MARCH TOWN MEETING

❖ Announcements	Roanna Bennie
❖ ASLPC Update	Tatiana Hernandez
❖ Re-organization Discussion	Roanna Bennie
❖ Student Learning Outcomes	John Ruys
❖ Name Game	Roanna Bennie
❖ Distance Education Report	Scott Vigallon
❖ Website	Tim Druley

LAS POSITAS COLLEGE

MARCH TOWN MEETING

LAS POSITAS COLLEGE

Welcome &

Roanna Bennie
Interim President, LPC

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New Faces on Campus

David Johnson

Interim Vice President, Academic Services

LAS POSITAS COLLEGE

New Faces on Campus

Jessica Neideffer
Library Technician

Anna Belaustegui
Instructional Assistant, Math

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Familiar Face on Campus

Michael Furuyama

Promoted to

Computer/Network Support Specialist II

28th Annual Commencement Ceremony
Saturday, May 26th, 10 am

Faculty Cap and Gown orders DUE to Bookstore

Friday, March 16th

Volunteer opportunities for Faculty/Staff/Students!

Event Pre-Prep: Week of Ceremony
Registration: Saturday Morning
Ceremony: Saturday Morning/Early Afternoon

Please contact Julie Thornburg @ x1406

THANK YOU!

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ASLPC Update

Tatiana Hernandez

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ASSOCIATED STUDENTS

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Re-organization Discussion

Roanna Bennie

RE-ORGANIZATION

Starting July 1

From	To
Public Safety disciplines (and Program Manager) in MSEPS Division	Public Safety to be with **Applied Technology and Social Sciences Division (new name)**
Computer Studies in CATSS Division	Computer Studies to **STEM Division**
DSPS, EOPS, CARE, CalWORKS in Enrollment Services	DSPS, EOPS, CARE, CalWORKS in **Counseling Services**
Bookstore oversight in Student Services	Bookstore oversight in **Administrative Services**
Learning Communities (Puente, Umoja, Engineering Tech) and Middle College oversight in multiple locations	Learning Communities and Middle College **joint oversight by 2 Deans: Student Services / Academic Services**

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RE-ORGANIZATION

Underway with positions posted:

From	To
½ time Articulation Officer (now a Counselor, limited hours)	Full-time Articulation Officer (qualified faculty) reporting to Academic Services
Part-time faculty coordinator of the Tutoring Center	Full-time faculty coordinator of the Tutoring Center reporting to CATSS Academic Dean
Faculty Coordinator of DSPS (no summer supervision)	Director of DSPS (manager)

For 2018-2019 Academic Year

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RE-ORGANIZATION

Completed:

From	To
Director of Research and Planning	Director of Research, Planning and Institutional Effectiveness

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Student Learning Outcomes Presentation

John Ruys
Robin Rehagen
Karin Spirn
Titian Lish
Michael Schwarz
Jennie Graham

Physics SLOs

Robin Rehagen

Redesigning SLOs for Physics

To redesign the SLOs for physics, we started with the program student learning outcomes (PSLOs).

We wanted students graduating from our Physics-AS program to have the following skills:

- Understand and apply course content (i.e., physics principles and equations)
- Lab skill: Use the scientific method in the laboratory
- Lab skill: Communicate scientific findings effectively

Program SLOs (PSLOs) for Physics

Upon successful completion of an AS in Physics…

- Students are able analyze physical situations quantitatively using fundamental physics principles, ranging from Newtonian mechanics to modern physics.
- Students are able to design and conduct laboratory experiments, and analyze and interpret their data.
- Students are able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

Course SLOs (CSLOs) for Physics 1A

Upon successful completion of **Physics 1A**…

- Students are able analyze physical situations quantitatively using fundamental physics principles, ranging from Newtonian mechanics to modern physics.
- Students are able to design and conduct laboratory experiments, and analyze and interpret their data.
- Students are able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

Course SLOs (CSLOs) for Physics 1A

Upon successful completion of **Physics 1A**…

- Students are able analyze physical situations quantitatively using **Newtonian mechanics and conservation laws.**

- Students are able to design and conduct laboratory experiments, and analyze and interpret their data.
- Students are able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

Course SLOs (CSLOs) for Physics 1B

Upon successful completion of **Physics 1B**…

- Students are able analyze physical situations quantitatively using **principles of hydrodynamics, thermodynamics, harmonic motion, wave motion, and optics.**
- Students are able to design and conduct laboratory experiments, and analyze and interpret their data.
- Students are able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

“Matching” CSLOs to PSLOs Facilitates Analysis of SLO Data

We can isolate a single PSLO and track how students perform on the associated CSLO over the course of the series.

