

LALR Division Meeting - September 7, 2012 – Power point presentation outline – Minutes follow.

Regina's email [campus-wide, 9/6/12, attached]

- Excellent leadership of Karen Wong & SLOAC
- Commission expects a complete assessment cycle by Fall '13
- 100% of courses and programs
- Division meetings with dedicated time to SLOAC
- Resources will be dedicated to support adjunct faculty participation
- Clerical staff will be hired to input data into Trackdat.
- "all hands on deck"
-

From VPI and SLOAC

- Course level assessment
- Course level assessment informs program level
- Dedicated time
- Resources provided
- Expectation for additional support

College-wide, divisions will

- Meet regularly to work on assessment
- Plan the fall/spring assessment schedule
- Designate teams
- Focus on teaching and learning
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In LALR division

- We will really focus on teaching and learning
- (JW – See fall semester assessment plans below.)
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LALR AGENDA for Sept. 7, 2012

Approval of the minutes from August
Handouts from Career Center
Motion (Rachel Bell)
Sustainability and Technology

Copier Use = \$2000

Take aways from Pedro Noguera

- Education is a means to an equitable society
- High standards
- Instructors must believe
- Testing is not equal to learning
- Aligned with our mission and values
- Anything else?
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What are you reflecting on in your classroom practice?

- Take a few minutes to free write about an aspect of your classroom practice that you would like to think about this semester...
- Share with the person next to you
Name your topic
- Write your topic and your name on an index card and pass forward
- Next month we will get into groups for more work on these topics

Our division's call for

Time to discuss the heart of our work

- Time to work together

- A renewed focus on teaching and learning
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Understanding Teaching and Learning: "...institutional assessment efforts should not be concerned about valuing what can be measured but, instead, about measuring *that which is valued.*" - Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W., *Assessment in practice: Putting principles to work on college campuses.* San Francisco: Jossey-Bass.p. 5, 1996

Meaningful and useful: "We use the general term assessment to refer to all those activities undertaken by teachers -- and by their students in assessing themselves -- that provide information to be used as feedback to modify teaching and learning activities. *Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs.* - Black, P. & Wiliam, D. 1998. *Inside the Black Box: Raising standards through classroom assessment,* King's College, London

What we will do

- Work in departmental groups to address course-level assessment

SEPTEMBER

- identify courses to assess in fall/spring
- Form teams
- Select SLO to assess
- Form assessment (dean will support)
- Communicate out to instructors (dean will support)
-

Looking ahead

- **OCTOBER**—trim course level SLOs
- **NOVEMBER**—Select SLO to assess in spring
Form spring assessment (dean will support)
- **JANUARY**—complete fall assessment
- **TODAY (9/7/12)**
 - Get into departmental groups in this room
 - Identify courses to be assessed in fall & in spring
 - Identify teams and leaders for each course to be assessed in fall (possibly spring)
 - Identify resources that you need that you can share

LA-LR Division meeting (9/17/12) minutes – Jeff Westfall, notetaker

ATTENDING: J. Feiner, K. Wong, M.Bishow, S. Zoughbie, L. Erpelo, L. Lachmayr, S. Powers, N. Jones, R. Bell, C. Gibson, J. Saenz, K. Ha, K. McClung, K. Feinblum, L. Castro, N. Floro, L.A. Shaw, G. Nicol, M. Cheung, S. Yuen, N. Kaplan-Biegel, J. Bowsher, L. Basnage, P. Taylor, R. Bautista, J. Westfall.

Minutes of the opening day Language Art – Learning Resources Division meeting on 8/17/12 were approved with only minor ammendation.

Informational handouts circulated from Career Center, listing student services, hours and upcoming events: 9/12: Open House; 10/17: Internship/Volunteer Community Fair; 11/14: Fall Job Fair.

ACTION ITEM: By a unanimous vote, full-time faculty present approved Rachel Bell's motion that adjunct faculty present at division and department meetings be able to vote.

PREFATORY COMMENTS by Dean Gutierrez: In her email [attached] of 9/6/12 to all faculty, staff, administrators, Pres. Stanback – Stroud emphasized that thanks to the efforts of Prof. Karen Wong, English, and the SLOAC committees, Skyline is in a good starting position regarding assessment of all courses offered this academic year, as the ACCJC accreditation standard appears to require. Karen Wong pointed out that in this effort, SLOAC, Skyline, the VPI and the president are all aligned. This will be a college-wide effort.

