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Division 1 Assessment work

DATE	Who	Topics	Follow up
Standing bi-weekly	SLOAC Committee	every other Tues 2:00-3:30	standing
8/18	Elizabeth Acosta/CHDEV	<p>Follow-up on Action Plan Your additions sound great, thanks so much it was a push to complete them</p> <hr/> <p>From: Susan Andrien <sandrien@peralta.edu> To: Elizabeth Acosta-Crocker <eliz_crocker@sbcglobal.net>; Christine Olsen <colsen@peralta.edu> Cc: Ann Elliott <aelliott@peralta.edu>; Clifton Coleman <ccoleman@peralta.edu> Sent: Saturday, August 13, 2016 11:47 AM Subject: RE: Slow SLOs</p> <p>Hi Elizabeth,</p> <p>I entered these in June without thinking too much about them but now I am going back over everything I entered to be sure I got it all. Your assessments are exceptionally great--very thoughtful-- but I noticed that your first SLO includes a plan for improvement that you did not write up as an Action Plan. Here's what you wrote in your reflection:</p> <p>The oral presentation and curriculum/goal setting are the two areas that can be strengthened. A tutor to help students prepare and organize their presentations is necessary and more videos with examples of the link between authentic observation and individualized curriculum would support students who do not have experience working with young children.</p> <p>Maybe you didn't include them because you met your criteria? If so, I suggest adding them anyway because they could help your class be more effective. Tutors get about \$12.50/hr so you could cost it out as 4 hrs/wk X 17 wks = \$850 per tutor. Under Persons Responsible, you would be responsible for helping to recruit a student previously successful in your course, Christine as your chair and Siri as your dean for requesting funding and the Learning Center Director for supervision of the tutor.</p> <p>Also, you didn't include a cost for the Action Plan for SLO #2, which also includes videos. If you already have them, that's OK but if not, cost them out and ask for them.</p> <p>If you agree, please let me know and I will add the Action Plan.</p> <p>Best, Susan</p>	Entered changes
8/19	Sloac, VARIOUS FACULTY	Participated in presentation, gave PLO forms to faculty in Division 1. Met briefly with Elaine Wallace and Margaret Dixon.	Sample assessments to Elaine
8/28	Sherry Kwint-Cattoche	Conferred about SLOs for ART 35, 36, and 39.	Meet with Sherry