In physics, we plan to ask questions like:

- Do students’ laboratory skills actually improve throughout the course of the series?
- How does understanding (or lack of understanding) of course content in PHYS 1A propagate through the series?

English SLO Project
Karin Spirn

English Source Integration Assessment

- All assessments given in April and May, 2017
- Sections of English 104, 1A, 4 and 7
- The same assessment was given in April and May 2015
- Assessment: Link to Survey
- Essay: Link to Essay

Numbers of Students

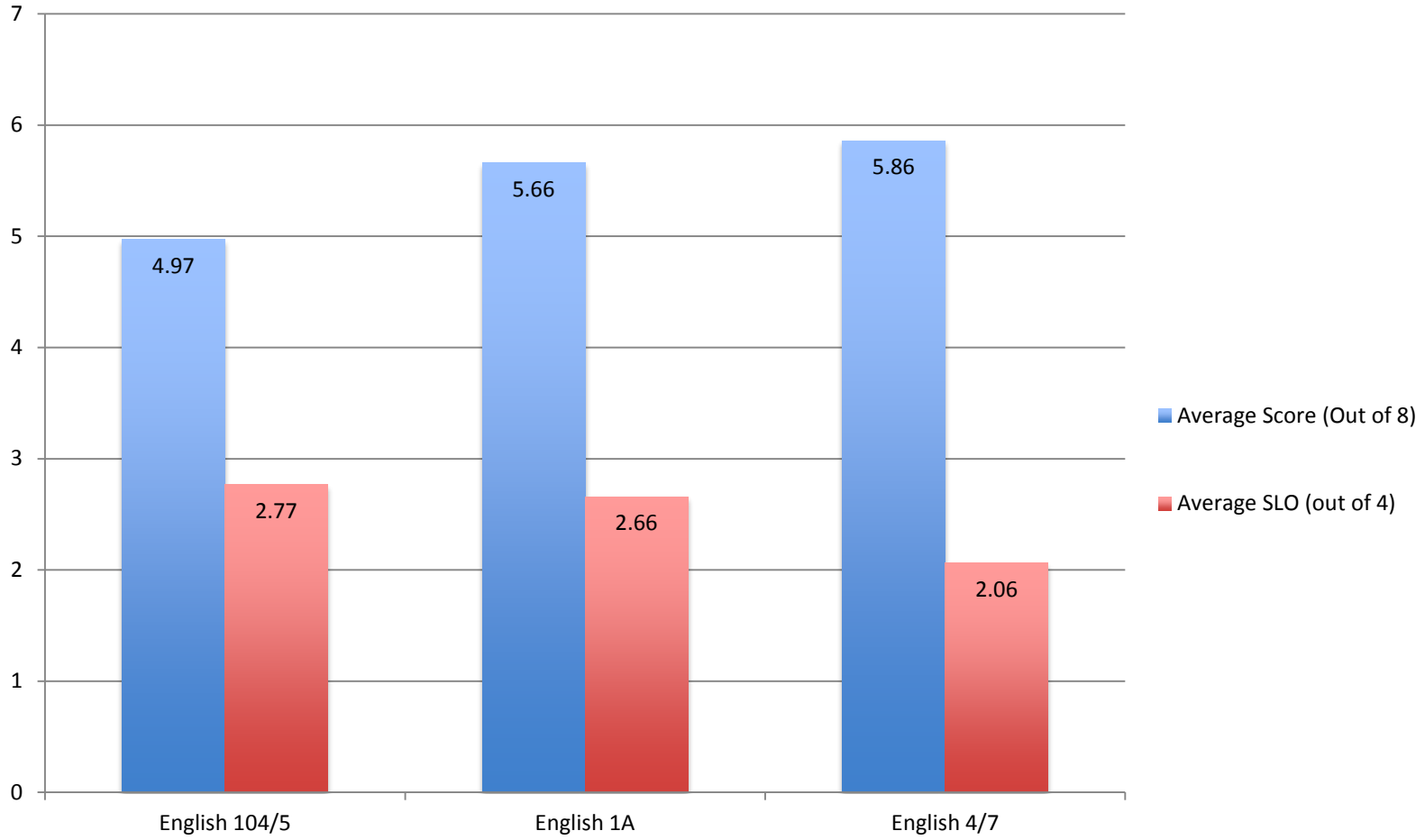
Course	Participants
English 104	94
English 1A	385
English 4	151
English 7	123
Total	754

