**VENTURA COLLEGE**

**Minutes of the ISLO Forum #2**

**Tuesday, March 10, 2015**

**3:30-5:00pm**

**MCW-312**

**Present: Refer to Sign-In Sheet**

**Recorder: Rachel Marchioni**

**Minutes:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Agenda Item** | **Summary of Discussion** | **Action (If Required)** | **Completion Timeline** | **Assigned to:** |
| 1. Welcome | Welcome by Co-Chairs Andrea Horigan and Debbie Newcomb. |  |  |  |
| 1. SLOs at Ventura College | Dr. Gillespie asks faculty three questions regarding SLOs. Why do we have SLOs? Faculty answered to assess data and for accreditation. How have SLOs influenced your instruction? Faculty responded ISLOs are used as the core for daily curriculum. SLOs have also helped in finding weak spots in instruction and performance. How can the SLOs process be improved? Faculty responded that we need improve dialogue pre and post assessment. Become more natural over time will help add instruction. Five Year rotational plan need to assess each of the SLOs during the 5 year plan. Need to plan follow up time to close the loop. Concern: there is not enough time to improve. Faculty also addresses issues with TracDat not being user friendly. |  |  |  |
| 1. SLOs & Accreditation | Dr. Jefferson shares that the community college system as a whole has previously done a poor job in communicating what we do right. SLOs are a way of communicating that and are the first step in the accountability movement. This first happened in the K-12. What is expected now is that we assess and actually do something with the information that we find. In the visit in 2016 they will be looking for what we have done on this rotation. He stated that we should be using this information for both benefit of students and compliance.  Horigan and Newcomb have done amazing job supporting this effort. But we will have a new Dean of Institutional Effectiveness and Equity coming on board. Will discuss how to use SLO data in Program Reviews. We want to make things simple and streamline.  Dr. Jefferson closes with asking more people to get involved and encourage future attendance. |  |  |  |
| 1. Recap of ISLO #1 Forum | Horigan recaps that the college has have five ISLOs to map to the institution as a whole. All courses map to at least one of these ISLOs. In the process of creating these ISLOs rubrics also needed to be created. You never know how something works until you use it once. We are coming together to get feedback on how these rubrics worked. We need to discuss how they can be applied in the classroom setting and are they meeting the needs? She already found a gap in the rubric applying to her own class. Today we are going to have a couple people give examples how the rubric can be used on an assignment in the classroom. We will also have interaction and exchange on the rubrics. |  |  |  |
| 1. Assessment Data Summary | Newcomb gave an overview of the assessment data summary:  Assessments were done:  2012-2013 Academic year  2014-2015 Academic year  Findings were reviewed for commonalities & suggestions:  70% of courses reported met goal (50 out of 71)  10 courses reported 100% of students met goal  Problem:  Performance targets varied substantially:  100% 90% 84% 80%  75: 70% 67%  Many did not report # of students or percentage so data is sketchy.  The importance of Group Work:  Students did well after working in groups in class to solve challenging problems.  Scientific & quantitative reasoning improves when students work in peer groups.  Allowing sufficient group analysis & discussion time following the experiment activities produces better reports & higher submission rates.  The Actual Assessments:  Need to develop standardized questions. The manner in which the test is given differs.  Students met goal on class activities but only 34% met goal on assessment.  Linking assessment to a quiz/exam component will better reflect student outcomes.  If you test exactly on review problems, the majority of students can meet the goal; if you change up the wording, many students cannot figure out the logic.  Suggestions:  Real life examples provide relevance in solving problems.  Using publisher online homework resources help strengthen scientific/quantitative reasoning concepts.  Guided tutorial assignments are powerful tools for students to exercise scientific reasoning.  Using integrated data acquisition and data analysis is a good capital investment of instructional dollars. |  |  |  |
| 1. Scientific Reasoning across Curriculum | Branciforte gave an overview of Scientific Reasoning:  Scientific Method Steps   1. Ask a question 2. State a hypothesis 3. Conduct an experiment 4. Analyze the results 5. Male a conclusion   Example from Geology:  *Formulation of problem*  “Were the African & South American continents once connected?”  *Development of a hypothesis*  Continental Drift Hypothesis – 1915  *Observation and/or experimentation*  Fit of continental shelves, correlating rocks & fossils, paleomagnetism, age of seafloor, ridge push & slab pull, etc. – data collection is ongoing and never complete!  *Theory formation*  Plate Tectonic Theory – after 100 years of work, the theory was established. Scientific Method continues to be applied as our knowledge base improves.  Tips for Teaching:   1. Real world applications and active learning. 2. Pair instruction with writing & critical reading. 3. Use technology! 4. Collaborate - Group work! |  |  |  |
| 1. Quantitative Analysis across the Curriculum | Woods gave a presentation on Quantitative Analysis across the Curriculum:  Quantitative Analysis Learning Objectives:  At the conclusion of this session, participants should be able to:  Describe Quantitative Reasoning (QR) skills.  Explain to their students how their QR skills will benefit them and society.  Identify and score activities (in a physics experiment) that match rubric components for ISLO-2 QR skills.  Example: Radioactive Decay  The objectives of the experiment are to:  measure radiation intensity (counts/sec) for different distances between a Geiger counter and a radioactive source (Cesium-137)  find the relationship between the measured radiation intensity (counts/sec) and the distance to the radioactive source calculate the “Activity” of the radioactive source.  Learning Objectives:  At the conclusion of this session, participants should be able to:  Describe quantitative reasoning (QR) skills.  QR is a skill with practical applications that include many everyday areas of life.  Explain to their students how their QR skills will benefit them and society.  QR skills are applied in daily contexts for decision making such as: estimating the cost and duration of a project, selecting the best value product in the marketplace, or determining the safe distance and time to limit exposure to radiation from a deadly gamma ray source.  Identify activities in a physics experiment that match rubric components for ISLO-2 Quantitative Reasoning Skills. |  |  |  |
| 1. Group activity and discussion | For activity summarize the different pages and steps in activity. Use the green rubric to see which ones you could assess.  Branciforte explains that the activity can be graded using all the components on the rubric. |  |  |  |
| 1. Conclusion | Changes to make on rubrics  Three columns- A, C, F   * Rubric- Needs another column on Rubric for Quantitative Reasoning Skills Rubrics (Yellow) * The graph line doesn’t work because it’s too specific * Add in fourth column for green one   Attendees were thanked for their participation. |  |  |  |