SLOA Goal Accomplishments 2009-2010

Fall Semester 2009 Jon Degallier was SLOA Coordinator. Following Jon's retirement in December 2010, Deb Parziale became SLOA Coordinator.

SLOA Committee goals 2009-2010

- Coordinate with Deans to help faculty stay focused on plan to assess at least one program SLO and start gathering results.
    - See comments included below.
- Put in place a web-based program to help record assessment
    - See comments included below regarding the Assessment Tracker.
- Build a library of assessment examples.
    - Instructional Program Review manual was developed by Deb Parziale which includes examples and is located on the Program Review website. Additional Assessment examples were developed by Deb in Summer 2010 and will be added to the web site.
- Help Curriculum Committee with assessment portion of course and program reviews.
    - Dialog on this topic is ongoing.
- Push to modify CurricUNET to separate assessment from evaluation in course review section.
    - Dialog on this topic is ongoing.

Assessment of College Goal 1

College Goal 1: Through innovative programs and services, improve student learning and achievement. Objective 1: By 2013, complete an assessment of student learning outcomes for all courses and programs.

Fall 2009: Based on the above, the SLOA Committee sees the following three year schedule:

- 2009-2010: most programs are assessing at least one SLO and gathering results
- 2010-2011: Most courses have at least one SLO assessed and results gathered
- 2011-2012: Most certificates/degrees have at least one SLO assessed and results gathered

This plan was modified in Spring 2010 as follows:

College Council requested that each department have as assessment plan within the CurricUNET Program Review module to show how this objective is being met at the program level. Curriculum Committee and the GE Committee would work with SLOAC to determine how the assessment plans at the course and GE level will be recorded and assessed.

Assessment of Improvement Agenda Items
For Mid-Term Accreditation Report

II.A. Instructional Programs

To Meet the Standard

An ongoing system of assessment of student learning outcomes at the program level will be in place for all programs. [II.A.1.c]

Assessment:

The CurricUNET Program Review module with a Program Student Learning Outcomes and Assessment page has been implemented. All Instructional/Discipline Programs reviews must complete this section within CurricUNET. (See Attachment A)

A Student Learning Outcomes (SLO) Matrix within the CurricUNET Program Review Module has been implemented. (See Attachment B)

The Student Learning Outcomes and Assessment Committee (SLOAC) requested that when program reviews are completed for the first time within CurricUNET, department faculty will complete the assessment of at least one student learning outcome at the program level. A plan and timetable for assessing the remaining program level student learning outcomes should be in place. The first CurricUNET review for each program/discipline is scheduled to be completed by June 2011.

This is a faculty driven process with support from the Deans, Directors, Vice Presidents, and President.

- SLOAC members met with the deans/directors in Fall 2009 to discuss this plan and ask for support.
- The SLOA Coordinator and Curriculum Chair met with the Faculty Senate in November 2009 to discuss the plans for assessing student learning outcomes at the program level.
- The SLOA Coordinator (both the retiring coordinator and newly designated coordinator), the Curriculum Chair and the Faculty Senate President met with the College President, VP Academic Affairs, Dean Research and Planning, and Director of Curriculum in December 2009 to discuss the progress of assessing program outcomes.
- The President met with the SLOAC Spring 2010 to discuss the progress of assessing program outcomes.

An Instructional Program Review Manual was created by Deb Parziale, Spring 2010, and is available on the Program Review website. Information on writing and assessing student learning outcomes is incorporated within the CurricUNET help boxes.

The "Assessment Tracker" was created by a CS class under the direction of their professor, Jon Degallier, during the 2009-2010 academic year and is being refined to include report capabilities in Fall 2010. This

tracker is used to create multi level rubrics and enter assessment results for up to four proficiencies. Assessment data can be collected in instructional areas including programs and courses, and in non-instructional areas.

Beyond Meeting the Standard

The Student Learning Outcomes and Assessment Committee will be an active leadership body, which will engage the college in ongoing development, review and assessment of student learning outcomes. [II.A.2.f]

Assessment:

The SLOAC set goals related expectations and the timetable for completion for program SLOs and assessment within the new CurricUNET module. Discussion of these goals was conducted with the Faculty Senate, the Deans/Directors, VP Academic Affairs, Dean Research and Planning, and the College President as well as the primary writer of each program review scheduled for this year.

