

Academic Senate Updates

Lezlee Ware
Allison Hughes
Jessica Kaven

Questions or Comments?

- We have a lot of information to cover, so in order to keep to our allotted time please submit comments and questions in one of two ways:
 - Anonymously: Go to <http://www.canadacollege.edu/deac/asquestions.php>
 - In-Person: Add your item to the 'Parking Lot' on the side wall.
- We will stop to review submissions regularly throughout our presentations.

Agenda

7.3	Assessment update and recommendations	Kaven	25	Discussion
7.4	DE/Canvas update	Ware, Hughes	15	Discussion
7.5	Faculty professional development: ELITE, Flex Day Planning, CIETL Reassigned Time and the Professional Learning Plan and PL Committee	Kaven, Ware, Hughes	30	Discussion

DE & Assessment Collaboration

- Distance Education (DE):
 - Canvas
 - Assessment
 - DE Curriculum
 - DE Course Reviews
- Faculty Assessment:
 - TracDat
 - Canvas
 - Incorporates all modalities of instruction
- Instructional Technologist:
 - Provides Canvas support
 - Provides TracDat support

Assessment Update & New Recommendation

Jessica Kaven, Faculty Assessment Coordinator
Allison Hughes, Instructional Technologist

What do I Need to Know About Assessing Student Learning?

- Definition of an SLO: The measurable knowledge, skills attitudes and habits of mind that students take with them from the learning experience.
- Learning outcomes exist at the course (SLOs), program (PLOs) and institutional level (ILOs).
- Faculty are responsible for assessing their courses and programs. ILOs are mapped to SLOs and PLOs in TracDat.
- It is mandated by ACCJC, the Accrediting Commission for Community & Junior Colleges, that we engage in assessment, evaluation and reflection.

Continuous Quality Improvement of “the TracDat Machine”

- [TracDat Website](#): guides, video tutorials, how to get help
- Working with Deans & Jose Peña to identify courses that have been banked or deleted.
- Currently working to updates departments & programs so that PLOs can be assessed consistently and to stop duplication.
- Currently working to streamline leveled courses in TracDat to avoid the duplication of assessment efforts.
- Generally trying to get TracDat to more closely align with the data we need to report to Accreditation, as well as what faculty need to be able to use TracDat in a more streamlined way.

Teaching, Learning & Assessment (TLA) Coaches

- Background:
 - From our [Governance Survey results](#) related to Assessment, reporting on SLOs were found to be:
 - A waste of time, especially at the Institutional level
 - Confusing with regard to TracDat and data reports—need for additional training
 - Based on the findings of the Governance Survey, the College determined that Assessment is one of the College's priorities
- In support of the assessment needs of the College, the purpose of the TLA coaches is to assist faculty in:
 - Developing and/or improving their course- and program-level assessment plans specific to SLOs and PLOs
 - Increasing the awareness of assessment and the perception surrounding assessment on campus with the goal of improving pedagogical approaches and/or discussions related to pedagogy based on assessment as they relate to student learning and achievement.

Teaching, Learning & Assessment (TLA) Coaches

- Implemented Fall 2016, funded by ACES, 1-year term
- TLA Core Team:
 - Faculty Assessment Coordinator
 - Instructional Technologist
 - Dean of Planning, Research, and Institutional Effectiveness
 - VPI
- TLA Coaches:
 - Humanities & Social Sciences: Katie Schertle
 - Science & Technology: Nick DeMello
 - Business, Workforce & Design: Melinda Ramzel & Paul Roscelli
 - Counseling: Vacant
 - ALL: Ana Miladinova

Teaching, Learning & Assessment (TLA) Coaches

- TLA Update

- Fall 2016

- Faculty Assessment Coordinator and Dean of PRIE created an 88 page assessment reader, which includes accreditation related materials
 - Coaches and Core Team studied and discussed literature on assessment
 - Drafted “Course Assessment Quick Start Guide”
 - Discussed challenges of assessment on campus
 - Discussed possible solution to improving assessment culture (e.g., alternatives to TracDat)

- Spring 2017

- Faculty Assessment Coordinator and Instructional Technologist carefully evaluated TracDat reports
 - Reviewed and proposed changes to TracDat
 - Discussed possible improvements to the assessment cycle based on TracDat reports
 - Met with faculty, Deans, Cabinet & President regarding current assessment climate
 - Provided college-wide assessment drop-in support
 - Finalized “Course Assessment Quick Start Guide”
 - Finalized recommended change to assessment cycle

Current SLO Assessment Cycle

- At Cañada College:
 - Each section of a course should assess at least one SLO each term the course is offered.
 - Each SLO for a course should be assessed at least once during a 4-year cycle.
 - PLOs should be assessed every academic year
- Faculty should enter their SLO and PLO assessment results into TracDat. SLO and PLO assessment is also incorporated in Program Review.