Scoring

- Raw scores on the test were translated into SLO scores on a 0-4 point scale.
- Each course level had its own SLO scale.

SLO Score	Course	Raw Score (out of 8)
4 (mastery)	English 4/7	8
	English 1A	7-8
	English 104/105	6-8
3 (strong)	English 4/7	7
	English 1A	6
	English 104/105	5
2 (proficient)	English 4/7	6
	English 1A	5
	English 104/105	4
1 (non-proficient)	English 4/7	4-5
	English 1A	3-4
	English 104/105	2-3
0 (minimal achievement)	English 4/7	0-3
	English 1A	0-2
	English 104/105	0-1

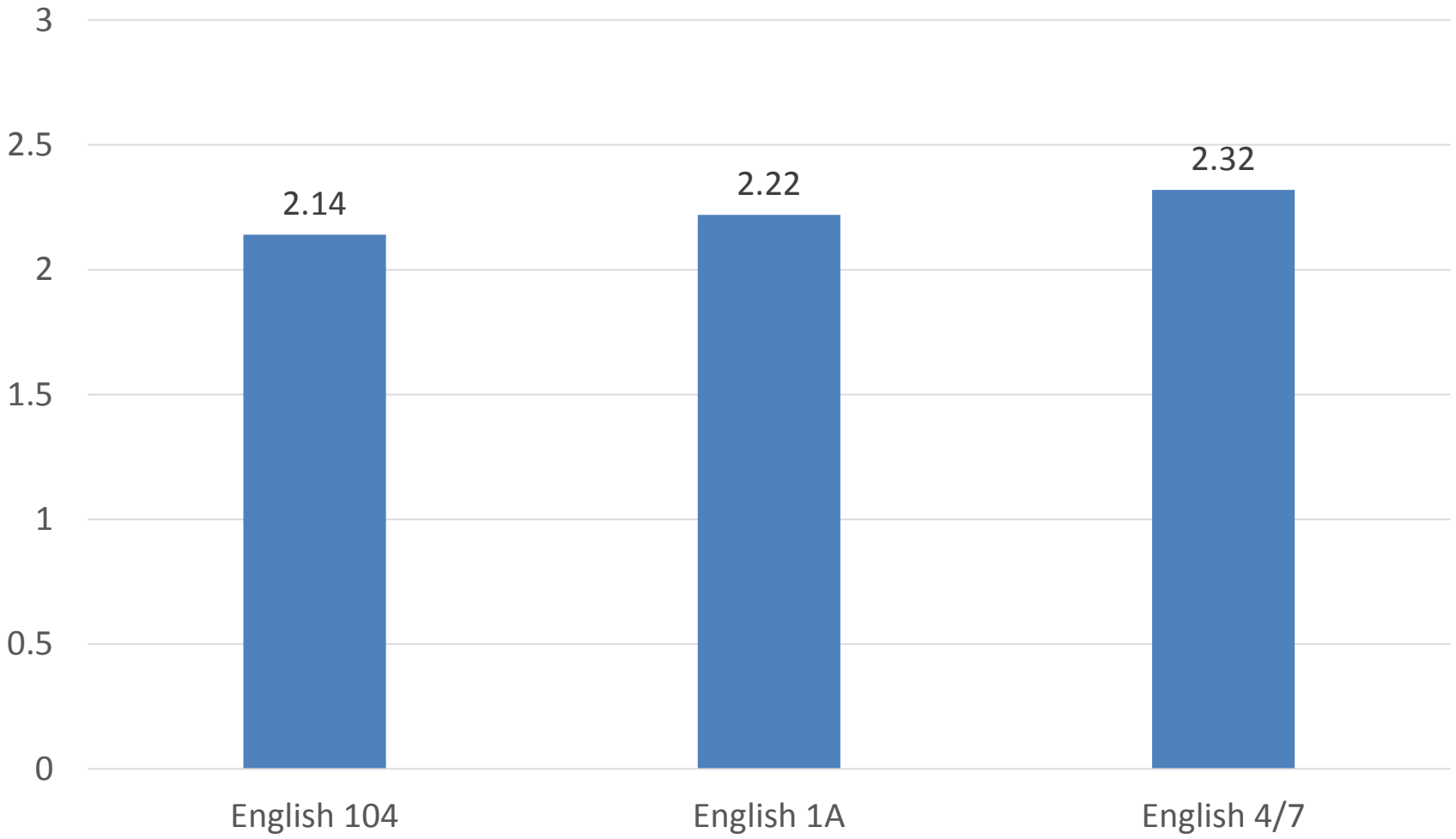
2015 Raw Scores and SLO Scores



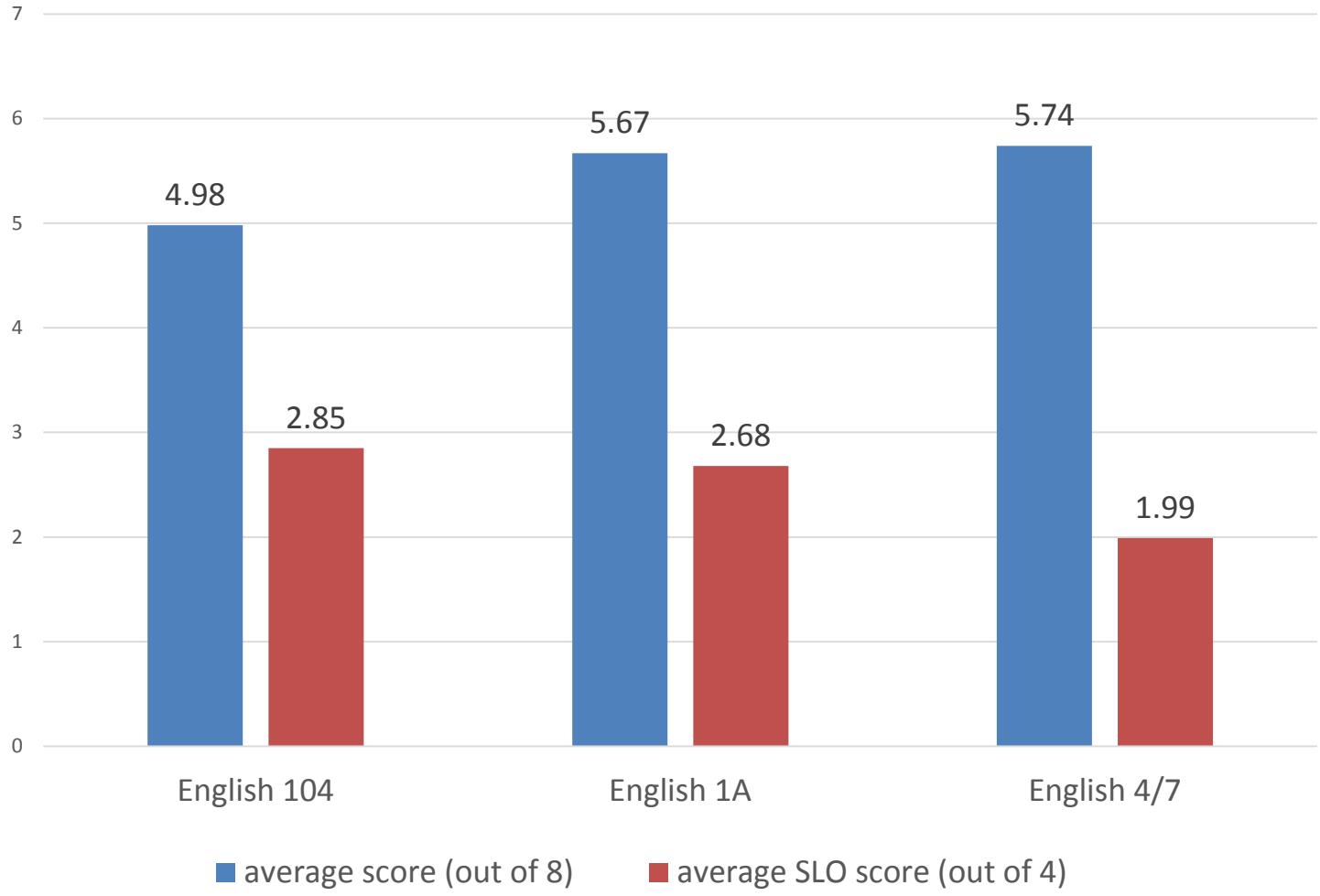