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9/12/16	Isela Santana, Todd Johnson, Ann Elliott	<p>Updated English SLO chart</p> <p>OK, I found eng 5 and all 3 remaining SLOs are done. Just to gild the lily, I put in a status for Neal's SLO, Ann, saying that online tutoring is being piloted this semester. Pls let me know if that is incorrect--I may have misheard.</p> <p>S</p> <hr/> <p>From: Susan Andrien Sent: Monday, September 12, 2016 9:23 AM I've updated this chart to reflect the fact that Julieta Zuniga did complete SLOs 1 and 2 for Spanish 1. All parts are completed so not sure why it wasn't on the chart on the website.</p> <p>Ann, I know you completed another one with Larry but I can't find it in TS. Can you please let me know so I can correct this list?</p> <p>Clifton, I copied Suzan Ormandy's 3 assessments for ESL 283A and 284 A to the corresponding B sections, since they are taught together but listed separately.</p> <p>Hey, what about English 5? That wasn't on the chart so From: Susan Andrien Sent: Saturday, September 10, 2016 2:27 PM To: Todd Johnson; Isela Santana Cc: Ann Elliott; Clifton Coleman Subject: SLO Update for English/Humanities</p> <p>Hi Isela and Todd,</p> <p>Ann and I are in the process of informing department chairs about the status of their SLO assessments and a blanket email is going out this weekend. However, the files were just updated so we wanted to get yours out to you asap. To print a copy, go to http://www.merritt.edu/wp/slo/assessment-status, and scroll down to our department. If you click on the blank screen, the chart will show up.</p> <p>This link also lists SLOs that need to be reconciled between C-net and Taskstream. This is important for you to do before our meeting since the #s of the SLOs that are completed will change in some cases. That info will be in the right-hand margin of the report.</p> <p>Here is what I see.</p> <p>English 1A: all 4 SLOs up to date</p> <p>English 1B: SLOs 1 and 2 up to date; 3 and 4 need to be assessed.</p> <p>English 201 AB: SLOs 1, 2 and 3 up to date; 4 needs to be assessed</p> <p>English 208: SLOs 1, 2 and 3 up to date(4 has now been eliminated).</p> <p>English 252: SLOs 1, 2, 3, and 4 up to date.</p> <p>ESL 283 A and B: SLOs 2 and 3 up to date; 1 needs to be assessed*</p> <p>ESL 284 A and B: SLO 2 is assessed. SLOs 1 and 3 need to be assessed*</p> <p>HUMAN 002: SLO 3 is up to date; SLOs 1 and 2 need to be assessed.</p> <p>PHL 001: SLO 2 is up to date; SLOs 1 and 3 need to be assessed.</p> <p>SPAN 001: SLOs 1 and 2 are up to date; SLO 3 needs to be assessed.</p> <p>So that leaves only 11 SLOs (at most) to assess this semester. I will dive into TS and see.</p>	Follow up with Chairs
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9/23		English department meeting discussed SLO assignments.,	
9/25	Jason Seals, Clifton Coleman,	Curricunet update on 5 AFRAM courses	
9/28	Inga Marciolianis Clifton	<p>Hi Clifton and Ann, I copied you on my email to Inga last week on the SLOs. Now they appear as pasted below)(I had suggested that 3 and 4 be combined since they were similar. Instead, 2 and 3 are now identical and either 3 or 4 is eliminated, Me suggestions is to eliminate the current 3 because it seems to map to ILOs that will be hard to assess--unless I am wrong and a progressive workout means a workout for progressive students? LOL. Should I email Inga again?</p> <p>STUDENT LEARNING OUTCOMES</p> <p>1. Outcome: Demonstrate fundamental principles of abdominal and core function. This outcome maps to the following Institution Outcomes: <ul style="list-style-type: none"> * • Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose. * • Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level. * • Civic Engagement & Ethics - Internalize and exhibit ethical values and behaviors that address self respect and respect for others with integrity and honesty that will enable success and participation in the larger society. Assessment: Skill demonstration</p> <p>2. Outcome: Demonstrate Core Muscular Strength through progressive workouts. This outcome maps to the following Institution Outcomes: <ul style="list-style-type: none"> * • Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities. Assessment: Skill demonstration</p> <p>3. Outcome: Demonstrate Core Muscular Strength through progressive workouts. This outcome maps to the following Institution Outcomes: <ul style="list-style-type: none"> * • Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose. * • Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level. * • Civic Engagement & Ethics - Internalize and exhibit ethical values and behaviors that address self respect and respect for others with integrity and honesty that will enable success and participation in the larger society. Assessment: Skill demonstration</p> <p>4. Outcome: Demonstrate rolling exercises appropriate for rehabilitating personal areas of compromised muscle tissue. This outcome maps to the following Institution Outcomes: <ul style="list-style-type: none"> * • Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose. * • Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse </p>	

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		backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level. * • Civic Engagement & Ethics - Internalize and exhibit ethical values and behaviors that address self respect and respect for others with integrity and honesty that will enable success and participation in the larger society.	
9/21	Inga M	<p>Sent: Friday, September 16, 2016 2:35 PM To: Clifton Coleman; Ann Elliott Cc: Arja T. McCray Subject: FW: CurricUNET Notification: Susan Andrien</p> <p>Hi Clifton and Ann, I copied you on my email to Inga last week on the SLOs. Now they appear as pasted below)(I had suggested that 3 and 4 be combined since they were similar. Instead, 2 and 3 are now identical and either 3 or 4 is eliminated, Me suggestions is to eliminate the current 3 because it seems to map to ILOs that will be hard to assess--unless I am wrong and a progressive workout means a workout for progressive students? LOL.</p> <p>Should I email Inga again? STUDENT LEARNING OUTCOMES</p> <p>1. Outcome: Demonstrate fundamental principles of abdominal and core function. This outcome maps to the following Institution Outcomes: * • Communication - Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose. * • Cultural Awareness - Through knowledge of history and cultural diversity, recognize and value perspectives and contributions that persons of diverse backgrounds bring to multicultural settings and respond constructively to issues that arise out of human diversity on both the local and the global level. * • Civic Engagement & Ethics - Internalize and exhibit ethical values and behaviors that address self respect and respect for others with integrity and honesty that will enable success and participation in the larger society.</p> <p>Assessment: Skill demonstration</p> <p>2. Outcome: Demonstrate Core Muscular Strength through progressive workouts. This outcome maps to the following Institution Outcomes: * • Critical Thinking - Think critically using appropriate methods of reasoning to evaluate ideas and identify and investigate problems and to develop creative and practical solutions to issues that arise in workplaces, institutions, and local and global communities.</p> <p>Assessment: Skill demonstration</p> <p>3. Outcome: Demonstrate Core Muscular Strength through progressive workouts. 4. Outcome: Demonstrate rolling exercises appropriate for rehabilitating personal areas of compromised muscle tissue.</p> <hr/>	
9/21			
9/23	Faculty/staff	Planning summit 12:30-4:30	
9/28	Siri Brown, Sheila Metcalf- Tobin, Ann Elliott	Planning meeting for ART assessments	

