prioritizing Goals Established at March 4, 2014 Meeting and Establishing Specific Projects for Remainder of Spring 2014 and for Fall 2014
 - c. Entering Projects in Project Database

Committee Members: Amy Obegi, Curtiss Brown, Diana Reed, Eric Bullis, Gene Thomas, Glenn Burgess, Kevin Anderson, LaNae Jaimez, Margherita Molnar, Michael Wyly, Peter Cammish, Richard Harris, Susana Gunther, Diane White

Draft Minutes
Assessment Committee Meeting
March 18, 2014; 3-4 PM; Room 414

Present: Amy Obegi, Curtiss Brown, Diana Reed, Erick Bullis, Gene Thomas, LaNae Jaimez, Diane White

Meeting called to order at 3:00 PM.

1. Approval of Agenda: Motion by Gene Thomas, Second by Rick Bullis, Passed
2. Approval of Minutes of March 4, 2014: Motion by Gene Thomas, Second by Rick Bullis, Passed (Curtiss Brown abstained)
3. Old Business
Dale Crandell-Bear has set up a Canvas shell for the committee's use.
4. New Business
 - A. Gene Thomas was elected Chair.
 - B. Discussion centered on offering more help to faculty; Rick Bullis volunteered to offer an assessment workshop on March 25th from 2 to 3 p.m. and he would repeat it on Thursday, March 27th from 2 to 3 p.m. The SLO Coordinator will offer drop-in times for assessment help.

Discussion ensued regarding the exact directive to faculty regarding assessments for the 2013-14 year.

Assessment Committee Meeting
Tuesday, April 1, 2014
3-4 p.m. Room 414

- I. Approval of agenda
- II. Minutes of March 18, 2014 next meeting
- III. Old Business
 - A. Assessment workshop by Rick Bullis
 - B. Dale Crandell-Bear will set up shell; I need to meet with him.
 - C. Getting Fall 2013 assessments into database; 18 percent are in the database! (I'm sure more done, but not yet in the database. Others?!)
- IV. New Business
 - A. We need to document curricular/program changes based on course assessments; good example from chemistry department; copy attached (pages 2 and 3). Separate database?
 - B. GE outcomes (Diane)

Chemistry Department

Date of Assessment: 8/29/2013

Assessments Performed By: Chemistry Department

All planned actions and timelines are at the end of the PLO list.

PLO 1: Develop various lab techniques.

→ Results: Students in Chem. 001, Chem. 002, Chem. 003, and Chem. 004 courses were assessed in the use of different lab techniques. Most of the students demonstrated correct use of techniques measured.

PLO 2: Formulate and write names for chemical compounds

→ Results: This PLO links with Chem. 003 and Chem. 004. Students in both classes met the success criteria. There was some improvement in Chem. 004 from the previous assessment.

PLO 3: Analyze chemical problems.

→ Results: This PLO links with Chem. 001, Chem. 002 and Chem. 004. Students met the success criteria for the courses.

PLO 4: Interpret and Analyze chemical data.

→ Results: Students have been writing Lab Reports on Titration experiments in Chem. 001, Spectrophotometry experiment in Chem. 002 and “Determining the Melting Point” experiment in Chem. 004. The students seem to enjoy the hands on activities and the majority of them have written excellent lab reports.

PLO 5: Apply chemical bonding knowledge to structural analysis.

→ Results: This PLO links with Chem. 001, Chem. 003 and Chem. 004. Students met the success criteria for these courses.

PLO 6: Construct balanced equations for chemical reactions.

→ Results: This PLO links with Chem. 003 and Chem. 004. Students in both classes met the success criteria. There was a marked improvement in Chem. 003 from the previous assessment.

→ **Planned actions:** The following are our planned actions based on all our PLO results.

- Chemistry used to offer Open Lab time for students to use the computer tutorials on the lab computers. The Organic Chemistry students took advantage of this time to work on the computer simulated software in the lab. The software tutorial

should be purchased, installed and maintained in the Main campus library's student computers and provide access to the students at both Centers. (For PLO 1, PLO 2, PLO 3, PLO 5, and PLO 6)