2016 Intervention

- New materials for English 1A, 4 and 7
- Six optional assignments
- Created by eight instructors
- Topics:
  - avoiding plagiarism
  - incorporating quotes and paraphrases into essays
  - MLA citation

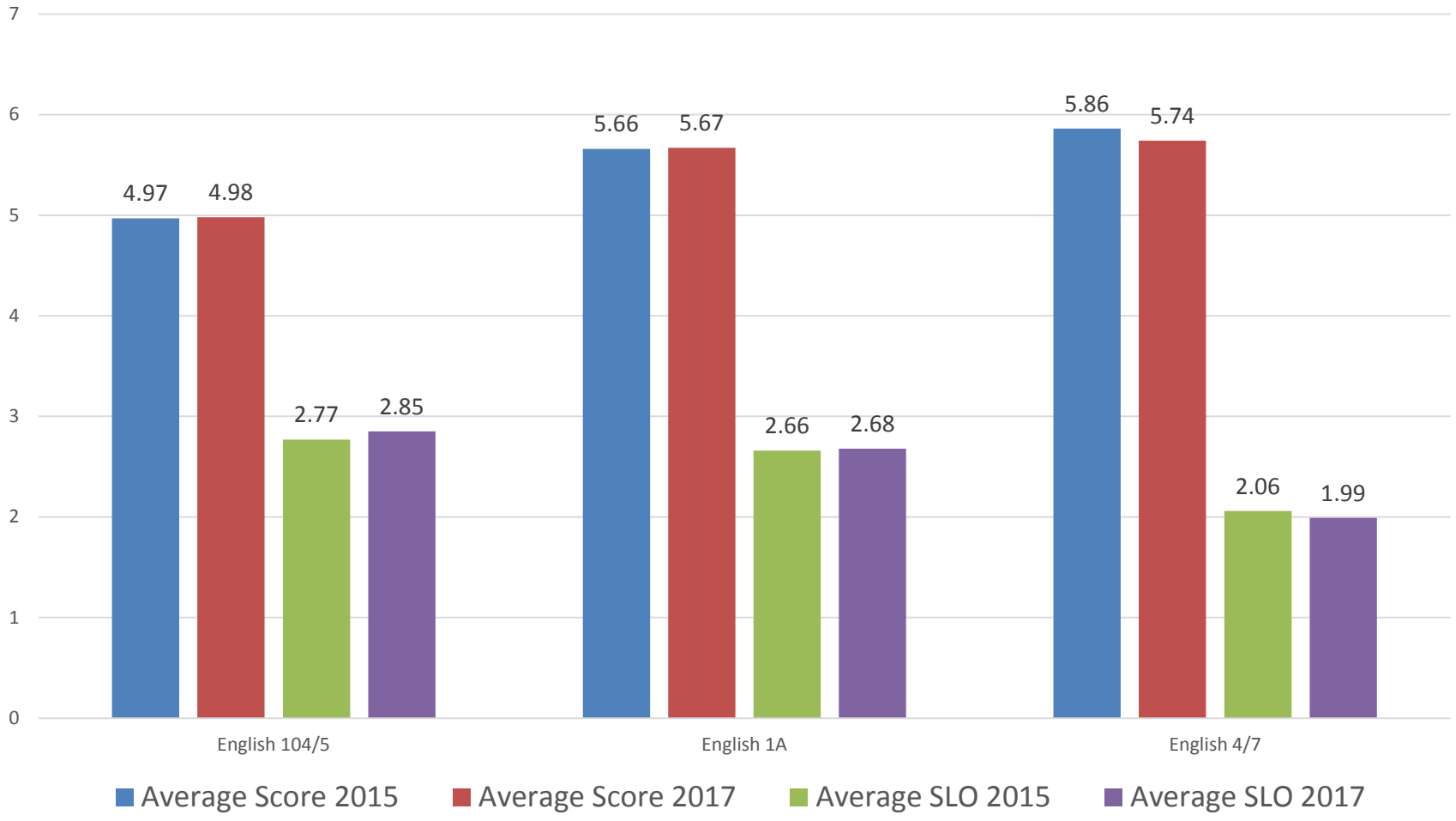
Average Confidence (1-3 Scale)