SLOA Committee members held a variety of workshops during 2009-2010 and continue to hold new workshops Fall 2010.(See Attachment C)

A system of assessment of learning outcomes at the program level will be in place to indicate more clearly that all degrees and certificates are awarded based on achievement of student learning outcomes. [II.A.2.i]

Assessment:

The Curriculum Committee now requests all certificate and degree programs to delineate SLOs within CurricUNET and assess all degrees and certificates. These assessments will be incorporated within the CurricUNET Program Review module.

A structured assessment process that can be individualized by each General Education area will be developed and faculty will be encouraged to complete their own assessment plan through course and/or program review. [II.A.3.a]

Assessment:

The General Education (GE) Committee reviews courses that are part of General Education (GE) Plan A every six years as part of the overall Program and Course Review Process. The GE Committee also reviews new courses for inclusion in GE Plan A. GE Committee members work with faculty to assure that course student learning outcomes align with the corresponding GE Plan A area student learning outcomes. Faculty submit written rationales that detail how the course content, assignments and evaluation align with the GE area student learning outcomes. The rationales are carefully reviewed by the GE Committee. All courses on GE Plan A must be

approved by the GE Committee

The GE Committee continues to explore ways to improve GE assessment. The SLOA (Student Learning Outcomes and Assessment) Coordinator spent time during Summer 2010 researching possible ideas and will confer with GE Committee members in Fall 2010 to discuss possibilities and select methods to pilot and implement.

An ongoing review of assignments and assessment/evaluations that correlate with course-level student learning outcomes (on Official Course Outlines) will be in place and faculty will be encouraged to create assignments that promote active, collaborative learning and use of technology. [II.A.3.b]

Assessment:

The Official Course Outline format in CurricUNET allows for an ongoing review of Assignments and Methods of Assessment that correlate with course-level student learning outcomes. Faculty are expected to write integrated course outlines which are updated during the Course Review process every six years or as needed. Curriculum committee members review and provide feedback to the course faculty during Curriculum Screening meetings. Final approval occurs during the Curriculum Committee voting or "issues" meetings.

Additionally, workshops have been provided to faculty on the use of active, collaborative, and technology based learning methodologies. (Appendix D).

The Research Office conducts Faculty Satisfaction surveys on a regular basis. The last survey,

conducted in Spring 2007, included questions relating to the use of technology and collaborative learning in classroom instruction. Results:

I incorporate technology into my classroom instruction.

	Strongly 'Yes'	'Yes'	'No'	Strongly 'No'	No opinion
Agree?	36.5% (46)	**51.6% (65)**	8.7% (11)	1.6% (2)	1.6% (2)
Important?	36.8% (43)	**47.9% (56)**	11.1% (13)	0.9% (1)	3.4% (4)

answered question 126; *skipped question* 5

I incorporate collaborative learning into my classroom instruction.

	Strongly 'Yes'	'Yes'	'No'	Strongly 'No'	No opinion
Agree?	29.4% (37)	**57.1% (72)**	11.1% (14)	0.0% (0)	2.4% (3)
Important?	36.8% (43)	**50.4% (59)**	9.4% (11)	0.0% (0)	3.4% (4)

answered question 126; *skipped question* 5

As part of our ongoing assessment of our Course Review process, the Curriculum Committee has been working to streamline the course approval process in CurricUNET and to continue to train faculty and Curriculum Committee members on the use of CurricUNET, as well as maintaining

standards and criteria for courses, according to Title V requirements. Training and assessment occurs throughout the academic year at monthly Curriculum Committee course screening meetings (committee members work in pairs or one-one one with course "originators" as part of the Course Approval process), and also on a one-on-one basis with faculty members as they are working on creating new courses or revising their existing courses. The emphasis has been on the creation of measurable course SLOs which are reflected and reinforced within the Course Content, Assignments, Methods of Evaluation, and Methods of Instruction areas on the official Course Outlines of Record. These areas of the Course Outline are all clearly delineated within CurricUNET. Orientation workshops are also held regularly at the beginning of each semester to train faculty and committee members. (See Appendix D)

