



Subject	April Is For Assessment!
From	Heather Casale
To	Merritt-FAS; Merritt Classified Staff
Cc	Jeffrey Lamb; Marie-Elaine Burns; Rosemary Delia; Siri Brown
Sent	Friday, April 07, 2017 1:01 PM
Attachments	 <p>April is for Assesseme...</p>  <p>ASSESSMEN T MONTH...</p>

Merritt Community,

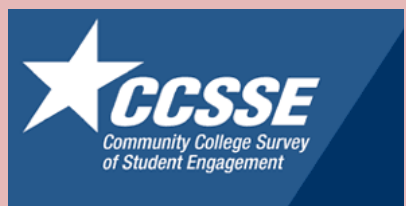
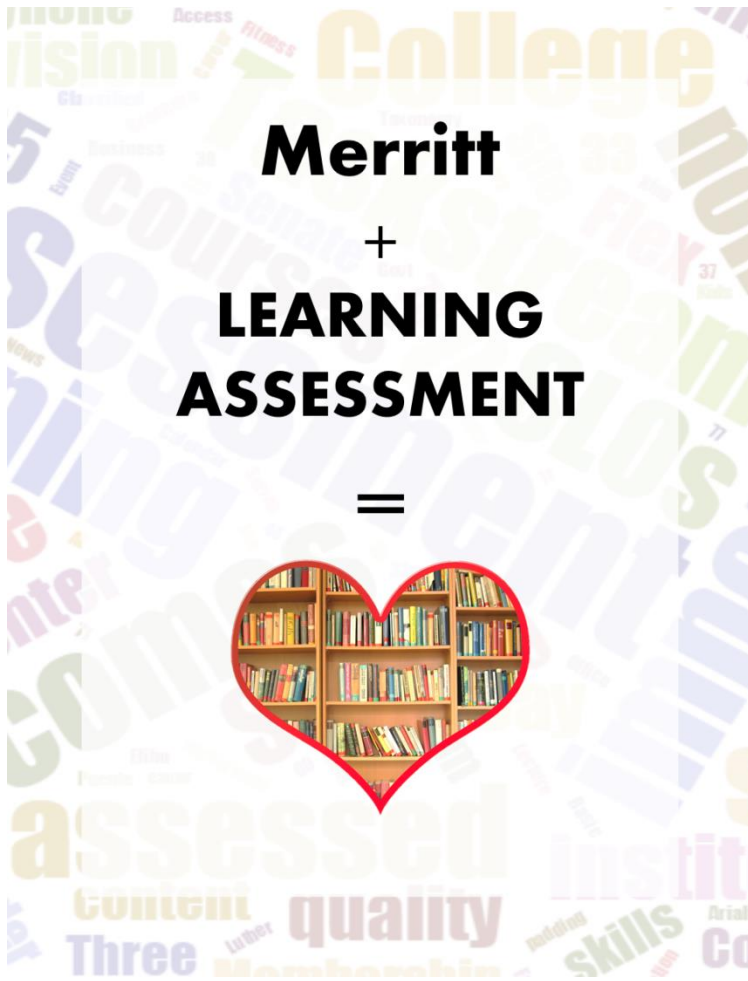
April is for ASSESSMENT!

Please see the attached flyer and memo highlighting some of the assessment activities that will be happening this month. SLOAC will be hosting a week of assessment, from 4/17-4/21, in the S bldg 3rd Floor shell space (S352), from 10am to 6pm all week. Come by to view our poster presentations highlighting just some of the fantastic assessment work that is being done on campus. There will be Assessment Coordinators on hand to answer questions and provide assistance with completing your assessment during the following days/times:

M: 10am-12pm and 2-4pm
 Tu: 2-4pm
 W: 4-6pm
 Th: 10-11am and 2:30-3:30pm
 F: 10am-12pm and 2-3pm

Assessment of student learning is crucial, not only to our accreditation status, but most importantly, for student success. Come see examples, get ideas, and provide feedback on current practices. As a bonus, you can also enjoy and appreciate the beautiful art on display for the 18th Annual Show of Merritt in this same space!