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9/29-10/26	Marty Zielke, Ann Elliott, Maril Bull, Laura Forlin, Lilia Chavez	FAQ about assessment drafts to publication	publish
9/30	Sherry Kwint-Catouche Christopher Kanyusic,	Entered assessments for ART 40, 208, 81 and 84.	Follow up.
10/3	Mark Leavitt, Mark Lightfoot, Pablo Villicana	Email to set up assessment plans	Follow up
10/5	Mark Leavitt	Met to revise ART 1 SLOs	Follow up
10/5		Entered Mark's outcomes and assessments	Copy to Sheila
10/21	Thomas Hart, Todd Johnson, Isela Santana, Lynsie Falco, Andrea Henderson	English department meeting on assessment	
10/10-	Charity Clay	Completed 6 assessment plans	Follow up
10/12	Elaine Wallace	Met about Assessment Plan	Follow up
10/17	Keenan McMiller	<p>Completed 3 plansfor KIN From: Susan Andrien Sent: Monday, October 17, 2016 2:15 PM To: Keenan McMiller Cc: Inga Marciulionis; Siri Brown Subject: 3 SLO assessments completed</p> <p>Hi Keenan, Thanks for working with me to complete your SLO assessments:</p> <p>ATHL 6: SLO2 KIN 80 B: SLO 3 KIN 80 C: SLO 3</p> <p>It was great to learn about Huddle and the student self-assessment that it enables. I'll be excited to hear how this strategy goes in your classes--it's a great innovation.</p> <p>Best,</p>	Follow up in May

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		Susan assessment plans for	
2/22 2 hours	Susan Ann YuFong	Develop SLOs/assessments for CHDEV 82	Yu Fong will complete and S data.
2/23	SLOAC Susan	cc: Dean Dear DEPT Chairs: As Assessment Coordinators for Division Ann and I are submitting a summary of the work completed for SLO assessment and PLO assessment in all the programs in our area that culminate in an Associate's Degree or a Certificate of Achievement. As you know, our goal for spring semester is that each program should have completed assessment of all their SLOs within the 3-year cycle; assessed at least two PLOs; and have submitted a plan for assessing all of their PLOs before the end of this semester. With the Commission returning in October, our time is growing short to show that we have done this work. We are requesting two things from you by March 15: first, a summary of the work you have accomplished so far in PLO assessment, including your plan for completing assessment of all PLOs with a timeline and responsible personnel. Second, we would like to know if there is any way in which we can help you to complete this work, including helping to record and facilitate the broad-based faculty discussions on learning and teaching that the Accreditation Commission requires us to document as evidence that we are focusing on learning and teaching at Merritt College. Remember, many programs have used an existing SLO assessment to assess one or more PLOs. For example, For example, Psychology's PLO assessment....	Revise and send to dept cha
2/25 1 hour	Susan Alexis	SLOs for DE classes	Susan will follow up
3/3 7 hrs	Susan Ann Tina Stephanie Clifton	WASC Assessment conference	Discussion of program statu
3/10 3 hrs	Ann & Susan	program assessment—email sent	by end of March getting update on course as
3/14 1hour	Ann	PLO emails re Liberal Arts Degree	clarify priorities for PLO ass priority if no completers
SLOC meeting	3/15	every other Tues 2:00-3:30	standing
3/15 1hr	Ann	emails to Olsen & Brown re COSER and AFRAM; check in taskstream for mapping	wait for a response; check v mapping in taskstream or n
3/11	Susan	Thanks PLO email: compiled and sent to programs that	Send email to those who ha