Additionally, during summer 2010, the Curriculum Chair and the SLOA Coordinator researched methods to improve course assessment during screening meetings as well as other approaches. They plan to have weekly meetings during fall 2010 to discuss possible approaches, along with the Chair of the GE Committee. The selected approach (s) will be discussed at both the SLOAC and Curriculum Committee meetings for a final decision and implementation. The September 2010 Curriculum Committee Course Screening meeting is scheduled to include a special evaluation session on our current course screening process, which will include a discussion of

how to continue to encourage faculty to develop assignments that include active, collaborative learning and the use of technology. We will also be updating the Assignments page of the Course Outline of Record in CurricUNET to better reflect the connection between Assignments and Course SLOs.

An ongoing review of assignments and assessment/evaluations that correlate with course-

level student learning outcome (on Official Course Outlines) will be in place and faculty will be encouraged to create assignments that promote student learning related to ethical issues within the Social Science, Humanities, and/or Cultural Diversity areas. [II.A.3.c]

A key GE Committee goal for 2010-11 is to re-write the General Education philosophy. The committee plans to embed ethical and civil perspectives into the overall GE philosophy statement. In addition, the GE Committee will explore developing student learning outcomes related to ethical issues and issues of civility.

Additionally, faculty have been encouraged to create service-learning courses and/or to embed service learning into their classes. One new service learning course that was approved in December 2008, is BA 192, the Service Learning Internship, in which students work on a community based project via an unpaid internship with nonprofit, civic, or public organizations.

Faculty have been spear-heading the development of "civic engagement" activities beyond the

classroom, as well. Ohlone's Civic Engagement Club was active in the March on March in 2010, in which students organized a rally in Sacramento to speak out against budget cuts affecting California Community Colleges. These efforts are supported by faculty in their classes, as well (in various departments, including English and History), linking class assignments to students'

participation in civic engagement activities.

The Curriculum Committee also plans to redesign and streamline the Methods of Instruction area of the Course Outline of Record within CurricUNET, and will be considering adding service learning and civic engagement activities to this area, in addition to providing a more streamlined design to link Assignments with Course SLOs.

Attachment A

*CurricUNET Program Review SLOs and Assessment:
Instructional/Disciplines: SLO & Assessment

Focus: Student learning and success

1. List expected student learning outcomes at the program level.
2. Assessment of each Program SLO
    a. Indicate program assessment strategies used. *(Your planned method of assessment)*
    Check all that apply:
        - Rubrics
        - Capstone course
        - Portfolio
        - Culminating project
        - Performance assessment
        - Skills assessment
        - Department testing
        - Placement tests used for course entry and exit decisions
        - Vendor or industry certification examination
        - Other (Describe)
    b. Describe the criteria and standards used to appraise student work.
    (*Performance standards for student work)*
    c. Enter assessment results and analyze student success in achieving this program SLO.
    d. Describe revisions in curriculum or teaching strategies used to promote student success.
    e. Future Action (*Improvements)* - select one:
        - Current level of student learning maintained.
        - Additional strategies to promote improved student learning. Specify.

Attachment B

<u>CurricUNET Program Review: SLO Matrix</u> (For Instruction only)

Focus: Curriculum alignment between courses and programs.

- Each program student learning outcome is automatically listed across the top of the matrix by number (e.g., #1, #2). The actual program learning outcomes are listed below the matrix.
- Select program/department courses from the drop down box. Each course selected will be added to the left side of the matrix when "Add Courses" is selected.
- Map courses to Program SLOs. Verify that course SLOs, content, assignments, and evaluation contribute to student success at the program level and correlate to program SLOs.
    - Link to course outline word report is available.
    - Select from the key (1-Introducted; 2-Practiced with feedback; 3-Demonstated at the mastery level) to indicate how the course best relates to each program SLO.
        - Note: Program/Department faculty need to work together to determine what each of the levels (1, 2, & 3) mean within their department.
- Consider how the department's "Stand Alone Courses" are being assessed.
- Note: Courses may be reordered using the drop and drag feature. Select the course to be moved and drag it to new location.