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 Nutrition and Dietetics
 Program Director
 Merritt College, Oakland CA
 (510) 434-3834



**Community
College Survey of
Student
Engagement
(CCSSE)
April 3-7
*Select Classes**

**Assess your
governance
committees!**
See link in email –
coming soon!

**Assessment Fair
April 17-21
S-Building Shell Space
3rd floor 10am-6pm**

**Extended drop-in
hours with your
SLOAC
coordinators at
the Assessment
Fair**

M: 10am-12pm and 2-4pm

Tu: 2-4pm

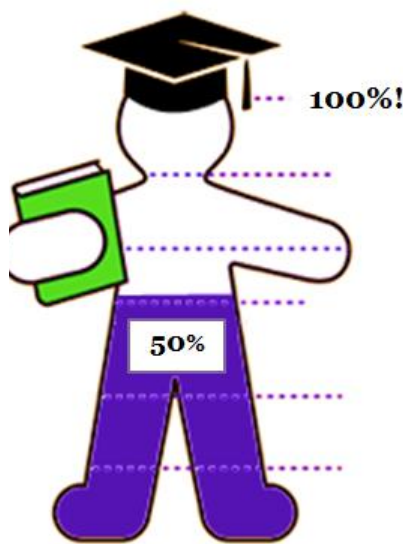
W: 4-6pm

Th: 10-11am and 2:30-3:30pm

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April is Assessment Month!

Assessment week activities will help us complete our assessment, share ideas with colleagues, and celebrate the good work being done at Merritt to improve student learning!



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.

April is for Assessment! The month of April is full of activities and opportunities for Merritt to complete our critical assessment tasks but also celebrate the good work that has been done.

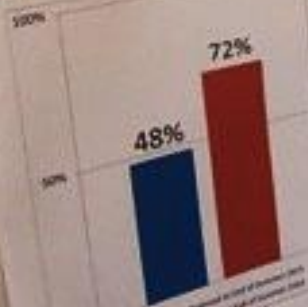
- CCSSE: This term, Merritt is participating in the Community College Survey of Student Engagement (CCSSE). This survey builds on critical student retention research in the field and asks our students about their college experiences, how they spend their time, what they feel they have gained from their classes, relationships with faculty, staff and other students, and how the college supports their learning. This data will build upon the data already collected for our Institutional Learning Outcomes (ILO's). The college can compare the results of this year's surveys to the 2013 results to see if we made improvement across key indicators of student success and retention. CCSSE week is April 3-7, 2017 in selected courses. Samantha Kessler has already contacted you and made arrangements, if your course was selected.
- This month, you will be asked to assess the governance committees via survey. Watch for a link in your email to assess the committees you serve on.
- During the week of April 17-21, the Student Learning Outcomes and Assessment Committee (SLOAC) is sponsoring an Assessment Fair. The Fair will showcase the great assessment work done by our colleagues, who will be available throughout the week to share their experience and the results of their assessment work. Visit the Assessment Fair in S building 3rd Floor Shell Space, 10am-6pm, to be inspired by Assessment!
- At the Assessment Fair, the SLOAC coordinators will be present to help with assessment. Coordinators will be present Monday 10-12 and 2-4, Tuesday 2-4, Wednesday 4-6, Thursday 10-11 and 2:30-

3:30 and Friday 10-12 and 2-3. As President Burns mentioned, now is the time to “*Get it done!*” and contribute to the college’s reaffirmation of accreditation.

COMPLETION RATE OF ASSESSED COURSES

DIVISION I & II % OF COURSES ASSESSED

End of Summer 2015 To End of Summer 2016



Feb 2014 To Spring 2017 (to April 11, 2017)



ASSESSMENT CYCLES:
14-15; 15-16; 16-17

DIVISION I



DIVISION II



ILO: Quantitative Reasoning

SUMMARY

At the end of the spring 2017 semester, several college faculty met to discuss their involvement in the Quantitative Reasoning ILO. The faculty team is working on identifying faculty members in various departments who could be placed on the committee to help address the needs of the college and to help identify opportunities for students.

Summary of Strengths:

- Use a systematic approach to student pricing
- Low prices
- Current approach of various departments
- Considered using grants and other
- Consider a set of rules for pricing
- Consider the impact of using pricing to support the

Summary of Weaknesses:

- Analysis of opportunity of funds
- Departmental
- Departmental
- Departmental
- Departmental
- Departmental
- Departmental
- Departmental
- Departmental

KEY

1. READ EACH STATEMENT FROM ACTIONS & IMPROVEMENTS.
2. CHOOSE A COLOR STICKER AND PLACE THE COLOR STICKER WITH THE STATEMENT THAT ALIGNS WITH WHAT YOU THINK.

