Adult Basic Education
Flex Day – August 22, 2014
12:00 – 4:00 PM

Fourteen ABE faculty, 11 instructors and 3 counselors, along with 3 staff (managers and supervisors) met to review ABE department instructional and student support PIE goals. Specifically, one of our primary purposes of the meeting was to determine how this year we would assess one of our Continuing Education Division Student Learning Goals (SLGs) across disciplines. We also discussed standards for reporting SLO data and assessment and included a dialogue about professional development for the 2014-2015 school year.

The meeting began with an update by Dr. Madelyn Arballo on current community college issues. Two ABE faculty, Mary Ann Angel and Donna Necke presented the three Division SLGs which are Effective Communicator, Critical Thinker, and Life Long Learner. The group then discussed and examined the current alignment to ABE courses with the SLGs. After the discussion, the consensus among faculty was that "Critical Thinker" would be the SLG to be measured across ABE courses for the 2014-2015 school year.

The faculty group was then split into three separate working sessions: one for instructors, one for counselors, and one for the WIN program faculty. Instructors discussed and suggested assessments that could be administered across ABE/ASE courses. Counselors and faculty reviewed PIE support goals and identified assessments for 2014-15. WIN faculty reviewed 2013-14 use of results as the impetus for their 2014-15 SLO. All three groups reported their discussion with the whole group.

The two faculty presenters facilitated an activity on reporting SLOs. The session started with a review of ABE department's 3-year cycle SLO cycle of assessment and our progress to date. A reporting template was introduced and discussed, and examples of quality SLOs were provided.

The meeting concluded with an evaluation of the Fall Faculty Meeting and suggestions for future professional development.

AIRCRAFT MAINTENANCE DEPARTMENT
SLO MEETING

Meeting Date & Time: August 20, 2014, 5:30-7:30pm

Meeting Location: Technology & Health Conference Room, bldg. 28A, room 101

In Attendance: David Yost, Full-time Professor/ Department Chair
Byron Strope, Full-time Professor
Paul Ramoneda, Staff/ Senior Tool Keeper
Paul Elardi, Adjunct Professor
Don Wade, Adjunct Professor
Mario Delgado, Adjunct Professor
James Tram, Adjunct Professor
Scott Sanford, Adjunct Professor
Jose Ortiz, Adjunct Professor

Absent: Larry X. Johnson, Adjunct Professor

Meeting Details: Both full-time professors and six adjunct professors met on August 20th, 2014 for the purpose of discussing and establishing some consistent approaches and procedures for increasing student learning within AIRM courses. The meeting was round-table type meeting with open and candid discussion among all participants.

The initial discussion focused on the four most common textbooks used in similar AIRM programs. All professors agreed with the weaknesses of textbook D and that it should not be utilized. Several professors acknowledged the strengths of newly-developed textbook C. Because of the low cost of this text, we agreed that textbook C would make an excellent optional text for AIRM power plant classes. We then debated about the strengths and weaknesses of textbook A and B and found them to be very similar. Because of the user-friendliness, detailed diagrams, and concise explanations, we decided, as a whole, to utilize textbook A as our primary text.

Next, we discussed the need for more guidance to our students in the area of real-world professional preparation. We agreed that test prep and FAA-exam prep are indeed important to student success, we concluded that our primary focus should be on instilling real-world skills on our graduates. Specific skills that we plan to promote are work-place accountability, free-thinking in challenging scenarios, and proper technical preparation for complex duties. We all offered several suggestions on various ways to instill these qualities.

We then reviewed the Course Outline of Record for some of the power plant courses and compared the course assignments/objectives to some real-world work-place tasks. We identified several new technological advancements in the industry and discussed which advancements are important for our students to learn. We were able to develop several new learning objectives that we felt should be implemented into the course outline in the near future.

Finally, we opened the forum to permit each professor to share specific details on some of the andragogy and techniques that we have personally developed in our teachings. The meeting closed in a

very positive and excited matter. All found the discussion to be informative and very helpful in their approach to teaching students. Also, all adjunct professors concurred that meetings of this type positively influence student learning and promote a cohesive atmosphere within the department. Thank you for this opportunity to unify our department and strengthen our graduates!

Animation Outcomes meeting
Date: Monday May 18, 2015
Time: 4PM -6PM

Sunil Thankamushy
Taber Dunipace (adjunct)
Gilbert Marquez (adjunct)

The three professors of the animation program met to work out the outcomes for the ANIM 130, and ANIM 132 classes. We discussed the goal: to have a roadmap on how the two classes inter-relate with each other, and to set expectations on what concepts, techniques and tools will be taught in each class. Through a discussion using the whiteboard, and paperworks over two hours, we organized our material such that there is clarity on what is taught up to midterm, and what is taught after. We recognized that this would be very critical for effective co-teaching situations, should it arise.

We focused our teaching and materials to develop students' ability to think about the design of topology so that there is good execution of edgeflows, develop a good foundation in production techniques, techniques that suited for organic versus hard surface modeling.