Attachment C
Workshops Conducted on Program Review and Assessment

Fall 2009 Learning College Week

Program Review: Using the new CurricUNET Review Module
This is a "hands-on" workshop. Bring your most current Program Review and we'll help you get started in entering them in the new CurricUNET Program Review Module! Facilitated by Jon Degallier, Deb Parziale, and Rachel Sherman

Assessment Made Easy (delivered to all Faculty)
Includes three Parts: (1) CS, Math, English, and Speech will share their department's process, the design of the assessment, the results, plans for what to do next, any issues/difficulties, etc.; (2) Introduction of the NEW program for gathering assessment results! (3) CurricUNET: the new program review module is ready for departments to enter their programs reviews with assessment results! Facilitated by Brenda Ahntholz, Steve Bitzer, Jon Degallier, Deb Parziale, and Rachel Sherman.

Many individual and department sessions held on request. Facilitated by Deb Parziale

Spring 2010 Learning College Week

Program Review: Using the New CurricUNET Module
This is a "hands-on" workshop. Bring your current Program Review documents and start entering them into the new CurricUNET Program Review Module! Facilitated by Deb Parziale

Deaf Studies Department: An individualized Approach to Program Review in CurricUNET
Facilitated by Deb Parziale and Rachel Sherman

Example of an SLO Assessment in the Chemistry Department (Delivered to all Faculty)
We will present an example of how the Chemistry Department will be assessing a specific SLO. We have chosen to assess 'Safety' in the lab. All Chemistry students will be required to watch a video where two students are working in the lab. Although it seems that they are properly working, students should notice the hidden safety violations. Facilitated by Maru Grant and Yvette Niccolls

Spring Semester 2010

Drop-in Sessions for assistance with assessment of SLOs and use of CurricUNET help three days a week: Tuesday at 10am, Wednesday at 1PM, and Thursday at 3PM. Facilitated by Deb Parziale

Many individual and department sessions held on request. Facilitated by Deb Parziale

Fall 2010 Learning College Week

Science, Engineering, and Technology – Showing Your Innovations and Creativity within

Program Review -
This workshop provides time to work with your colleagues to discuss and assess your student outcomes and program achievements. You will have time to enter these discussion results and other program review information within the new CurricUNET module. Bring your working copy. Note: All program reviews need to be completed within CurricUNET by May 2011. Facilitated by Yvette Nicchols and Deb Parziale

CurricUNET Program Review – Hands-On
This workshop will provide "hands-on" experience with the new CurricUNET Program Review Module. Bring your "Word" review, questions, and enthusiasm. The plan is for all Program Reviews to be entered into CurricUNET by May 2011. Facilitated by Deb Parziale & Rachel Sherman

Assessment Tracker – Hands-On
Do you have an assessment result from Spring semester or planning on having one this fall? If so, come and test the 'assessment tracker' system, which is pretty much ready for prime time (beta version). It's very easy and will also solidify the concept of 'assessment', 'rubric', etc., and what to do with it. Right now, the system is ready for Instructional programs, non- instructional programs, and courses. Come with your data (SLO, assessment, results, etc.) or just make it up and see how it works. Facilitated by Jon Degallier

Fall 2010
Drop-in sessions (Tuesday afternoon) and individualized sessions with Deb Parziale

Appendix D
Workshops Conducted on Technology Mediated and Collaborative Learning Methodologies
2009-2010

Learning Anytime! Anywhere! E-Retreat Community Update. Summer 2009.

Higher Math in American Sign Language: Do you struggle with math topics or struggle with discussing them in American Sign Language? Do you realize that there are more math signs than are taught in ASL courses? How often do you discuss Algebra, Algebra II, Trigonometry and Calculus in American Sign Language with experts in the field? Improve your interpretation of college level math or your dialogue with deaf students by participating in this workshop designed to engage the participants in meaningful dialogue using math language and ASL. The presenter, Alan Davary, has 20 years of experience teaching math at the state college level and at the high school level. He is the former coach and math instructor for an Academic Bowl team that held several regional titles and now holds a national title. This workshop is presented in American Sign Language. Facilitated by Alan Davary and Pam Snedigar. August 25. 2010.