Raw Scores and SLO Scores



2015 vs. 2017

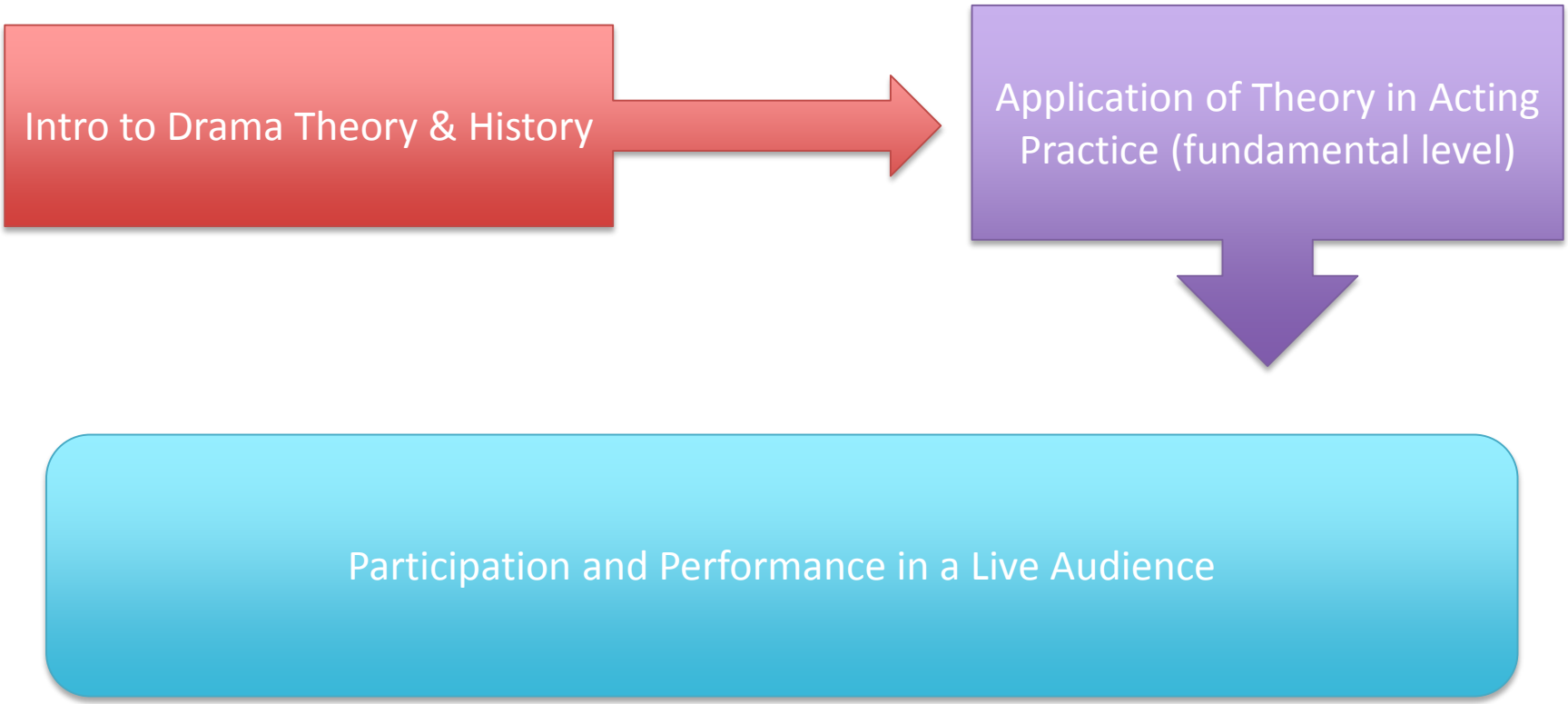

7
6
5
4
3
2
1
0
4.97
4.98
2.77
2.85
5.66
5.67
2.66
2.68
5.86
5.74
2.06
1.99
English 104/5
English 1A
English 4/7
Average Score 2015
Average Score 2017
Average SLO 2015
Average SLO 2017

