CALL TO ORDER: The meeting was called to order at 2:15 p.m.

Present: Saul Jones (Chair), Fritz Pointer (CAH), Tom Murphy (NAS), Barbara Williams (BSSAT, alt.), Jose Ortega (HSPEA), Suzanne Huey (R3S), Deborah Johnson-Rose (Classified Senate), Judy Mays (Student Services), Ron Weston (Faculty Development), Mike Fernandes (Instructional Technology)

Absent: David Rosenthal (BSSAT), Emilie Wilson (MCHS), Gigi Green (ASU)

Guests: McKinley Williams, Lynda Lawrence, Susan Lamb, Priscilla Leadon, Lourdes Sampayo, Gloria Gideon, Carol Barrick, Tim Clow, Carlos Murillo, Philip Andreini

APPROVAL OF AGENDA: The agenda was approved.

APPROVAL OF MINUTES: The minutes were suspended.

ANNOUNCEMENTS: There were no announcements.

STANDING SENATE COMMITTEE REPORTS: The Standing Senate Committee reports were suspended. Below are the written reports from the meetings that took place since the last Academic Senate meeting on September 15.

Associated Student Union (Green) No report.

Middle College High School (Wilson) Emily reported that MCHS completed the WASC accreditation process in May 2003 and was awarded a 6 year accreditation, the highest level. To obtain current information and updates on MCHS, go to the MCHS website which is linked to the CCC web page under quicksearch.

President's Cabinet (Jones) Saul reported the following from the President's Cabinet meeting that took place on Sept. 19, 2003:

- He informed the Cabinet that the Senate will addressing the issue of SLOs at its October 6th meeting.
- College Council agenda was set for October 8th meeting:
  - Mission statement revision
  - Instructional equipment
  - Planning calendar

Saul reported that the October 3 President's Cabinet was cancelled.

Operations Council (Jones) Saul reported the following from the Operations Council meeting that took place on September. 22, 2003:

- Lt. Paul Lee reviewed the CCC crime statistic report. Lt Lee will brief the Council each month on crimes reported at CCC.
- Mac addressed the number of fax machines on campus. Do we have too many? Whose budget is paying for them? Mac will report back to the Council with his findings.

Career and Technical Training (B. Williams) Barbara reported the following from the Career and Technical Training meeting that took place on September. 29, 2003:

- The VTEA program has hired a consultant, Lourdes Sampayo, to coordinate the development of SLO's and assessment processes for the vocational departments.Four departments, Culinary, Auto, BioTech and Real Estate, are the initial pilot department. Lourdes presented a timeline and other information related to this project.
- The VTEA advisory committee is seeking additional vocational faculty to serve on the committee. This committee makes the yearly project funding decisions for VTEA funds.
- The next Vocational Council meeting will be held during the January 2004 Flex week.

Classified Senate (Johnson-Rose) No report.

College Council (Jones) No report.

District Governance Council (Weston) Ron Weston reported the following from the District Governance Council meeting that took place on September 16, 2003:

- Review of the September 24th Governing Board Agenda. Spence stated that there were no unusual entrees. The budget has a 3% reserve made up mostly of faculty over-load account…
- Spence is asking that DGC Bylaws be reviewed.

- Second reading of Business Procedure 6.06 – *Collection of Fees for Use of Facilities.*
- HR procedure 3200.03 being reviewed (first reading): *Temporary Reassignment of a Confidential or Classified Management/Supervisor Employee to a Higher Confidential, Supervisor or Classified Management Classification*
- HR procedure 2060.12 being reviewed (first reading): *Temporary Reassignment of an Academic Management/Supervisor Employee to a Higher Academic Management Classification*
- Management/Supervisory Evaluation Policy Section 6 of the Management/Supervisory Personnel Manual (Informational Item Only).

Governing Board (Jones) Saul reported the following from the Governing Board meeting that took place on Sept. 24, 2003:
- After much discussion the Board accepted the 2003-2004 budget as presented by Vice Chancellor of Finance, John Hendrickson. The budget has provisions for a 3% reserve.

Council of Chairs (Rosenthal) David reported the following from the Council of Chairs meeting that took place on October 1, 2003:
- A handout was presented with the definition of what constitutes a material fee. These are the guidelines used by the state of California. The guidelines will be available through Mary Healy.
- In process is implementation of green sheets via computer access. No deadline was given for completion.
- Departments were asked to sign up for Open House on Oct. 18
- Oct. 10 in AA216 starting at 3pm will be the final proof for the spring schedule.
- Changes in final enrollment numbers may result in a negative for projected FTES, which would mean the college would have to pay monies back to the district.
- Fall 2004 schedule may see some departments given an "ad" next to certain classes in order to promote them. Departments will be selected by the division deans and will rotate to allow for fair distribution of the ad space.