Current SLO Assessment Cycle

- At ~~Carroll College:~~
 - Each section of a course should assess at least ~~one SLO~~ each term the course is offered.
 - Each SLO for a course should be assessed at least once during a 4-year program.
 - PLOs should be assessed every academic year
- Faculty should enter their SLO and PLO assessment results into TracDat. SLO and PLO assessment is also incorporated in Program Review.

What If?

- We didn't have to assess every section every time a course is offered?
- We didn't have to assess all our SLOs within a 4-year cycle?
- We didn't have to assess all of our SLOs...EVER?
- We assessed courses in intervals?
- We picked an assessment sequence that works best for our departments?


Assessment Cycle Recommendation

- ACCJC states that institutions systematically and regularly evaluate how well and in what ways it is accomplishing its purposes, including assessment of student learning
 - Recommendation:
 - Because all courses should be assessed regularly and systematically, we propose that the Academic Senate adopt a new assessment cycle in which all active courses are assessed on a **three-year cycle**.

Example Template (Even Year)

Faculty SLO/PLO/ILO 3-Year Assessment Plan


Department Name: _____

	2017 – 2018	2018 – 2019	2019 – 2020
Fall Semester	Which course(s) will you assess each semester? Consider scheduling courses that map up to the PLO and ILO assessment schedules. 		
Spring Semester	<i>Program Review due Spring 2018</i>		<i>Program Review due Spring 2020</i>
PLOs Assessed <i>(Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)</i>			
ILOs Assessed <i>(ILOs are listed here as a guidance tool to help you choose courses for assessment)</i>	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity

Example Template (Odd Year)

Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: _____

	2017 – 2018	2018 – 2019	2019 – 2020
Fall Semester	<p>Which course(s) will you assess each semester? Consider scheduling courses that map up to the PLO and ILO assessment schedules.</p> 		
Spring Semester		<p><i>Program Review due Spring 2019</i></p>	
PLOs Assessed <i>(Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)</i>			
ILOs Assessed <i>(ILOs are listed here as a guidance tool to help you choose courses for assessment)</i>	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Community <input type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Creativity

Example of Department Course Offerings

COMMUNICATION	ENGLISH	
<ul style="list-style-type: none">•COMM 110•COMM 127•COMM 130•COMM 140•COMM 150•COMM 180	<ul style="list-style-type: none">•ENGL 100•ENGL 110•ENGL 161•ENGL 162•ENGL 165•ENGL 200	<ul style="list-style-type: none">•ENGL 826•ENGL 827•ENGL 829•ENGL 836•ENGL 847•ENGL 849

Completed Plan Example

Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: Communication Studies

	2017 2018	2018 2019	2019 2020
Fall Semester	COMM 110	COMM 130	COMM 150
Spring Semester	COMM 127 <i>Program Review due Spring 2018</i>	COMM 140	COMM 180 <i>Program Review due Spring 2020</i>
PLOs Assessed <i>(Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)</i>	PLO 1, FALL 2017		PLO 3, FALL 2019
ILOs Assessed <i>(ILOs are listed here as a guidance tool to help you choose courses for assessment)</i>	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity

Completed Plan Example

Faculty SLO/PLO/ILO 3-Year Assessment Plan

Department Name: English

	2017 2018	2018 2019	2019 2020
Fall Semester	ENGL 100 ENGL 200	ENGL 826 ENGL 162	ENGL 829 ENGL 847
Spring Semester	ENGL 110 ENGL 161 <i>Program Review due Spring 2018</i>	ENGL 827 ENGL 836	ENGL 849 ENGL 165 <i>Program Review due Spring 2020</i>
PLOs Assessed <i>(Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)</i>		PLO 1, SPRING 2019	
ILOs Assessed <i>(ILOs are listed here as a guidance tool to help you choose courses for assessment)</i>	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Quantitative Reasoning <input checked="" type="checkbox"/> Creativity