Introduction to Voicethread. Learn to use Voicethread, a free online recording application that allows for conversations around images, documents, PowerPoint's, and videos. Make several Voicethreads during the workshop. Check it out at http://voicethread.com/#home.b409.i848804. Facilitated by Vicki Curtis. August 26, 2010.

TBA to Hybrid Round Table Session. All instructors who are converting their TBA Lab Hours to Online Hybrid this year are encouraged to attend this workshop.This is a round-table wrap session where participants will learn from each other how to handle the new process. Attendance for the session will count toward the DE committee course approval for Hybrid - this means you won't have to meet with the DE committee later in the semester. Administrators are invited as well in order to help follow guidelines accurately. See you there! Facilitated by Jon Degallier and the Distance Learning Committee Members. August 26, 2010.

Doctoral Research Results. Is my online class here or there? Is it a community or a zone of its own? Come join a conversation about how metaphors work, and how they reveal what online instructors are thinking about online instruction. Dr. Perri Gallagher will present research from her dissertation. More than poetic examination: Metaphors that structure online instructor views. Facilitated by Perri Gallagher. August 26, 2010.

Science Laboratory Orientation and Safety Meeting. Facilitated by Ron Quinta, October 28, 2009.

College Hour-Power Teaching. Power Teaching, now known as Whole Brain Teaching, is a teaching movement begun by a group of teachers including Chris Biffle, a community college philosophy instructor. Whole Brain teaching is a method to engage the students actively in the

learning process. Vicki has begun using it in her classroom, and the students have responded quite positively. We thought it would be fun to share the techniques and discuss it with other faculty. So, come see what it's all about! Facilitated by Vicki Curtis. November 3, 2009.

Several "new to WebCT" faculty have CAMTASIA ® at their fingertips. (Thank you TITLE III team!). These innovative teachers can now make their own mini video recordings of their computer screens (with captioning capability) for their course content.

a. Getting Started on WebCT: Basic Functions
   Get hands-on practice building a course homepage and working with WebCT online tools. Facilitated by Barbara Duggal. Several faculty have been introduced to WebCT and instructed on how to deliver course content more efficiently over the Internet. (Thank you Barbara Duggal and your team at the LRC, Newark campus!) Offered throughout the year.
b. The e-hub at the Newark Campus has relocated to NC 1106. FOR YOU FREMONT folks: please note that there is now access to another MAC PRO desktop machine in 1407A, Fremont Campus! Just ask us for a demo!
c. Borrow Flip video cameras and other media equipment to enhance your course content from the Newark LRC. If you are not sure how to use these gadgets, then join your colleagues and get up to speed with tips and tricks for online learning/teaching by making an appointment to meet with us one-on-one or by joining us at one of these scheduled workshops:
   www2.ohlone.edu/instr/onlineeducation/faculty/workshop_reg_fall_09.htm
   Facilitated by Lesley Buehler Date: November 10, 2009 and throughout year.

Ohlone Technology 101. A basic orientation to the technology offered by Ohlone's IT Department. Learn what's available and basic troubleshooting and resolution you can do yourself. Facilitated by Bruce Griffin. August 25, 2009. January 26, 2010

Introduction to MS outlook. Learn how to send messages, schedule events and meetings, manage contacts and tasks. You will also learn how to access your account from off campus and set up rules and out of office messages. Facilitated by Bruce Griffin. August 25, 2010. January 26, 2010.

Courage to Teach. This workshop is based on the premise that "good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher." We will explore this premise and other ideas from educator Parker Palmer's book The Courage to Teach: Exploring the inner Landscape of a Teacher's Life. Facilitated by Bob Mitchell. January 26, 2010.

WebCT/New Technologies Workshop. Facilitated by LRC staff members. January 27, 2010.

Transitioning from MS Office 2003 to MS Office 2007. Learn the basic differences and enhancements in MS office 2007 (Word, Excel and PowerPoint) with an emphasis on self- help and online resources. Facilitated by Bruce Griffin. August 25 & January 27, 2010.

How to Use Classroom Presentation Technology & the Interactive Whiteboard

Learn how to use the Smart Panels & Interactive Whiteboards in Newark Center classrooms. February 24, 2010.

How to Locate & Evaluate Internet Resources
To Google or not to Google? Learn how to locate & evaluate Internet resources appropriate for academic research. Facilitated by Barbara Duggal. March 24, 2010.