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	4 hrs	<p>completed assessment</p> <p>From: Susan Andrien Sent: Friday, March 11, 2016 3:25 PM To: FAS-PLAN Subject: PLO Assessment Thanks!</p> <p>Hi all Merritt Faculty and Staff: SLOAC would like to thank the following programs who have submitted Program Learning Outcomes plans (list below). As you will see, some of the plans need further development, but these programs are on their way to our goal of having completed 100% of PLO assessment and we wanted to celebrate this benchmark. Please contact your coordinators to complete these assessment plans by the end of March. We have attached a PLO Assessment Template for your convenience.</p> <p>Whether or not you have started this process, we are here to help. Many programs find they can assess one or more of their PLOs using an SLO assessment they have already done for a course that most students who complete their program take. Or you can plan to assess a course SLO and a PLO with the same assessment, doubling the impact of your work.</p> <p>The SLO Coordinators are: Division I: Ann Elliott and Susan Andrien Division II: Heather Casale Student Services: Marty Zielke</p> <p><u>Division I</u> COSER KIN ART CHDEV AA CHDEV Associate Teacher CP CHDEV Infant/Toddler CP CHDEV-Teacher CA CHDEV-Family Child care CP PSYCH-AA-T LIB ARTS-ARTS AND HUMAN AA (English--Please see Coordinator to clarify plan) ADJUS-Corrections AA (Please see Coordinator to clarify plan) ADJUS-Police Science AA (Please see Coordinator to clarify plan) ANTHR-Anthropology AA/AA-T PARALG-Paralegal AA (Please see coordinator to clarify plan)</p> <p><u>Division II</u> BIOL-Natural History CP (Please see Coordinator to clarify plan) Health Sciences AA LANHT-Basic LANHT-Intermed Wrote email about outstanding SLOs</p>	completed PLO assessment
3/12 4 hours	Susan Clifton	Assessment plan and assessment of the week	Forward responses

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3/13 1.5 hrs	Susan	Responses to Assessemnt plan	
4/01 2 hours	Ann	entering Learning Center assessment data into taskstream for 14-15 and 15-16	work with researcher to im
4/4 2 hours	Susan Ann Susan 1 hr	Planning/updates/ Training student worker to enter SLO assessments	Check in next week
4/8 3 hrs	Susan Julieta 3 hours	Julietta re SLO for Spanish 1.	Susan data entry multiple fo Isela's questions following v
4/11 4 hrs	Susan Todd Johnson 2 hours Susan 2 hours	Met with Todd to complete PLO assessment plan for AA/Humanities . Entered data Met with Laura Cheng re assessment of CHDEV 62	Updated PLO completion lis Entered Laura's assessment
4/12 1.5 hrs.	Susan Ann Siri Brown Jason Seals	<p>Hi Susan, Thank you for the feedback. Ive ccd my co-chair Jason Seals on this since he is doing our updates.</p> <hr/> <p>From: Susan Andrien Sent: Tuesday, April 12, 2016 12:12 PM To: Siri Brown; Clifton Coleman; Ann Elliott Subject: AFRAM 031</p> <p>Hi Siri,</p> <p>Your new course looks great--much needed. I would like to take it since I am obsessed by this topic and I need much more history to inform my analysis.</p> <p>My only suggestion is that so many SLOs may be a burden to assess. So could you see going with something like the following? The advantage might be students' understanding of the interconnection between the major political, economic, and social conflicts, and social transformations....</p> <p>Best, Susan</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Appraise the period in U.S. History from Reconstruction through WWII from the perspective of race and racism, with emphasis on evaluation of the importance of the political, economic, and social conflicts, and social transformations of the period, including the American Labor Movement, the Progressive movement; US legal history including suffrage, legal segregation, Supreme Court challenges and Jim Crow; US foreign policy; The Great Depression; and the New Deal. 2. Compare and contrast the experience of racial segregation for white, Black, Native and other Americans including European immigrants. . 3. Evaluate the artistic styles and contributions of American artists including the work of "The Harlem Renaissance" artists, poets, writers, actors and jazz musicians. 4. Identify the causes and major events of WWII, describe the role and 	Suggested simplification of proposed in Curricunet.

