In attendance: Walt Birkedahl, Lesley Buehler, Gale Carli, May Chen, Melanie Fernandez, Susan Gutkind, Mike Holtzclaw, Robin Kurotori, Jeff Roberts, JoAnne Serran, Rachel Sherman, Leta Stagnaro, Terry Taskey, Janel Tomblin-Brown, Chris Warden.

1. Approve Minutes from November 13, 2014.
   Approved as distributed.

2. Faculty Presentation: May Chen, PE. (See attached document in Meeting Documents Index.)
   PE 375A/B – Tai Chi/Qigong was assessed. Qigong was taught for the first time this semester, Fall 2014. Qigong is based on fitness and is about 5,000 years old. It is about body management, healing, and alignment of mind-body-spirit. The form comes from Buddhist, Taoist, and Confucian philosophies. The postures in Tai Chi are based in self-defense, while the postures in Qigong use five animal poses, i.e. bear, tiger, monkey (soft Qigong, as opposed to hard Qigong). The forms also are related to internal meridians, or body energy pathways. Students learn the movements, as well as the philosophies behind the form.

   SLO#4 was assessed this semester: Develop an appreciation of Buddhist, Taoist and Confucian philosophies and their inherent conceptual influence in personal practice and meditation. There is a final written exam on the philosophies, meridians, and organs (as connected to the movements), as well as a posture demonstration of one of the movements, as well as proper breathing techniques.

   Results from Spring showed that 100% of the students were able to identify postures and demonstrate proper body alignment, range of motion, and awareness of safety in motion for Tai Chi. She anticipates similar results for Qigong this fall in demonstrations of proper breathing, balance, respectful interactions, time management, and posture of the form, from opening to closure.

   Future plans for the course include an adjustment to teaching fewer routines. She felt that she was too ambitious this fall, teaching Qigong for the first time. She will also allow for more practice time for the students, and will incorporate additional small group work (drills in small groups), based on positive response from the students on this. She will continue to provide handouts/weekly notes and will go over concepts with students in class to make sure they cover the material. May is also writing a textbook on Tai Chi, Qigong, and Meditation.

3. Student Services Presentation: Susan Gutkind, Counseling.
   Update on response to Accreditation Recommendation #2:
   *In order to meet the standard, the team recommends the College develop and implement a data driven plan to provide appropriate, comprehensive and reliable support services to students regardless of service location or delivery method; and develop and implement program-level students achievement data that assure the quality of all student support services and demonstrates that these services support student learning and enhance the achievement of the mission of the institution.*
   *(Standard II.B.1., II.B.3., II.B.3.a, II.B.3.c, II.B.3.d., II.B.3.e., II.B.4.)*
So far there have been several meetings to respond to the accreditation recommendation. Research has also been done on our student populations, to determine where and when they are taking classes, and comparing this data with information we have about where and how services are being offered. We currently provide online counseling, and other information is always available online, which is one way we are meeting the accreditation requirement. (Some colleges use only this as a way to meet the requirement.)

For Part A of the recommendation: Plans for Spring 2015 include increased services at the Newark campus, and also on the first floor of Hyman Hall at Fremont: more contacts for Admissions & Records, Financial Aid, EOPS, DSPS, Counseling, Ed Plans, and Orientation. We are also expanding hours at Fremont: windows will be open later (8:30am-5:00pm) and through lunch, and later on Fridays (until 1:00pm).

For Part B: Data has been gathered in Fall 2014 on specific student groups (i.e. EOPS, veterans, DSPS students, International students Athletes, and ASOC) to find out what services were accessed. Data was also gathered on specific programs and services (i.e. Assessment, Financial Aid, Orientation, Counseling, and Transfer Center), and was disaggregated by student ethnicity, gender, and age. Score Card data (retention and success rates) is being used to assess, as well. In Fall 2015, similar data will be collected and compared. Additional data will be gathered on Library and Tutoring services. In addition, Program Improvement Objectives (PIOs) are being implemented for various programs and services (i.e. Counseling, Transfer Center, Personal Development, and Orientation) to establish better tracking of data on student groups.