2017 Interventions

- Instruction Assistants teaching MLA citation and source integration lessons in participating English 1A labs
- Smartshops offering increased citation support
- No new interventions specifically in English 4/7 as of yet

Theater Arts SLOs
Titian Lish

Theory to Performance



THEA 10 : Intro to Drama

Analyzing Theater

THEA10: Introduction to Dramatic Arts

Analyze and evaluate the nature of theatre and its role in society.

	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement		N/A		Total	
Fall 2017	25	52.08%	2	4.17%	3	6.25%	7	14.58%	3	6.25%	8	16.67%	48	100.00%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2017	16	37.21%	8	18.60%	3	6.98%	5	11.63%	9	20.93%	2	4.65%	43	100.00%
Fall 2016	19	38.00%	11	22.00%	9	18.00%	4	8.00%	6	12.00%	1	2.00%	50	100.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**60**	**42.55%**	**21**	**14.89%**	**15**	**10.64%**	**16**	**11.35%**	**18**	**12.77%**	**11**	**7.80%**	**141**	**100.00%**

Appreciate viewing theatre as an art form. Articulate a personal response to a live theater performance using proper theater terminology and concepts.

	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement		N/A		Total	
Fall 2017	37	77.08%	2	4.17%	2	4.17%	0	0.00%	0	0.00%	7	14.58%	48	100.00%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2017	32	74.42%	3	6.98%	2	4.65%	0	0.00%	0	0.00%	6	13.95%	43	100.00%
Fall 2016	42	84.00%	3	6.00%	0	0.00%	1	2.00%	0	0.00%	4	8.00%	50	100.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**111**	**78.72%**	**8**	**5.67%**	**4**	**2.84%**	**1**	**0.71%**	**0**	**0.00%**	**17**	**12.06%**	**141**	**100.00%**

THEA 1A : Intro to Acting

Performance (personal and aesthetic valuing)

Participate with creativity and confidence in group theater exercises and improvisations

	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement		N/A		Total	
Fall 2017	13	50.00%	3	11.54%	7	26.92%	0	0.00%	0	0.00%	3	11.54%	26	100.00%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2017	11	55.00%	5	25.00%	3	15.00%	0	0.00%	1	5.00%	0	0.00%	20	100.00%
Fall 2016	22	34.92%	18	28.57%	18	28.57%	4	6.35%	0	0.00%	1	1.59%	63	100.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**46**	**42.20%**	**26**	**23.85%**	**28**	**25.69%**	**4**	**3.67%**	**1**	**0.92%**	**4**	**3.67%**	**109**	**100.00%**

Perform a scripted scene with a partner before a live audience

	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement		N/A		Total	
Fall 2017	7	26.92%	4	15.38%	8	30.77%	4	15.38%	0	0.00%	3	11.54%	26	100.00%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2017	7	17.50%	14	35.00%	15	37.50%	4	10.00%	0	0.00%	0	0.00%	40	100.00%
Fall 2016	29	46.03%	20	31.75%	10	15.87%	2	3.17%	0	0.00%	2	3.17%	63	100.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2016	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	100.00%
Totals	**43**	**33.08%**	**39**	**30.00%**	**33**	**25.38%**	**10**	**7.69%**	**0**	**0.00%**	**5**	**3.85%**	**130**	**100.00%**

THEA 47 : Intro to Live Performance

Performance (personal and aesthetic valuing)

Rehearse and perform a characterization that is believable, accurate, consistent and energized in a play or musical.

	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement		N/A		Total	
Fall 2017	4	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	100.00%
Summer 2017	7	58.33%	3	25.00%	2	16.67%	0	0.00%	0	0.00%	0	0.00%	12	100.00%
Spring 2017	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%
Fall 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**14**	**73.68%**	**3**	**15.79%**	**2**	**10.53%**	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**	**19**	**100.00%**

Apply physical and vocal techniques in rehearsal and performance.