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		treatment of Blacks during the war, and explain how the war transformed the nature of Black struggles for equality.	
4/14 2 hrs	Susan Ann Clifton	<p>Analysis of English/Human</p> <p>Hi all,</p> <p>First--good news--I have entered Todd's SLO and PLO assessments (thanks Todd) so our department has assessed one of the 3 PLOs for the AA/Liberal Arts/Humanities degree, our program. I know you asked for a chart of SLO work that is yet to be done but the numbers looked wrong to me so I went into TS to check it out.</p> <p>For 252, all SLOs have been assessed in the 3-year cycle.</p> <p>For 201, the order of SLOs in TS is different from either C-net or our list. They are as follows:</p> <p>Outcome #1: Proofread/75%: Jon assessed this one this year but I entered it under #2. Isela, you have a writing SLO entered under #2 as well. I will move Jon's to #1.</p> <p>Outcome #2: Reading/annotating/summarizing</p> <p>Outcome #3: Writing process</p> <p>Outcome #4: Awareness of learning:</p> <p>it took me quite awhile to figure this out because Jon also assessed Proofreading in 13-14 and 14-15 under the Writing SLO. I added a note in TS explaining the confusion. The upshot is that we need to assess SLO #4 in English 201 this semester.</p> <p>For 1A, all 4 SLOs have been assessed in 3 year cycle.</p> <p>For 1B, all 4 have been assessed during 3 year cycle.</p> <p>208 and 280 I know are being worked on.</p> <p>Best, Susan</p>	
4/15 3 hours	Ann/Susan	<p>update English Department about needed SLO assessment</p> <p>Ann downloaded Philos F15 assessment for adjunct stipend;</p> <p>Leslie Fleming emailed about PLO assessment</p>	<p>chairs emailed' engl 5 facu</p> <p>David Goldweber says he'l</p> <p>SLO;</p> <p>Larry Long will assess anot</p>
4/17 2hrs	Ann	email to Suzan Ormandy re ESL assessment; to Clifton Coleman re missing FSCI report;	
4/18 2 hours	Susan Laura Cheng	Met about assessments for CHDEV 52	Data entry when complete.
4/19 2 hours	Ann	Anthro meeting with Leslie Fleming re PLO—Anthro 1 SLOs mapped to PLOs	Leslie Fleming will use a qu final to
4/20 3 hrs	Susan Clifton Ann	<p>Sociology analysis:</p> <p>Hi Clifton,</p> <p>Ann and I have divided up the areas we need to work on in the home stretch</p>	Follow up with Charity

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		<p>and I got SOC. As you know, Charity is working on SLO assessment so I was trying to create a document listing the PLOs and the SLOs to help us align for PLO assessment. I have attached the document as far as it goes.</p> <p>Here are a few anomalies I found:</p> <p>1) I couldn't find SLOs for SOC 3 in TS or Curricunet.</p> <p>2) You may remember that Mark Bauermeister assessed SLO #1 for SOC 001 last November but he used a completely different SLO than those listed in TS and C Net (it's on my attachment). We discussed this but never decided what to do about entering the assessment because they are really different.</p> <p>3) Charity says she has assessed #3 but it's not in TS and there are no published SLOs (ee 1 above).</p> <p>Advice? Should I just send a copy of this email to Charity and Anthony Powell?</p> <hr/> <p>From: Charity Clay Sent: Friday, April 15, 2016 8:15 PM To: Susan Andrien Cc: Ann Elliott; Anthony Powell Subject: Re: Sociology assessments due</p> <p>Good Afternoon, Thanks for the reminder. Not sure if I've informed you or not but I plan to have all taught Soc courses assessed by the end of the semester. I have already completed assessments for Soc 2 and Soc 5. This Semester, I am assessing Soc 1 and Soc 3. These will most definitely be done around the same time I complete final grades. On Apr 15, 2016, at 12:57 PM, Susan Andrien <sandrien@peralta.edu> wrote:</p> <p>Hi Charity, My chart shows that SLOs need to be assessed this semester in SOC. SOC 001 lists 6 SLOs, of which 2 have been assessed (but part of the assessments might be missing). 6 is a lot of outcomes--most programs have 3 or 4, so you might want to eliminate some. My chart also shows that SLOs for SOC 002 need to be assessed, but the number is not listed. I won't be at my computer til this evening so I will send a precise number then. Also, I believe you have a degree. If so one of your PLOs needs to be assessed. This can usually be assessed by an SLO for a course taken by most majors, so maybe your excellent assessment for SOC 005 will serve. I would be happy to meet with you and help with this process.</p> <p>Best, Susan</p>	
Date	Who	Topics	Actions
Ann		meeting with Christine Olsen and Bill Love COSER PLO	Bill, Christine , Melvin and p will meet to discuss the eva for field experience and to c revising he form to align w would make sense