Plagiarism: How to Avoid, A Tool to Detect. Easy access to the Internet has created a "cut & paste" informational environment that makes plagiarism more irresistible than ever. Students often have no idea that what they are doing amounts to intellectual theft. There is much we can do to help our students learn what plagiarism is—and how to avoid it. Let Ohlone librarians provide you with resources you can use to present source citation in the context of avoiding plagiarism, provide an introduction to the detection tool, Safe Assign, on WebCT, and how to easily direct your students to legitimate sources right from your WebCT shell. Facilitated by Kathy Sparling, KG Greenstein, and Barbara Duggal. August 27, 2010, April 14, 2010.

Got New Quia? This workshop focuses on the practical application of interactive computer-assisted exercises using (the SF Bay Area–based) Quia to help students learn material through (fun) aural, visual, reading and kinesthetic elements. Quia also helps teachers organize classes with official class pages that contain review material, testing and activities and now offers timed and graded tracking. Quia is a very user-friendly activity generator and course manager developed by educators for educators. Create a classroom page, or create online tests & quizzes (timed! Tracked! Graded!), or develop games like Battleship or Jeopardy to encourage interactive learning. Many publishers now use Quia for ancillary on-line exercises. Their Help-line is very responsive! Focus: All subjects. Audience: All Levels. Facilitated by Deborah Lemon. August 24, 2009. January 28, 2010. August, 2010

Curriculum Screening Meeting - Primary focus of this workshop is to work through the screening process for courses that are being presented as either new or as major revisions. The committee will work initially as one, but then break off into clusters to work on individual course screening. All committee members are requested to attend as well as any other faculty interested in the process of course review. Facilitated by Rachel Sherman. August 24, 2009. January 26 2010.

CurricUNET for Dummies. This workshop will focus on the "how to" of CurricUNET as well as the more high tech features and cool upgrades that have taken place over the previous year. If you plan on reviewing courses, implementing programs or just want to log in for the first time, this is the workshop for you. Facilitated by Rachel Sherman. August 24, 2009. January 26 2010.

English 151A/151B Workshop - This is a mandatory workshop for those instructors teaching 151A and/or 151B fall semester 2009. The workshop will include basic information about the courses along with changes coming to the classes and labs. The facilitators ask that a copy of the course syllabus along with a sample writing assignment be brought to the workshop. Facilitated

by Susan Cunningham and Kerrie Kawasaki-Hull. August 24, 2009.

Literature Committee Meeting. Plan the literature schedule for next year, update the English department website to include student writing, revise AA degree brochure to reflect new literature course, get latest info. On CSU Bay- Ohlone joint AA degree, devise ways to connect with English majors, invite speakers/ authors to campus, and consider how to promote literature and a love of reading across campus. All English faculty welcome. Facilitated by Alison Kuehner. August 27, 2009. January 27, 2010.

Calculus Subcommittee Meeting. Facilitated by Bob Bradshaw. January 28, 2010

Speech and Communication Studies Workshop. Share great ideas for teaching speech. Facilitated by Kay Harrison. August 27, 2009. January 28, 2010.

Math Faculty Retreat, facilitated by Mikelyn Stacey, August 24, 2009.

Science, Engineering, Technology Division Luncheon and Workshop, Facilitated b Ron Quinta, August 25, 2009.

Nursing Faculty Simulation Debrief Workshop, facilitated by Kathy Tate, August 25, 2009.

English Faculty Retreat, facilitated by Mikelyn Stacey, August 25, 2009.

College Council Retreat, facilitated by Dr Browning and Tim Roberts, August 25, 2009 and January 27, 2010.

Improving Teaching Algebra, Facilitated by Tania Munding, August 26, 2009.

CAOT Meeting facilitated by Lesley Buehler, August 27, 2009.

Social Science Faculty Retreat facilitated by Mikelyn Stacey, August 27, 2009.

Health and Wellness Faculty Retreat, facilitated by Robin Kurotori, August 27, 2009.

Division Meetings, August 28, 2009 & January 29, 2010.

Total Faculty Forums. August 28, 2009 & January 29, 2010.