- Organic Chemistry, Chem. 003 and Chem. 004, impart unique lab techniques to the students. These techniques require proper ventilation and adequate work space which we do not have. A new "dedicated Organic Chemistry" lab facility is needed for these courses. (For PLO 1 and PLO 4)
- Organic Chemistry, Chem. 003 and Chem. 004, use instrumentation for the identification of the compounds produced in the lab. Through a strategic proposal submitted in spring 2013, we acquired some instruments. We will apply again for funding if monies are available. Nonetheless, Organic Chemistry labs are deficient of much needed instrumentation. (For PLO 1 and PLO 4)
- We need to increase the number of full-time chemistry faculty from five to seven, to provide continuity and to provide at least one full-time faculty at each center. (for PLO 1, PLO 3 and PLO 6)
- All of these courses have publisher provided online homework. All of the faculty should be encouraging online homework to the students based on the success we see as a result of the online homework. (for PLO 1, PLO 2, PLO 3 and PLO 6)
- The chemistry lab computers at the Main campus and both centers need to be maintained and updated. We have asked for a 0.25 time computer tech to be assigned to Science and this is becoming more imperative as updates become available for the programs used, mostly in drawing in Chemistry. (for PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, and PLO 6)
- As Chemistry software becomes available, the department needs an increase in its budget for purchasing and making it available at all of our facilities. The CCC software we use is quite old and has many software flaws, e.g., computer locks up on a certain question, and evaluation says a correct answer is incorrect. We either need to get newest available software, or find something else that works better, serving the same purpose. (for PLO 1, PLO 2, PLO 3, and PLO 6)
- To provide our students with the best hands-on experience we need to fund and hire full-time laboratory technicians at both centers and a half-time (20 hours/week) laboratory technician to assist the current full-time laboratory technician at the main campus. (PLO 4)

→ **Timeline for Planned action:**

- 2013-2014: inventory and evaluate the chemistry tutorials available outside of the chemistry lab rooms. Seek funding to acquire more software and replace the old tutorials as well as monies for installation of it at various campus sites.
- 2013: obtain the data and write the justification to hire one additional full-time chemistry faculty. 2014: repeat until the dept. has seven full-time Chemistry faculty.
- 2013: have a chem. group meeting about online homework and share the information with our adjunct faculty.
- 2013: request the 0.25 time computer technician yet again.

- 2013-2014: write a strategic proposal or a grant to purchase some or all of the required instrumentation.
- 2014-2015: request full time laboratory technicians at both centers and a half-time laboratory technician on main campus, a position that was approved and filled, then not filled a couple of years ago for some reason.

Narrative: The Chemistry curriculum is current and effective. We use current textbooks to ensure our curriculum is up to date and many of our faculty are using online homework and quizzes. These online activities can measure student learning outcomes comparative to other colleges nationwide. Our program courses; Chem. 001, 002, 003, and 004 are articulated and count for credit at CSU and UC level. Student performance on the assessment tools in all of our courses was generally good with scores meeting the success criteria. However, there was room for improvement because not all students met the success criteria for the course. As funding becomes available the Chemistry department will continue to acquire equipment. The Chemistry department will continue to work hard for the success of the students in our program.

Draft Minutes
Assessment Committee Meeting
Tuesday, April 1, 2014
3-4 p.m. Room 414

Present: Diane White, Richard Harris, Curtiss Brown, Michael Wyly, LaNae Jaimez, Diana Reed, Rick Burris, Gene Thomas

- I. Approval of agenda: Motion Diane White, Second Curtiss Brown, Approved

- II. Gene Thomas stated that he would get minutes for the March 18th meeting to the Committee at its next meeting.

- III. Old Business
 - A. Rick Bullis reported that about 15 faculty attended the assessment workshops he provided on March 25th and 27th; attendees reported that the workshop was very useful. Rick can send the PowerPoint he used to Committee members (done on April 9, 2014).

 - B. Getting Fall 2013 assessments into database. Michael Wyly suggested that a YouTube video be made to help faculty with assessments; all agreed this was a good idea. Rick generously volunteered to do it with content help from Gene; it could include the quality rubric. It will be made over the summer and presented at Fall Flex. Diane suggested that the quality rubric could be covered at School meetings. Rick thought that some of the success criteria were arbitrary and that a five percent increase might be reasonable. LaNae Jaimez stated that some classes were good while others were not. Gene mentioned that the Commission is expecting common assessments and rubrics for all sections of the same course. An assessment schedule needs to be set, possibly tied to a two-year scheduling model.

- IV. New Business
 - A. Program outcomes: There was not much discussion on this topic. Transfer degree requirements could be used as PLOs. Rick mentioned that there are 8 to 11 for theatre.

 - B. GE outcomes: Diane stated that these are now part of the annual report required by ACCJC. As this is a new area for Solano, maybe the work of other community colleges (Diablo Valley College and Santa Rosa) could be used to get us going. GE requirements of IGETC/CSU are different than local requirements, e.g., cultural diversity or reading/writing lab.