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4/26 5hrs	Susan	Worked on Sociology to clean up the outcomes Completed Span 1A assessment with Julieta Zamora Identified outcomes needing English assessment	Follow up with charity to co assessment Entered Span 1A in taskstre																				
4/27/16 3hrs	Susan /Ann	Reviewed work completed in taskstream to notify faculty/depts. Of courses assessment in English, ESL, HLTED, Kin, LRNRE . Neal Skapura volunteered to assess Engl 5	waiting for response from f																				
4/29 30min 1 hour	Ann Hilary Altman Susna	conversation with Sean Gascie about how to complete assessment ine FISCI 211, He will assess Discussion of COMM PLO/SLO assessment	Ann to send the templates Write an analysis																				
5/3 Susan 4 hours	Susan Hilary Jayi Thompson Clifton	<table><tr><td colspan="5">To avoid confusion about what has been completed, I created complete charts for PLO and SLO assessment completion</td></tr><tr><td></td><td>STATUS</td><td>YEAR</td><td>POSSIBLE ALIGNMENT</td><td>NEXT STEPS</td></tr><tr><td>1.1 Cultural Competence: Interact with people of different cultures in ways that result in shared understanding:</td><td></td><td></td><td>COMM 006: Intercultural Communication</td><td>Not really assessed in any of the courses— could be a practicum. Hilary, I know you have a great idea for a COMM Center...</td></tr><tr><td>1.2: Critical Listening and Thinking: Speak, listen and think critically, to set goals for effective communication, resolve conflict and get your message</td><td>COMPLETED</td><td>13-14</td><td>COM 020: Interpersonal Communication</td><td>I did not see this PLO in any of the courses. Some Counselin g courses have a similar SLO and you might</td></tr></table>	To avoid confusion about what has been completed, I created complete charts for PLO and SLO assessment completion						STATUS	YEAR	POSSIBLE ALIGNMENT	NEXT STEPS	1.1 Cultural Competence: Interact with people of different cultures in ways that result in shared understanding:			COMM 006: Intercultural Communication	Not really assessed in any of the courses— could be a practicum. Hilary, I know you have a great idea for a COMM Center...	1.2: Critical Listening and Thinking: Speak, listen and think critically, to set goals for effective communication, resolve conflict and get your message	COMPLETED	13-14	COM 020: Interpersonal Communication	I did not see this PLO in any of the courses. Some Counselin g courses have a similar SLO and you might	Hilary and Jayi will complet
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		across.				think about an LC,	
		1.3 Public Speaking: Deliver presentations that are clear in message and voice using appropriate nonverbal communication	COMPLETED	13-14	COMM 045: Public Speaking		
		1.4 Relationship between Mass Media and Face-to-Face: Analyze the impact and influence that mass media and mediated communications have on face-to-face interactions.			COMM 019: Survey of Mass Media	This is such a brilliant formulation.	
		1.5 Group Cohesion: Strengthen group cohesion through shared vision creation & development			COMM 004: The Dynamics of Group Discussion		
		1.6 Self-Awareness and Ethics: Know how your own upbringing and cultural background affects your perceptions of yourself and others and integrate ethics in your everyday communication interactions				Maybe it's time for a capstone?	