GREEN: AGREE

RED: DISAGREE

PINK: WOULD LIKE TO KNOW MORE

ACTIONS

- Inform students of available facilities - (i.e. computer lab, Learning Center/ Tutoring, & the Library)

- Develop a math course for courses such as LANDR & NUTR

- Require students to check-in with instructor to ensure that those needing help get it

- Provide additional opportunities to practice computations

IMPROVEMENTS

- Math Course developed and added to the certificate requirements

- Incorporate number literacy into non-math courses

- Develop Math modules for biology, chemistry, nutrition, radiology, etc.

- USE CER funds to support module development

What does the survey MEASURE?

Student Effort

- Preparing depth of assignments before turning in
- Integrating ideas from various sources
- Completing required readings before class
- Reading books for personal enjoyment
- Studying hard
- Using math and writing skills late
- Using computer late

Support for Learners

- College supports the student in class
- College encourages contact among diverse students
- College helps student cope with non-academic responsibilities
- College provides social support
- College provides financial support

Student-Faculty Interaction

- Communicating with instructors via email
- Discussing grades and assignments
- Talking about career plans
- Discussing ideas from reading or classes with instructors outside of class
- Receiving prompt feedback about performance
- Working on activities other than coursework with instructor

ACTIVE AND COLLABORATIVE LEARNING

- Asking questions in class
- Making presentations
- Group projects during and outside of class
- Peer tutoring
- Community based projects
- Discussing ideas outside of class with peers or family

Academic Challenge

- Working hard to meet expectations
- Analyzing the basic elements of an idea, experience or theory
- Synthesizing and organizing ideas, information, or experiences in new ways
- Making judgments about the value or soundness of information, arguments or methods
- Applying theories or concepts to practical problems
- Using what you've learned for a new skill
- Challenging assignments, readings, written papers and exams

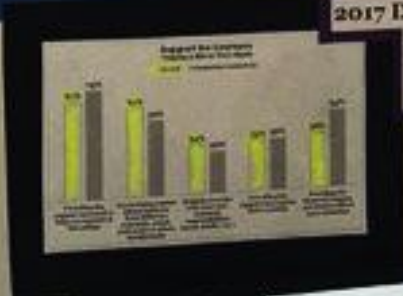
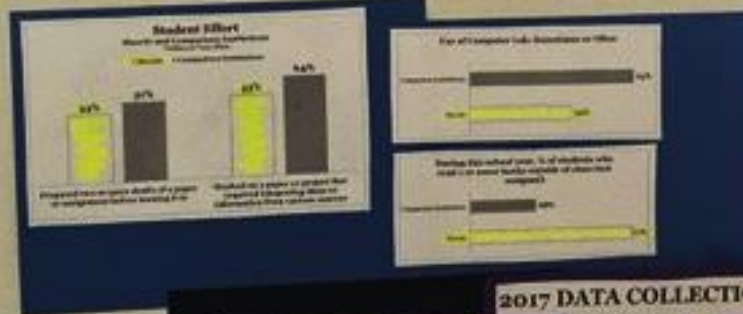
WHY??

These are key areas of student engagement that research has shown to be important in quality educational practice.

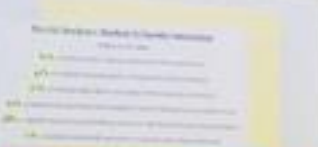
CCSSE

The **Community College Survey of Student Engagement (CCSSE)** provides information about **effective educational practice** in community colleges and assists institutions in using that information to **promote improvements in student learning and persistence**. The Center's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. **Student engagement**, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for the Center's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality.

2014 DATA



2017 DATA COLLECTION
HAPPENING NOW!
RESULTS COMING...
FALL 2017



Questions about data or research??
Contact Susanna Kessler, Research and Planning Office: skessler@ccc.edu

Outcome Assessed

Solve higher level quantitative chemistry problems and demonstrate reasoning clearly and completely. Integrate multiple ideas in the problem solving process. Check results to make sure they are physically reasonable.