Resolution: New Faculty Assessment Cycle

WHEREAS, assessment is the systematic collection of information about student learning and the use of that information to improve the learning and teaching process;

WHEREAS, Eligibility Requirements (ER) 19 of the 2014 Accreditation Standards of ACCJC states “the institution systematically evaluates...how well and in what ways it is accomplishing its purposes, including assessment of student learning;”

WHEREAS, Standard II.A.16 of the 2014 Accreditation Standards of ACCJC states “the institution regularly evaluates...the quality and currency of all programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location;”

WHEREAS, Standard II.A.3 of the 2014 Accreditation Standards of ACCJC states “the institution ...regularly assesses learning outcomes for courses, programs, certificates and degrees using established instructional procedures;”

RESOLVED, That the Academic Senate establishes the local requirement that all active courses shall be assessed at regular intervals, and that all departments shall arrange all active courses on a three-year assessment cycle.

Distance Education & Canvas Update

Lezlee Ware, Distance Education Faculty Coordinator

Allison Hughes, Instructional Technologist

Updates

- Summer & Fall 2017 shells are live in Canvas!
 - New Canvas Faculty should have received a Canvas Introductory email from their Deans
- WebAccess will be gone June 6th
 - Backup course content and export grades before that date!
- STOT is not coming back
 - A Cañada online teaching certification program is coming soon!
 - In the meantime, we recommend [@One's Online Education Standards & Practices](#) for training new online faculty.

Updates Continued...

- Cañada Distance Education Advisory Committee (DEAC)
 - Learn something new at each meeting!: Accessibility Habits & DE Drills
 - Coming Soon: Peer Course Reviews w/ the OEI Course Design Rubric
 - [Adopted by Academic Senate in November 2015](#)
 - Coming Soon: Process for Vetting New Instructional Technology
- SMCCCD DEAC
 - Regular Effective Contact (still in progress)
 - Questions? Comments?
 - Let us know what we can bring to SMCCCD DEAC on your behalf!

Upcoming Canvas Training

Date	Time	Topic	Access Link (RSVP for access information)
4/21/17	1:30pm-2:30pm	Goodbye WebAccess, Hello Canvas!	RSVP via Eventbrite
4/28/17	2:30pm-3:30pm	Creating Awesome, Student-Centered, Accessible Courses	RSVP via Eventbrite
5/12/17	12pm-1pm	Ready to Launch? Getting Your Course Student-Ready	RSVP via Eventbrite

Flex Day Planning Challenges

Jessica Kaven, Faculty Assessment Coordinator

Lezlee Ware, Faculty Distance Education Coordinator

Flex Day Planning Challenges

- Background to agenda request
- Discussion

ELITE Program & CIETL Reassigned Time

Lezlee Ware, Faculty Distance Education Coordinator

Jessica Kaven, Faculty Assessment Coordinator

Allison Hughes, Instructional Technologist

ELITE, CIETL & the PL Plan

- ELITE & CIETL are not duplicate efforts and have not been made in a silo.
 - The PL Plan does not include faculty assessment, DE course reviews or new online faculty training. These areas are high priority needs for the college related to instruction and accreditation.
 - The PL plan will begin identifying needs in Fall 2018, while ELITE has already identified the following unmet needs: support & improvement of faculty assessment, improvement & expansion of distance education course offerings, implementation of the OEI Course Design Rubric, and support & improvement of pedagogical approaches related to teaching (f2f, hybrid & online courses).

ELITE, CIETL & the PL Plan

The work ELITE & CIETL will be doing form a foundation of support for faculty alongside the existing professional support provided to managers and classified staff.