 - C. Since the third Tuesday occurred during spring break, the Committee decided to meet April 22nd (though that meeting was cancelled).

Minutes of Assessment Committee/Deans Meeting
August 8, 2014—Room 804

Members Present: Amy Dauffenbach, Amy Obegi, LaNae Jaimez, Rick Bullis, Curtiss Brown, Randy Robertson, Diane White

Members absent: Kevin Anderson, Michael Wyly, Glenn Burgess, Richard Harris

Deans Present: John Yu, Maire Morinec

Deans Absent: Neil Glines, Maurice McKinnon, Jocelyn Mouton, Leslie Minor

Also Present: Peter Cammish

- I. Gene Thomas was elected Assessment Committee Chair.
- II. Agenda approved with changes: Minutes of May 6, 2014 not presented, addition of YouTube video as IV.D.
- IV. Old Business

A. 2013-14 assessment completions: Fall 2013 at 57% and Spring 2014 at 29%.

To encourage all faculty to submit their required assessments for the 2013-14 year, School Coordinators will be given Excel spreadsheets detailing courses with and without assessments. They and Deans will contact faculty to inform them that their assessments are missing. Assessments (now using quality rubric to the extent possible) will be due August 22, 2014. [If missing or of poor quality, faculty either do again or revise if they have the data.] Coordinators will use their judgments as to the quality of assessment: very poor submissions will be returned to faculty while adequate ones will be entered into the database and faculty notified that in the future they will need to make changes. If a Coordinator is unsure about the quality of a section, s/he will refer it to the Assessment Committee. **The purpose of assessing courses is to help students!**

Other suggestions: (1) send the Excel spreadsheets to all faculty as done with final grades to harness the power of the group; and (2) in the future, enable faculty to submit assessments when they turn in final grades with the touch of a button (this would require programming)

The Vice President of Academic Affairs and the Deans need to determine how to handle assessments that are not submitted by August 22nd.

All Schools will use the campus—not home--email for faculty communication.

B. Assessment quality.

Quality rubric was revised according to discussions of last semester and today. It will be presented at required Flex by Committee Chair and School Coordinators at School meetings. As noted above, School Coordinators will exercise their own judgments regarding quality and return assessments to faculty for changes; deans will be copied. Supervision of faculty, however, will be conducted by the dean.

C. Standardizing School shared folders for assessments.

This item was deferred to the next meeting.

D. YouTube video

Gene Thomas and Rick Bullis will work together to create the video. They will seek \$100 from the VPAA to hire someone to run the camera and edit.

V. New Business

A. Assessment schedule for 2014-15 and beyond?

After considerable discussion, the following was agreed to: (1) unless delinquent, courses will be assessed twice within a five-year program review cycle, e.g., years 1 and 3, or 2 and 4, or 2 and 3 depending on assessment activities/goals of a department; and (2) all new courses will be assessed the first year they are offered.

B. Publicize ILOs?

VPAA suggested that ILOs be posted in every classroom. In one district that she knows of, the district's mission statement was on the left and the ILOs on the right ("beautifully framed").

Dean of Research and Planning suggested that ILOs be revised before making posters. Several faculty and the Dean will do so and make recommendations to the Committee.

C. Demonstrate that assessments are being used to modify curriculum/pedagogy

VPAA stated that ACCJC requires that assessments be used; in fact, this directive appears in several places in the new standards. Time will be given to faculty at School meetings at required Flex and at School meetings throughout the semester to accomplish this work.

D. Develop common assessments/rubrics for all courses

There is considerable variation of assessments within one course. To be able to compare assessments across sections/instructors of the same course, common assessments and rubrics will be written for all courses with multiple sections by March 1, 2015. As above, faculty will be given time during School meetings to accomplish this work. Discussion will include adjuncts.

E. Program assessments

This item was inadvertently skipped over.

F. Should database include factors, e.g., poor attendance, lack of textbooks, that contribute to lack of success

There was general agreement that faculty should note those factors that contribute to a lack of success; in particular, faculty may want to take attendance every day. But we should also attempt to find out whether students are benefitting from office hours, the Reading/Writing lab, Math Activities Center, tutoring center, and the Academic Success Center; objective measures are needed.