FSCC (Xiezopolski/Jones) Saul reported the following from the FSCC meeting that took place on Sept. 18, 2003:
- Revision to Curriculum and Instruction Procedure 4001 was discussed. C & I Procedure 4001 deals with Standards of Scholarship. The Council agreed that the withdrawal policy contain language addressing egregious cheating. This was a carry over item from last semester.
- Council meet with Greg Marvel, Vice-chancellor of Human Resources, to inform him of CCCCD faculty's decision on titles. Item to be on the agenda of the Chancellor's Cabinet in October.
- Last semester the FSCC requested financial documents relative to CCCCD's budget and expenditures. The Council received a one-page financial summary. The Council agreed that a more comprehensive and detailed report be issued. This is a carry over item from last semester.
- Mojdeh Mehdizadeh, Vice Chancellor of Informational Technology, gave the Council an update on technology initiatives being undertaken by the District.
  - Early next year, a Datatel module will be added that will help with the "wait list" issue. Essentially, the Datatel system will keep track of students on the wait list. When an opening in a class occurs, the system will generate and send an e-mail message to the next student on the wait list. The student has a time frame in which to respond or the system will contact the next student on the wait list.
  - To help with the late "add" process, faculty will have unique numbers on their course rosters that they can give to students wanting to add their course. Instead of standing in the registration line, students will be able to use the telephone registration system and the unique number to add the course. Number can only be used once. Will be field tested on short-term courses in the spring semester before full implementation.

Instructional Technology Committee (Fernandes) No report.

Student Services (Mays) Judy reported that at the October 3rd meeting of the Student Services Committee Jennifer Ounjian-Auque provided a report from the Associated Student Union regarding their position on the proposed criteria for the Dean's List. According to Jennifer, the ASU would like to see part-time students recognized for achieving academic honors; however, they are not in support of changing the GPA requirement from 3.0 to 3.25. Members of the Committee then reached consensus on revising their proposed policy change

to make the GPA requirement a 3.0 for both full-time and part-time students. The revised policy proposal must now go back to the various constituent groups.

Faculty Development Committee (Weston) No report.

Planning Council (Jones) Saul reported the following from the Research and Planning meeting that took place on Sept. 19, 2003:

- Mission statement was revised to incorporate the language from all constituencies' versions.
- Strategic initiative calendar was addressed.
- Standard 3.A.1 and 3.B.1 were completed.

PENDING BUSINESS:

Student Learning Outcomes - McKinley commended the ASC for taking the leadership role in moving ahead with Student Learning Outcomes (SLO). He feels that the many of the things already done at the college will lead us into sound SLO. The Accreditation Commission feels that its necessary to say students are achieving goals that are set for them.

Saul introduced Lourdes Sampayo and asked her to lead the SLO discussion. She has been hired through VTEA to work with the vocational education departments' SLO process. She works by designing or redesigning SLO objections of each department to make sure the program is as effective as possible. She said that the goal for this meeting is to come up with a plan of action and which steps to take next.

Lourdes asked the group to consider the definition of SLO as stated on page 4 of Ed Morante's, <u>A Handbook on Assessment for two Year Colleges</u>.

Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us to focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education. (Angelo, T., 1995, p.7)

Angelo emphasizes several aspects of this definition:
1. *The focus of assessment should be on student learning.*
2. *Setting expectations, criteria and standards is essential.*
3. *Evidence (data) must be systematically collected and used to improve (student) performance.*
4. *Assessment should be ongoing and institutionalized and become part of the accepted culture of the college.*
5. *Assessment helps to ensure and improve quality.*

Saul asked the group to consider the ACCJC definition of SLO:

Knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of

his or her engagement in a particular set of collegiate experiences.

Saul also reminded the group that, somehow, the college mission statement must be tied into the SLO definition and that we will need to be able to measure these outcomes. At this point, Tim Clow said that the college mission statement hasn't been approved yet because, at the College Council, management wanted the mission statement rewritten to include diversity. Tim suggested that measuring possibilities are the nationally norm tests, essays, and/or follow-up of students after graduation. Philip Andreini asked about sampling of students instead of testing every student. Tim said that could be used using a statement such as "95% of students would be successful in writing an essay with five Rubic points.

The Academic Senate feels that the ACCJC definition with a link to the Anjelo statement is an acceptable SLO definition for Contra Costa College and is written as follows:

Student Learning Outcomes are the knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences. Outcomes will be measured through an assessment process. Assessment is defined as an ongoing process aimed at understanding and improving student a learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality systematically gathering, analyzing and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us to focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.

1. *The focus of assessment should be on student learning.*

2. *Setting expectations, criteria and standards is essential.*
3. *Evidence (data) must be systematically collected and used to improve (student) performance.*
4. *Assessment should be ongoing and institutionalized and become part of the accepted culture of the college.*
5. *Assessment helps to ensure and improve quality.*

The timeline for completing the SLO process will be a maximum of two years with general education courses being completed first. Saul will research to find out how other California colleges have assessed SLOs. Carlos asked Saul to forward any links pertaining to SLO information to the Divisions to include in their web sites.

Two examples of SLO models are on page 5 of the DVC Final Report and page 7 of the Nichols presentation, <u>A Feasible Approach to Assessment in Instructional Program.</u> The next SLO meeting will tentatively be in November.

ADJOURNMENT: The meeting was adjourned at 3:45 p.m.

Respectfully submitted,
Lynette Kral