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<p>5/5 2 hrs.</p>	<p>Susan Elizabeth Acosta- Crocker</p>	<p>Hi Elizabeth,</p> <p>Here is more specific feedback on your assessment plan for SLO 1 for CHDEV 52. I have copied Ann Elliott as co-coordinator of assessment for Division 1.</p> <p>The SLO is densely written but your assessment plan breaks it down pretty well. The way to be sure your assessment matches the SLO is to identify every element of the SLO and be sure it is assessed in the assignment. I used to teach workshops for professionals on responding to assignments and I use the same method to break down an SLO:</p> <p>Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.</p> <p>So here is how I matched your assignment to the SLO:</p> <p>Observe children and write six observations of children engaged in learning and play. Each observation is 1-2 pages (THIS IS YOUR SYSTEMATIC OBSERVATION METHOD)</p> <p>Then develop a seven page paper based on the observations using the observations, DRDP results, Learning Foundations developmental information, and curriculum guidance from the Preschool Curriculum Frameworks (THESE ARE THE KINDS OF DATA STUDENTS WILL USE)</p> <p>with the elements described below:</p> <p>Use the observations to assess the children's development in two measures for each of the eight domains from Desired Results Developmental Framework 2015, DRDP 2015.(THIS ADDRESSES ALL DOMAINS)</p> <p>Use the Learning Foundations to identify how well the child is developing appropriately for his age. THIS IS CHILDREN'S DEVELOPMENT</p> <p>Match the child's interest learned from the observation and developmental level from the DRDP to developmentally appropriate activities to plan a group individualized activity for all eight domains (I ASSUME THIS IS CHILDREN'S LEARNING).</p> <p>I don't know your field, but I am assuming that the tools you use assess the impact of environment, interactions and curriculum on all domains for each child. You could emphasize this connection to the SLO by adding the red phrase as follows:</p> <p>Then develop a seven page paper based on the observations using the observations, DRDP results, Learning Foundations developmental information, and curriculum guidance from the Preschool Curriculum Frameworks to assess the impact of the environment, interactions and curriculum on children's learning and development.</p> <p>Then be sure to use each of these elements in your scoring rubric, as it develops, and in your description of Criteria for the assessment plan.</p> <p>I hope this helps. If you would like to talk more, please feel free to call me at 650-678-4628, or email me.</p> <p>Best, Susan</p>	<p>We had difficulty meeting so comments.</p>
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		<p>From: Elizabeth Acosta-Crocker [eliz_crocker@sbcglobal.net] Sent: Wednesday, April 06, 2016 12:55 PM To: Susan Andrien Subject: Fw: ASSESSMENT TEMPLATE</p> <p>Hi Susan, I drafted this on the day when I missed our meeting and did not know how to op my new phone and as a result failed to answer several calls from you.</p> <p>I wanted to check to see if I am on the correct path before completing the assessment for the other two outcomes and can come up to campus if that works for you early next week. Sincerely, Elizabeth</p>	
5/06 15 min	Ann	email to Sean Gascie re assessment in FISCI	He will contact me to follow
5/10 2 hours	Susan Hermann Lee	Completed SLO entry in TS for Badminton courses	Send to dept chair--complete
5/11 1 hr	Susan Keenan	Meeting about KIN SLOs	Meet later when surveyhas with other faculty.
5/13 6 hrs	Susan Ann	Spring Plannjng Summit Ann presented a summary of assessment progress and future plans	Follow up about proposed p
5/16 2 hrs	Ann Susan	Sent reminder letter to FAS	Answer replies.
5/17 3hrs	Susan /Ann	Review assessment status of all programs and Draft an email to announce this status to all and to encourage programs that have not assessed to assess	completed
5/18 1.5 hours	Susan	Met with Armond Grey about Personal Trainer PLOs And SLOs	completed
5/24 1 hr 2 hrs	Susan	4:30 Met with Mario Rivas re Psych PLOs/SLOs Reviewed ART revised SLOs, data entry	Mario will complete More to combine
5/26 1.5	Susan	Met with Keenan McMiller about creating assessment for KIN 24F	Keenan will have meeting w to review/contribute
5/27 3 hours	Susan Ann	Departmental scoring of English 252/201 essays	Compile notes for minutes

11/1/16

5/30 2 hrs	Susan	Entered CHDEV course progress	Emailed Christine Olson and
6/08 2 hrs	Susan	Met with Suzan Ormandy to discuss assessment of SLOs for ESL 283 AB and ESL 384 AB	Suzan will complete and send Susan sent to Todd and Isela
6/1 1 hr	Susan	Entered Personal Trainer PLO/SLO	Completed
6/10 2.5 hrs	Susan	Enter assessments from Tomoko for ART	Notified Sheila Metcalf-Tobin completion
6/18 5 hours	Susan	Entered SLOs for many courses into TS	Follow up w dept chairs
6/22 5 hours	Susan	Data entry of all remaining SLOs for Art and Sheila's assessments	SLOs completed. Jennifer's can be entered.
7/30 2 hrs	Susan	Entered Suzan Ormandy's ESL SLOs and attachments	Notify Isela and Todd for st

Division II Assessment Coordinator Meeting Documentation

Fall 2016

Heather Casale

Fall 2016			
Standing SLOAC mtgs	Every other Tuesdays	2-3:30	S bld 4 th floor
8/30	Ruhina	SLO's	rescheduled
9/2/16	Hank Fabian	SLO's and PLO's	Completed biosci 9 all 3 SLO's, created PLO's for new program
8/30	Mario Rivas	Psych course SLO's	Completed!
9/6	Dawn Williams	Nurs PLO's	
9/6	Ruhina Najem	Med assist SLO's	Completed 201A SLO's, cleaned up SLOs- will need to update CNET during next weeks mtg and complete 201B slos
8/18	Flex day presentation	Workshop on Assessment	Where we are, where we need to be, how to get there
8/19	Flex day presentation	Slides for AFR presentation	
9/7	Hilary Altman	Comm SLO's and PLOs	Entered a plan for comm 2, identified ILO data from last year can be used for comm 45 and PLO 1.3- will enter
9/20	Dawn Williams	PLO	She is assigning each remaining PLO to faculty with suggestion to meet with me if needed.
9/23	Fall Summit	Presentation on behalf of SLOAC	