ARTICLE 19 WORKLOAD

19.104 All faculty will develop and assess SLOs/SAOs. (Adopted 5/16/12)

19.105 Adjunct faculty may receive two (2) hours of pay per semester to conduct SLO/SAO assessments with support of the dean or other faculty. This compensation will be at Category 3. (Adopted 5/16/12)

19.106 In disciplines with no full-time faculty to create and assess SLOs/SAOs an adjunct faculty member may receive up to five (5) hours of pay per semester with support from the dean or other faculty. This compensation will be at Category 3. (Adopted 5/16/12)



NAME: _____ DATE: _____

INSTRUCTIONAL PROGRAM OR DISCIPLINE: _____

EVALUATING ADMINISTRATOR(S): _____

Rating Scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.

(1) Doing LESS and/or quality is LESS THAN EXPECTED (quality/quantity).

(2) Doing WHAT IS EXPECTED in this position (quality/quantity).

(3) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

The evaluator shall explain any rating of (1) under the comment section.

TEACHING AND INSTRUCTION EFFECTIVENESS
(Based on evaluator observations and student evaluations)

Evaluator Observations	RATING
	(1) (2) (3) (N/A)
1. Plans for and is well prepared to teach.	□ □ □ □
2. Provides organized and effective delivery of instruction.	□ □ □ □
3. Courteous to and approachable by students.	□ □ □ □
4. Demonstrates sensitivity to students from diverse backgrounds.	□ □ □ □
5. Able to relate with students and command their respect.	□ □ □ □
6. Stimulates student participation.	□ □ □ □
7. Instruction is consistent with the stated and approved goals and content of the course.	□ □ □ □
8. Shows enthusiasm for the subject matter.	□ □ □ □
9. Uses effective motivation to create student desire to learn the subject/skill(s).	□ □ □ □
10. Makes effective use of teaching aids and materials.	□ □ □ □
11. Prepares complete course information sheet.	□ □ □ □
12. The syllabus describes course content, objectives, SLOs, and grading policies.	□ □ □ □
13. Updates course contents, methods and materials of instruction as necessary.	□ □ □ □
14. Coordinates course contents and methods with established outlines.	□ □ □ □
15. Meets and assists students during office hours (for regular faculty and adjunct faculty if they provide office hours).	□ □ □ □
Student Evaluations	
1. Plans for and is well prepared to teach.	□ □ □ □
2. Courteous to and approachable by students.	□ □ □ □
3. Demonstrates sensitivity to students from diverse backgrounds.	□ □ □ □
4. Uses standards of student evaluation that are clear, fair and followed consistently throughout the course.	□ □ □ □
5. Requires and evaluates levels of student effort sufficient to determine the mastery of the subject or skills in the course.	□ □ □ □

		RATING
		(1) (2) (3) (N/A)
6.	Grades and returns student assignments and tests in a reasonable period of time.	□ □ □ □
7.	Meets and assists students during office hours (for regular faculty and adjunct faculty if they provide office hours).	□ □ □ □
Overall Teaching and Instruction Effectiveness		□ □ □ □
(An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)		

AREA/DEPARTMENTAL RESPONSIBILITIES AND COLLEGE-WIDE SERVICE

1.	Is knowledgeable about and abides by College, Area and Departmental policies, procedures and timelines/targets.	□ □ □ □
2.	Orders instructional materials, equipment and textbooks, etc., in a timely fashion.	□ □ □ □
3.	Works cooperatively with and assists other staff members (especially new faculty).	□ □ □ □
4.	Provides information for the development of departmental budgets and monitors expenditures as needed.	□ □ □ □
5.	Exercises good judgment in the management and use of facilities, equipment and supplies.	□ □ □ □
6.	Attends division meetings and in-services.	□ □ □ □
7.	Develops Student Learning Outcomes or Service Area Outcomes as needed.	□ □ □ □
8.	Assesses Student Learning Outcomes or Service Area Outcomes as needed.	□ □ □ □
9.	Produces written reports on SLO or SAO assessment results as needed.	□ □ □ □
10.	Initiates and/or participates in overall department-wide program development, maintenance, evaluation/assessment, revision, updating and/or expansion of programs. Examples: _____	□ □ □ □
11.	Participates in Area and Departmental duties and responsibilities.	□ □ □ □

Area and Departmental Responsibilities Overall Rating □ □ □ □
(An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)

College-wide Service (optional-based on self-evaluation)

		RATING
		(Yes) (No) (N/A)
12.	Demonstrates a pattern of service on College committees, projects and/or student organizations.	□ □ □
11.	Participates in faculty/college governance.	□ □ □
12.	Participates in flexible calendar duty days.	□ □ □

PROFESSIONAL DEVELOPMENT AND COMMUNITY SERVICE
(Optional. See attached Self-Evaluation.)