Planned Activity/ Discussion	Outcome
The Communication Department will host a 2-part workshop that focuses on improving teaching and learning. After, we will have a brief department meeting.	All full time faculty and 4 or 5 adjuncts attended.
2:00-2:45 - "Outline Idol"	During the "Outline Idol" portion, Kenny Klawitter and Liesel Reinhart shared their method of teaching speech outlining in a creative and fun manner. This activity was designed to correspond directly with our SPCH 1A SLO #7 "Students will create full-sentence outlines using appropriate, credible research sources and attribution." Everyone participated and discussed how they could incorporate this activity into their classes***. A big discovery was how student peer review can be a huge part of achieving this SLO.***
2:45-3:30 - "The Elusive 1"-An Open Discussion on the Evaluation Process and What it Means to be a '1'	During the "Elusive '1'" portion of the workshop, full time professors discussed what kinds of teaching strategies and techniques they are searching for when conducting classroom evaluations. Adjuncts felt comfortable asking questions in order to clarify expectations. The Chair discussed his criteria when creating summary evaluations. A great discussion occurred that established ***1) the Communication Department has extremely high standards for teaching and 2) We all are committed to maintaining or exceeding those standards.***
3:30-4:00 - Department Meeting	Finally, adjuncts were invited to stay for a brief department meeting. During this meeting, we determined who will serve on which committees for the year. Adjuncts have often times represented us at Faculty Association and Senate***. We also discussed which SLO's will need to be measured this year.***
Overall the day was a big success. It is always beneficial to include adjuncts in every aspect of teaching, learning, planning and of course assessment. The Communication Department is grateful for the support of the Outcomes Committee as well as the Office of Instruction.	

Psychology Department
Flex Day Best Practices in Teaching (and SLO discussion)
Friday, August 22, 2014; 1:30-3:30

This department meeting served multiple functions: 1) allowed all faculty (full time, established adjunct faculty, and newly hired adjunct faculty) to get acquainted with one another, 2) provided a venue to discuss Best Teaching Practices, and 3) to review the results of our SLO data collected during the Spring 2014 semester. Five full time faculty, and at least 20 adjunct faculty, attended this meeting.

Our department, for years, has held that collaboration among colleagues is important for student learning. It also helps maintain consistency within the courses when we have a large adjunct faculty. Thus, we began with a "get to know each other" activity. Our goal is to create a collaborative environment where colleagues will share ideas and assignments regularly to improve consistency and student learning.

We then moved on to a presentation or training on how to use the iclicker system. One of our full time faculty has been using these for years to monitor student engagement and knowledge as she lectures on various topics, but the use of the iclickers has been limited to her alone. As student engagement and quick, ongoing, real time assessment of students' knowledge is imperative when discussing student learning outcomes, we thought this demonstration would prove beneficial not only for our newly hired adjunct faculty, but for all faculty within the department. One adjunct faculty mentioned that she had used them at previous schools and it was helpful for informal assessment of student knowledge, but also for formal assessment and to track in-class participation. She revealed that she did not know until that day that our department had a set that she could use as she does at other campuses. A discussion ensued regarding the fact that we only have one set and that we could order more if the demand outweighed the supply. We also discussed the various cell phone applications students could use in a similar manner. We know that engaging students and constantly assessing, or at least checking in on them, is helpful in getting them to learn the material we are teaching. We think using the iclikers may help in terms of assessment and hope to see many more faculty using these in their classes.

In the next portion of our meeting, we separated into a few smaller workgroups to share ideas on various topics. Some of the topics included: first day of class activities, scaffolding student writing, facilitating in-class discussions or activities, creative and engaging assignments or projects, and teaching hard-to-teach material. Small groups worked together and shared, where one person took notes and then eventually shared out to the larger group. The very essence of this activity demonstrated our focus on student learning and best teaching. Our goal clearly is to engage students, help them apply the material to their lives, and find ways to help students get the resources they need to succeed in our courses and in college in general. This is what outcomes work is really about.

Finally, we had a brief discussion of the course level outcomes assessed during the Spring 2014 semester. Two courses were assessed: Psyc 14 and Psyc 15. Within Psyc 15, there is only one section taught by one professor. There are two SLOs, however only one was discussed for lack of organized data having been collected for the second. The criterion was not met, but the conversation included an analysis as to why that might have been. One explanation was that the method of assessment failed. Students were given points to have in-class discussions and then write a brief response. They were limited in time to write and received the full points regardless of the amount or level of detail they wrote. This could have tainted the results, and students' knowledge could have surpassed what was collected in the assignment. We determined that the SLOs should be assessed again with a different

assignment or with different instructions provided to students, so as to get a clear understanding of students' knowledge. Within Psyc 14, there were data collected by three different professors in a number of sections offered. There were also four SLOs (2 of which were also GEOs). After reviewing all of the outcomes and data collected, it appeared that regardless of time of day, number of times a day the class met, the professor, or even the assessment method, the results were similar. Students assessed met the outcomes in most cases. Of course, there is always room for improvement and we discussed the possibility of standardization of assessment methods, but as a rule we are not in favor of these. We will continue to assess the outcomes for this course to monitor consistency.

Sociology and Philosophy Department
ADJUNCT DEPARTMENT MEETING: SLO

Friday, May 29, 2015.

Optional Adjunct Department Meeting (2 hours)
2nd Floor Conference Room in 26A
10am - 12pm

The general theme of the meeting is outcomes and how it relates to the items below.

This year there were only about 15 adjuncts and one full-time professor that attended the meeting. We opened the meeting with a discussion of SLO progress for the academic year as well as how the college intends to use the outcomes data. We also discussed the purpose of the outcomes.

I updated the faculty on the SLO progress which included: the posting of all department SLOs on our department websites, our development of our Program Level Outcomes for each discipline, our college ILOs. I also discussed the goal of mapping all SLOs to PLOs to ILOs. We discussed the importance of having the SLOs on the syllabus as well as how the outcomes can be presented in a more meaningful manner to the students if the different assignments were linked to the appropriate outcome. I instructed the faculty to embed the SLOs on their course syllabi effective this fall term. I also asked them to consider linking or mapping an outcome to each of their major assignments in the class and to have these indicated on the syllabus and/or assignment instructions.

Faculty were presented with the course outlines of record for each of their courses. We reviewed the importance of staying updated and referring to this document for course assignment and lecture development.

We ended the meeting with a discussion on the goals for the 2015-2016 year which included workshops scheduled to focus on outcomes as well as teaching effectiveness.