Assessment must be completed for all classes offered in the fall and spring semesters this year. LALR has one third (1/3) of the division's current classes assessed; the remaining two thirds must be completed in the fall – spring semesters. The division, working collectively, may decide to remove from the Skyline Catalog some courses not being offered; assessment of courses offered on a rotating basis will have to be decided.

In response to President Stanback-Stroud's email of Sept. 6, this semester and beyond, LALR Division meetings will be working meetings devoted to assessment. In the spirit of president's call for "all hands to be on deck," all faculty are urged to participate in the assessment effort, and adjunct faculty will be compensated for their participation. Additional support and resources will be provided to assist in making sure that assessment will be completed during the fall, 2012, and spring 2013, semesters of all classes offered by the Language Arts – Learning Resources Division during this current academic year.

In response to a question at the opening day division meeting (8/17/12), Dean Gutierrez emphasized as core values "working together" and the importance of "owning what we are doing." The focus and motivation of LALR assessment, then, will be teaching and learning. Lucia Lachmayr added – to general agreement - that at the heart of genuine assessment is inquiry, inquiry that will improve teaching & learning. Kathleen Feinblum commented that, while genuine assessment can contribute positively to teaching & learning, the practical effort of assessment - the charts, forms, tabulations, procedures, etc. - can overwhelm and replace genuine inquiry. Dean Gutierrez reaffirmed a commitment to making the processes and procedures of assessment informative of teaching & learning.. Karen Wong added that assessment must also be meaningful, that assessment must be followed up on, that we must act of the date we obtain from assessment. Michael Bishow noted that assessment must be simple and effective; it must be informed by our instructional judgment and it must be lead to greater student success.

LALR focus on teaching & learning will determine the division's plan for the fall and spring assessment schedule – discussion follows later in LALR meeting.

SUSTAINABILTY AND TECHNOLOGY: Dean Gutierrez proposed a shift in division, department and class instructor practice, a culture change consistent with the college's commitment to sustainability and green technology and consistent with preparing students

for study, work and life in the community. Dean Gutierrez encouraged faculty to use smart mail, webaccess, faculty webpages and other available technologies to interact with students in order to increase green efficiency and to help students become more comfortable in an increasingly electronic world. We need to connect our instruction to students' increasingly technological lives. Members of the division must shift our instruction to a more technological environment. Faculty discussion followed of the wide-ranging ways in which faculty currently use electronic media to disseminate class materials and to interact with students, among them: smart mail, email, posting materials online at class and faculty webpages, webaccess, and physical paper copies to reinforce and encourage participation.

Dean Gutierrez reassured faculty that what is being looked for is not a one-size-fits-all approach to using alternative, electronic media.

DIVISION PHOTOCOPY REDUCTION: Toward the end of being more green and saving LALR budget, Dean Gutierrez suggested that the division decide by what percentage to reduce division (8114) photocopying from its current usage of approx. \$2000 per month.

ACTION ITEM: After much discussion of the particular merits of paper handouts and electronic dissemination and intervention, of calendar and reasonableness, it was decided by vote of present faculty to cut LALR Division photocopying in 8114 by 15% during the month of September, 2012, in comparison to the same period last year.

In addition to using more and more electronic media, faculty are urged, as part of this 15% decrease in 8114 photocopying, to use Central Duplicating, which has its own budget, for photocopying of class materials.

DR. PEDRO NOGUERA, Opening Day keynote: Dean Gutierrez invited comment, spoken and written, in response to Dr. Noguera's keynote speech, with written responses collected for discussion at a later meeting.

LALR ASSESSMENT (per PowerPoint) Dean Gutierrez referred to faculty comment at the opening day LALR meeting (8/17/12) for a shift in emphasis in division and department meetings: for more time in meetings to discuss matters of teaching & learning, for more time to work collegially and practically, for a renewed focus in meetings on matters of teaching & learning. Dean Gutierrez referred to her PowerPoint statements on assessment as "measuring that which is valued" (Banta, *et al*) and as being meaningful and useful - "... formative ... when the evidence is actually used to adapt the teaching to meet student needs" (Black, *et al*). Assessment should inform inquiry into teaching & learning.

Kathleen Feinblum acknowledged the elephant in the room: ACCJC accreditation. There was agreement in the room that a conflict between what we value and what we know is ACCJC necessary. (Elephant sighted, JW.)

