

Chabot College
Student Learning Outcomes and Assessment Committee

February 2, 2011
12 pm - 1 pm, Room 3521

Attendees:

Applied Tech & Business:

Judy O'Toole
 Steven Small

Counseling:

Felicia Tripp

Health, PE, & Athletics:

Gloria Meads
 (vacant)

Language Arts:

Deonne Kunkel
 Kent Uchiyama

Math & Science

Bruce Mayer
 Harjot Sawhney
 Robert Yest

School of the Arts:

Adrian Huang
 Carole Splendore
 Trish Shannon

Social Science:

Susan Tong
 (vacant)

Special Services:

Ramon Parada

Administration:

George Railey

Institutional Research and Grant:

Carolyn Arnold

Guest:

Jennifer Lange

Chair: Carole Splendore

Note Taker: Carole Splendore

The meeting began at 12:05 pm.

Meeting Minutes will be approved through email since that saves our meeting time.

The meeting was concluded at 1 pm.

Jennifer Lange, the co-chair of the Staff Development Committee, was present to help us determine our strategies for March Flex.

1. Steve reported somewhat low attendance for his three eLumen sessions last week, said people were at various stages from needing passwords to having data. All normal.
2. We recapped what the March flex schedule would be, and that the speaker, James Zull, author of "The Art of Changing the Brain," would discuss cognition.

3. Jennifer will speak with the Deans and request that they give a reminder at this week's division meetings that faculty are requested to use their variable flex for observing two other faculty members in their classrooms.
4. We crafted our message regarding March Flex which we will give at this week's division meetings, which follows. It focuses on pedagogical insights and not reporting. We acknowledged that the reporting format was still TBD. Message follows:

A Friendly Notice Regarding Flex Day March 3rd

On March 3rd Flex day, there will be a speaker on cognition, James Zull, author of "The Art of Changing the Brain."

This is the book the Cognition Book Club has been reading.

Mr. Zull will speak in the morning, and then the Staff Development committee will host a discussion session immediately following.

Interdisciplinary groups will meet in various rooms in building 500, and will discuss how students learn and what pedagogical approaches enhance learning, based on:

- What the speaker talked about
- What they saw in observing other colleagues this semester
- What they themselves have tried in their classrooms

There will be a one-hour lunch on your own, followed by another discussion session. This will be hosted by SLOAC committee, and will be discipline or level groups, meeting in their own areas.

Discipline reports from eLumen of anonymous assessment data, organized by course, will have been given to the Deans to give to Discipline Leads two weeks in advance of this, so faculty can review it before the day.

Hopefully, the morning sessions will have given a lens on which to view our teaching, and will have provided ideas on what other faculty have tried, by which faculty can get a few new ideas on how to teach their concepts.

The goal of the afternoon discussion is that faculty would come away with a few concrete plans of new methods to enhance student learning, on the basis of:

- What you observed in the assessment data
- What you heard from the speaker
- What you chatted about in the morning discussion

5. Carole's note: After today's SLOAC, I ran into a dean who asked about March Flex, and we discussed that there might be better ways to transmit information to the divisions, thus I have included the Deans in the email which holds the message, and acknowledged that there may be a better way for some disciplines (i.e. in division faculty emails).

I also thought it best to offer the Deans might suggest another way for us to get the data to the discipline leads if this was not the best way, and that it is temporary, as discipline leads can be set up in eLumen to draw their own discipline reports.

6. We reviewed our own discipline data while we were crafting the message, and decided to provide the data to the Deans to give to the discipline leads at least two weeks in advance of March Flex. Robert noted it would be better to provide the reports in reverse chronological order, and that some outcomes were listed under the wrong courses, albeit lacking data. Carole and Robert to meet to look into eLumen for this. The group also thought a cover letter which explains why outcomes are shown with no results and other puzzling aspects of the reports are explained is a good idea.
7. Carole had a list from eLumen of which courses had 50% assessment, but it had some discrepancy with the data reports, and the group concluded it was better not to provide this information on March Flex, as people might focus on the reports and not the “insights.”
8. The group shifted gears to begin crafting the afternoon session discussion prompts, entitled:

“Facilitation and Discussion Guide”

- Carole to give reports to Deans in advance, and broken out by discipline, two weeks in advance (we thought the offices of the Deans might be in the best place to determine who the discipline leads would be. Then the discipline leads could give them to the faculty, who would have some time to review the data in advance).
- Discuss the results you see
 - Set a goal (a brief discussion of internally developed standards ensued, this is something the course assessment plans cover, which some disciplines have completed but not many. Jennifer shared Biology’s as an example. We will just be suggesting an informal process on March flex that will become more formal practice via the assessment plans in the future).
 - What surprises you?
 - What worked really well?
 - What would you like to change?

Next Meeting

1. Continue crafting March Flex afternoon discussion prompts.

2. George Railey might visit to discuss the 2009 WASC recommendation to accelerate the SLOAC timetable and our response to it.
3. Discuss reporting format for “closing the loop” on March Flex.