ELITE

- Primary purpose of the **Enhanced Learning and Instruction through Technology Education Program (ELITE)** is to improve students' learning experience at Cañada College by supporting and training faculty to enhance their excellence in their teaching.
- ELITE program meets the needs of online, hybrid and face-to-face faculty and staff. Will also meet the need for faculty assessment support.
- Program will house Allison Hughes, Instructional Technologist, Lezlee Ware, Faculty Distance Education Coordinator, and Jessica Kaven, Faculty Assessment Coordinator (+1-3 CIETL co-coordinators)

ELITE

- By bringing these three positions together, the ELITE Program will create an opportunity for distance education, assessment, and instructional technology to collaborate and coordinate faculty support efforts, resources, and reporting.
- This collaboration has the potential to streamline faculty support as it relates to various aspects of accreditation.
- ELITE was created through the Office of Instruction and was vetted through the VPI, advised by the Academic Senate President, and then added as an instructional program. ELITE participated in this year's program review and is *still awaiting budget approval*.

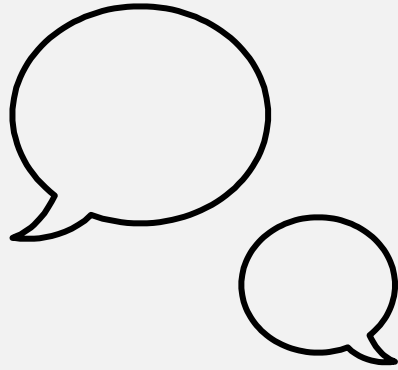
Reflection

- No institutionalized place for directed focus on issues of teaching and learning
- Flex Day does not always reflect faculty needs specific to teaching, learning and requirements of accreditation (e.g., program review, DE, assessment, honors)
- Currently we do not have a budget for faculty related support needs
- Need a home for delivery and sharing of faculty support and teaching innovations (CIETL)
- *What are our sister colleges doing for support?*

Purpose Behind CIETL RRP

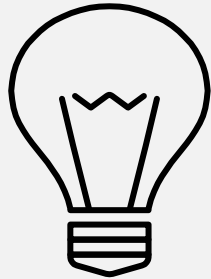
- Submitted Reassigned Time Request Proposal (RRP) in January 2017 to revitalize Center for Innovation & Excellence in Teaching & Learning
- 13 faculty members and 1 staff listed as authors/supporters of RRP
- CIETL funding abruptly ended in 2015 without a clear explanation

What will CIETL look like?



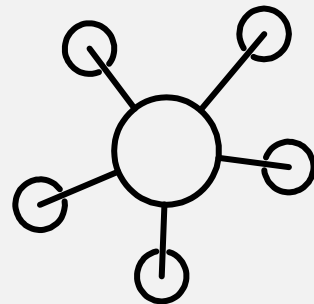
CIETL programming will be shaped and evaluated by the campus community through:

- Annual Needs Assessments
- Surveys & Evaluations at EVERY event
- Monthly Invitations to Present or Host Workshops



CIETL won't just be workshops and trainings:

- Showcases
- Beta-Testers
- Playground



CIETL will partner with ELITE to do more than train faculty:

- Community Resources
- Student Technology Support
- Post-Training Support

CIETL is a Measurable Asset to the College

- CIETL was included as part of college's past accreditation review specific to the [external evaluation report \(from 2013 Self-Evaluation\)](#)
 - CIETL listed as 1 of 4 college commendations by the review team
 - Referenced as the “heart” of the college, going beyond leadership and faculty development, affording a place for all members of the college community to engage in conversations about student learning
 - Mentioned as part of the recommendations that the college needs to include timely process for completing SLOs (coordination/space).
 - Mentioned as part of the recommendations that CIETL needs to offer workshops in the mechanics of assessment and provide forums for SLOs & PLOs
 - Mentioned as part of the recommendations that the College needs to provide support for the development and evaluation of DE. CIETL was identified by the college as the hub for this to occur.

CIETL is a Measurable Asset to the College

- “CIETL was found to be an important institutional investment that has helped the college to realize the core values related to identifying essential learning outcomes, investing in high impact educational practices, conducting authentic assessment and ensuring inclusive excellence.”
- CIETL was commended and recognized as an integral part of the college
 - Standard 1: Institutional Mission & Effectiveness
 - Standard 2: Student Learning Programs & Services
 - Standard 3: Technology Resources

This furthers the argument for the need to revitalize CIETL, which fosters collaboration between DE Coordinator, Assessment Coordinator, Instructional Technologist and the campus community

Questions? Comments?

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