They are still working on ways to determine whether more access to services leads to more success, as there are many other confounding factors. (In addition, it is hard to define what is “more successful,” as a “B” to one student may be below their ability, while a similar grade to another is rising above.) Another difficulty in assessing this connection is the fact that many of our services are already mandated, so we have no “control group” to measure against. (There are a few outliers, but these are in the minority.) They will mainly be looking for any areas in services that appear to be leading to very high success rates or any specific student groups that seem to not be accessing certain services. It is also difficult to define what it means for students to have a “successful experience” with accessing services. (For example, in the Assessment center, would the student have to have registered and passed the class, or could they have just assessed into the class based on the assessment exam.)

We do have Student Learning Impacts for these areas, and Score Card measures are viewed against data gathered from specific program areas and data on specific student groups. We do anticipate that upcoming construction at Fremont will affect services at both locations, and that this may also somewhat impact our ability to gather accurate data. All our efforts so far will show that we have a process in place, which we will be able to report in our March follow-up Accreditation report.

4. Faculty Presentation: Melanie Fernandez, English.
ENGL 151A was assessed in Spring 2014. This is a Basic Skills writing class, the lowest level of Fundamentals of Composition; they also have to take ENGL 151B before they can move on to Freshman Composition. This is the level where we want to see a higher success rate as students struggle at this level the most. A lot of students take this class (we offered 19 sections this semester). In Spring 2014, an email was sent to all 151A instructors, asking them to participate in the assessment, and six responded (some of them taught multiple sections). A total of 130 students were assessed across eight sections. The final out of class essay was assessed, and a rubric was used
to measure six skills: Thesis, Topic Sentences, Organization, Supporting Details, Sentence Variety, and Grammar/Punctuation. There were three ratings: Exceeds, Meets, and Below Expectations.

Results showed that the highest category was for Organization, the middle was for Supporting Details, and the lowest was for Grammar/Punctuation. This lowest category is the biggest problem area as there are many second language students in this class. This is the area we want to improve on the most.

Students had the highest rate of success in the Topic Sentences category (78%), followed by Supporting Details (77%). The lowest rates were in Grammar/Punctuation (64%) and Sentence Variety (69%). Overall, students are grasping basic essay development and organizational skills but are still struggling with grammar/punctuation and sentence variety.

Ideas for the future, based on input from various 151A instructors, include:

- Workshops for instructors to share successful teaching strategies, especially in terms of improving grammar/punctuation and sentence clarity.
- Encourage instructors to teach grammar content in class to reinforce the grammar work they are doing in the lab.
- Focus grading/comments on grammar.
- Create a one-half to one-unit grammar course.
- Provide more embedded tutors.
- Encourage students to form study groups.
- Provide incentives to encourage students to go to the lab for tutoring (i.e. extra credit)

They have found that the higher functioning students are correctly placed into this level; they just learn faster. In terms of the ESL students who struggle at this level, we can’t force them to stay in ESL or to take ESL courses even if they place below the lowest acceptable level for entry into 151A on the placement exam. They also found that some students may have poor grammar but do well with other skills, like organization. They don’t always either succeed or fail at all skills. A 70% success rate is acceptable to strive for at this level. The goal is to prepare them for 151B and then for 101A, eventually. Even with 30% not succeeding, if the majority show improvement in their writing levels when comparing pre and post-test results, that is the goal. This assessment was a good sampling across sections; the data is representative of the larger group. It would be helpful to be able to track students once they leave 151A to see how they do in their future classes, also.

5. **SLOAC meeting schedule – Spring 2015**

Second Thursdays, 3-4:30pm. **New locations: NC-1100 and HH-112.**

(Meetings to be video conferenced with GoToMeeting. (This will be piloted at the Feb. 12 meeting and will continue unless there are problems. If problems, meetings will be held in 7101 at Fremont in March and April, and in NC-1100 in May.)

Feb. 12
March 12
April 9
May 7

Meeting adjourned: 4:30 p.m.