ASSESSMENT PROJECT

CHEMISTRY 1B: GENERAL CHEMISTRY

HIGHLIGHTING QUALITY ASSESSMENT METHODS: DIVISION II

Analysis of Results:

Most of the students did very well on part a except that they did not recognize that they could simplify the problem by using the quadratic form of both sides. As a result, they could not set up the quadratic formula and were unable to solve. They could have used successive approximation but not one did. I was very surprised by the number of students who did poorly on part b. Most didn't understand how to easily add reactants to the system (add it to the starting conditions and not the equilibrium system). It was also surprising to see that so many students were unable to completely answer part c. It is clear the next time in this chapter and discuss it often.

The Assignment

Worked with the student to understand the problem and to determine if there was any information that could be used to solve the problem. The student was able to solve the problem and to check the results to make sure they were physically reasonable.

Summary of Results:

12 students took the exam. There were three parts to the questions. Calculate the equilibrium concentration for a system where the "b" is small" approximation cannot be used.
- 1 student got full credit
- 10 students got partial credit
- 1 student correctly wrote a full expression and 7 students got partial credit for their ICE table setup
- 10 students wrote correct units
- 1 student had the correct number of sig. figs.
- 2 students got full credit and 10 students got partial credit for the next, more complex, part of the question. Most didn't recognize that they could take the positive root of both sides in order to reduce the problem down.
- 3 students got some credit

Action Plan:

We need to discuss practice problems with a variety of concentrations including higher partial pressures. We also need to discuss the limiting reactant "b" is small approximation. We need to discuss the limiting reactant "b" is small approximation. We need to discuss the limiting reactant "b" is small approximation. We need to discuss the limiting reactant "b" is small approximation.

Learning Objectives

Students will be able to solve higher level quantitative chemistry problems and demonstrate reasoning clearly and completely. Integrate multiple ideas in the problem solving process. Check results to make sure they are physically reasonable.

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Leadership Skills Development
SAGE2
 Create a student team for 16 students to take the right course to practice their leadership skills.



Assessment Method: The FYE Club will meet weekly to address official leadership jobs, including:

- Community Service
- Student Government

Criteria for Success:
 At least 50% of FYE students will be part of the club.



Action Plan
 To reach the 50% of students who were not able to join the FYE Club, we plan to implement two changes:

- jobs on campus
- scholarships

Budget Request: Two student jobs: \$4,800 a 10 weeks + 10 other \$2,000 + 2 positions
 Total for jobs \$4,800

Scholarships: 4 @ \$500 each
 Total \$2,000

Grand Total Budget Request: \$6,800



Summary of Results
 80% of FYE students participated in the FYE Club. In addition, in their second semester 110 students joined other clubs such as Black Student Union, Poole, Administration of Justice Club, ARAC, and KCC.

Reflections/Analysis of Results
 The club was funded as a required component of the FYE program. Many activities were held that facilitated education, leadership development. Some examples are: developing a team by practicing their public speaking skills, and providing information to various campus life activities.



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SPECIAL PROGRAMS AND GRANTS



Special Area Concerning

Effectiveness of Services

Monitor the continuous improvement of satisfaction with the leadership, communication, efficiency, transparency, and accountability of the Office of Special Programs and Grants in addressing the needs of the various programs they report to.



Background

After the launch of the new Leadership in Learning program, a focus on building a strong foundation for staff, including discussion and opportunities for staff to improve organizational and service of improvement. As a result, based on the feedback that was given by the staff, goals were created, implemented, and measured through a survey. The survey results were implemented and shared with staff to help after the staff learning to ensure customer service and specific areas for improvement.



Timeline

Year	Q1	Q2	Q3	Q4
2014	●	●	●	●
2015	●	●	●	●
2016	●	●	●	●



What's Next?

The Office of Special Programs & Grants will continue to strive and implement a strong foundation for staff and organizational support. We will continue to ensure the Office of Special Programs & Grants has the ability to continue to provide the highest quality of service to programs. The goal is to have 100% of the response with a strong foundation for staff, including vision, and strategy. We will continue to monitor and adjust feedback from the staff, which will allow programs to be more effective by the staff and provide excellent service to students.