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9/27	BIO dept mtg	Reviewed status, discussed quality, common assessment methods, results	Arja is awesome
9/29	Ruhina Najem	Entered plans for 201B. cleaned up SLOs. Nothing in Taskstream. Will email Clifton for guidance.	Will f/u for results toward end of semester
9/29	Jackie Custard	Reviewed all course SLO's, identified and entered assessment plans	f/u for results
10/6	Carl and Guy-Business	Reviewed SLO's, identified those to be assessed, reviewed 3 year cycle and assessment plan	f/u end of semester for results
10/18	Fereshteh Mofidi	Reviewed semester plans, ILO assessment plan, department wide assessment plans	She will f/u with faculty that do not yet have plans identified and entered
10/20	Tom Branca	Reviewed all his course SLO's, updated SLO's in Taskstream, identified assessment plan for this term	

MERRITT COLLEGE
ENGLISH-HUMANITIES DEPARTMENT
DEPARTMENTAL MEETING
SEPTEMBER 23, 2016
10:00am – 12:00pm
L-127

Present: : Isela Gonzalez Santana, Todd Johnson, Lynsie Falco, Thomas Hart, Chriss Foster, Andrea Henderson, Ann Elliott, Susan Andrien, Evan Nichols, David Goldweber, Georgie Ziff, Barbara Widhalm, Janice Grossman, Sandra C. Madison

Guests: Clifton Coleman & Adan Olmedo, BCC

Agenda Items	Summary	Follow Up Actions
Review of September Minutes	Copies of minutes for August meeting reviewed; suggestions for revisions made; minutes were approved. Suggestion made to not include individual names in the minutes unless necessary for readability/accountability purposes.	Chairs to make necessary revisions to September minutes
Assessment: Guest Speaker: Clifton Coleman, Curriculum & Student Learning Outcome Assessment Specialist	Clifton gave an overview of the SLOAC website as a resource or reference for completing SLO's. Copies of the SLO Summary Report was distributed to all faculty. Clifton acknowledged the expertise of our SLOAC Committee members and how the Eng Dept. can best utilize their assistance. Questions about best ways to use assessments to inform our instruction were discussed. Instructors signed up to do assessments.	Chairs will collect assessment plans by the 19 th to review and submit to SLOAC.
Instruction: Teaching Strategies -- Todd	Todd Johnson began a group discussion on "what issues do you face with students in the classroom"? The conversation was inspired by an insightful questions posed by our department's own Dr. Chriss Foster, and became a larger discussion topic. Different instructors shared their experiences and strategies for helping to meet the needs of DSPS students while acknowledging our own struggles, limitations, and challenges. Many instructors present shared heartfelt testimony and personal experiences, as well as strategies that have been effective for them from their teaching experiences. Some of the suggestions made were: asking students to explain ideas from a text in peer groups, making use of Kurzweil or Dragon software in the DSPS center, contacting the student's DSPS counselor, confirming exactly what the DSPS accommodation should be, and collaborating with DSPS counselors.	Chairs will schedule a presentation by DSPS at an English-Humanities Department meeting.
Student Support Services Learning Center Update -- Ann	Ann held a successful first tutor training session on 9/9. Embedded tutors have been placed in most 252 sections. Sandra still does not have a tutor. Upswing is now available. It is an online free tutoring service.	

Faculty Evaluations	Faculty evaluations were brought up and briefly discussed so that English department members were aware of when they would be evaluated. Seven adjunct faculty members will need to be evaluated this semester.	Isela will send out reminders about evaluations to both evaluators and evaluatees.
Curriculum Guest Speaker: Professor Adan M. Olmedo from Berkeley City College	Santana mentioned that she had visited BCC's B.S.T. meeting and requested support from BCC's 264 faculty. Professor Adan Maese Olmedo volunteered to talk to our MC English Department and share his 264 experience. He explained his approaches to teaching English 264. The course was described as "rigorous," but capable of "preparing students for English 1A." Prof. Olmedo supported this by sharing that from their data, at least 50% of their 264 students go on to English 1A. So then, the ultimate goal of English 264 is to prepare students for English 1A. A few of the course details included: 1) all Eng 264 student essays are submitted and scored together; 2) there is an embedded tutor present, time with students and the embedded tutor helps; 3) their Tues./Thurs. lecture classes are followed up the 1.5 hours of lab time, twice a week, so there is always a pairing of lecture and lab time, and students turn in their essays via Turnitin.com.	
Placement for Writing	Santana, Hart, and Johnson met at Laney on 10/3/16 to go over the essays that were written following the use of writing prompts. English department chairs and English instructors from throughout the district were at this meeting chaired by Dr. Norma Galaviz,; the group participated in a three-hour norming session.	Chairs will keep department informed of the process/timeline for submitting the writing assessment for state approval.
Adjournment		

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The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.