Phyllis Taylor acknowledged that there has been a lot of good conversation in the larger context of division and larger department meeting, but pointed out that some departments in the division are so small as to make such discussion impossible. Luciana Castro, and others, agreed.

Nancy Kaplan-Biegel noted that she engages in discussion in larger, discipline-wide meetings and phone calls. Other faculty present agreed that discipline discussion at professional meetings can be valuable. Dean Gutierrez agreed that no one works alone.

Phyllis Taylor reminded the meeting of such departments as the Dept. of Foreign Languages, with just one full-time, tenured faculty member – Prof. Luciana Castro, who emphatically acknowledged her good fortune to be a department member of the “remarkable” LALR Division and the support she has received from division colleagues – particularly ESOL faculty and adjunct faculty in the foreign languages, as well as the support she has received from SLOAC. Mike Cheung agreed that division colleagues have been supportive.

Dean Gutierrez, following PowerPoint, turns to the ASSESSMENT PROCESS: Members of the Division, working together, will continue to make adjustments in process. We are at only the beginning of the assessment process, which will be ongoing. Experience will guide assessment forward as our inquiry shifts. The assessment process will become less difficult as we learn to use it to inform our inquiry into teaching & learning. Practice will affect process.

TODAY'S MEETINGS: [See PowerPoint]: Work in departmental groups to address course-level assessment. Dean Gutierrez again asserted that assessment will be an ongoing process, guided by faculty, in the spirit of inquiry into teaching & learning.

From PowerPoint: SEPTEMBER, 2102:

- identify courses to assess in fall/spring
- Form teams
- Select SLO to assess
- Form assessment (dean will support)
- Communicate out to instructors (dean will support)

At 3:00 departments re-grouped to meet per disciplines.

Protecting the integrity of our college - maintaining our accreditation.

Stanback Stroud, Regina stroudr@smccd.edu - Thu 9/6/2012 6:32 PM - Skyline Employees skyline@smccd.edu

Hi Everyone,

As you know, we are in the midst of a self-study review in the accreditation process. As we consider how we meet the ACCJC standards, we have come to realize that we need to give our immediate attention to our Student Learning Outcomes Assessment process. A lot of very good and meaningful work has been going on in the SLOAC process thanks to the leadership of Karen Wong and the dedication of the SLOAC steering committee. They developed and implemented a plan to assess a course per year in order to do deep and meaningful assessment. Yet, after gathering quite a bit of information from multiple sources, we believe the Commission is expecting that 100% of the courses and programs will have undergone a complete assessment cycle by Fall 2013.

In fairness to all, the standard has not been very clear and the Commission is frequently “clarifies” it on a regular basis. What this means is that colleges have been having to “interpret” them as best we could. Despite the lack of clarity, we would like to mobilize the efforts and resources to make sure Skyline College meets the standards and maintains our full accreditation. The SLOAC Coordinator (Karen Wong), Accreditation co-chairs (Donna Bestock and Christine Roumbanis), Academic Senate President (Leigh Anne Shaw), Vice President of Instruction (Sarah Perkins), Vice President of Student Services (Joi Blake) and I met and discussed a method of proceeding in order to protect our college.

The divisions will be holding regular division meetings with dedicated time to SLOAC. The Vice Presidents and Deans have been asked to ensure that the assessments are done and recorded. The courses will be charted out so faculty may indicate when the assessment will take place (in the summer or fall). Resources will be dedicated to support adjunct faculty participation in division meetings to address SLOAC. Clerical staff will be hired to input data into Trackdat. Right now, only 33% of the courses have documented assessments in Trackdat. We know that some have been assessed but not entered. Now is the time to get your data entered. We will then schedule the remaining courses and programs to be assessed either this semester or next. In the end, 100% of the courses and programs regardless of the size or number of students it serves will have been assessed. Now is the time for all hands to be on deck.

An analysis of the various documents from institutions that have been sanctioned (put on warning or show cause) by the commission has been done. Each institution that failed to complete the assessment cycle for SLO's, no matter how great their other standards, was sanctioned. We will not let their lack of clarity jeopardize our accreditation. We will meet the standards 100% by the time of the visit. We will give them no reason, whatsoever, to even consider sanctioning us for not being proficient in SLO's. Skyline College is an amazingly robust institution of utmost integrity and it is imperative that our accreditation status reflect that integrity to the community. Thank you.