	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement		N/A		Total	
Fall 2017	4	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	100.00%
Summer 2017	9	75.00%	2	16.67%	1	8.33%	0	0.00%	0	0.00%	0	0.00%	12	100.00%
Spring 2017	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3	100.00%
Fall 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**16**	**84.21%**	**2**	**10.53%**	**1**	**5.26%**	**0**	**0.00%**	**0**	**0.00%**	**0**	**0.00%**	**19**	**100.00%**

Service Area Outcomes (SAOs)

Michael Schwarz
Counselor / Instructor
SAO Liaison Spring 2018

Student Services SAOs

- There are 17 areas within Student Services that have SAOs
  - Of these, 9 are coordinated by Classified Professionals, and 8 are coordinated by Faculty
- Today's example: Counseling Department SAOs
  - SAO Development
  - Assessment
  - Closing the Loop

Counseling Department SAOs

- Development
  - Model: “Users of the services will (do something) to (do something else)” (Source: Hartnell College)
  - Three areas selected to develop outcomes
    - Counseling Appointment / Student Educational Plan
    - New Student Program Planning / Orientation
    - Probation Workshops / Student Interventions
  - A total of 8 SAOs developed across these three areas

Assessment (2017): Program Planning SAOs

- Three SAOs were assessed by survey of incoming Early Admission Students:
  - As a result of attending a program planning session, students will articulate an initial educational goal (i.e., Certificate, Degree, Transfer).
  - As a result of attending a program planning session, students will demonstrate knowledge of the number of units required for their educational goal(s).
  - As a result of attending a program planning session, students will select the appropriate GE pattern or the certificate's list of courses required for their educational goal(s).

SAO #3 Survey Question Results (2017)

Please rate the following statements based on the Early Admissions (EA) group program planning session:

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	Response Count
I know which General Education (GE) pattern to follow for my educational goal.	86	116	51	5	2	1	261
I know where to find the list of courses required for my major or certificate.	105	103	41	1	3	1	254
							40

SAO #3 Survey Question Results (2017)

Please rate the following statements based on the Early Admissions (EA) group program planning session:

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	Response Count
I know which General Education (GE) pattern to follow for my educational goal.*	**86**	**116**	**51**	**5**	**2**	**1**	**261**
I know where to find the list of courses required for my major or certificate.	105	103	41	1	3	1	254

*About 77% (202/261 students)Strongly Agree or Agree with this statement

Discussion and Program Review

- Results were discussed at Counseling Faculty Meetings
- The following was included in Program Review:
  - "Counseling faculty wrote and assessed new Student Area Outcomes for the 2016-2017 academic year concerning the effectiveness of New Student Orientation and Program Planning… Approximately 1 out of 4 students attending counseling "program planning" sessions reported being unsure of which general education pattern they would need to use to obtain their educational goal. **The assessment results from this SAO supports the idea that the Counseling Program should be rethinking the way it orients new students."**

Closing the Loop

- The Counseling Department decided to maintain the SAO in its current form. However…

- Spring 2018: An expanded program planning format is being piloted for Early Admission Students at the local high schools within Psychology-Counseling 25, Transition to College course

- PCN 25 students will be assessed via survey, in addition to traditional Early Admission program planning students, to determine if offering Program Planning in this way will positively impact SAO results

Early Admissions Program Planning Session Survey--Spring 2018

* 1. What is your initial educational goal (for taking classes at LPC)? Check one.

- ◯ Certificate of Achievement
- ◯ AA/AS Degree
- ◯ AA/AS Degree AND Transfer to a 4 year university
- ◯ Transfer
- ◯ I don't know yet.

2. Please rate the following statements based on the Early Admissions (EA) group program planning session:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
I know which General Education (GE) pattern to follow for my educational goal.	◯	◯	◯	◯	◯	◯
I know where to find the list of courses required for my major or certificate.	◯	◯	◯	◯	◯	◯

* 3. How many units are required for transfer or AA degree completion?

- ◯ 40
- ◯ 50
- ◯ 60
- ◯ 70

Done

Closing the Loop (continued)

- Assessment of Survey Results
  - Early Admission Program Planning
  - Psychology-Counseling 25 Program Planning
- What have we learned?
  - Has improvement on the SAO been observed in the new Program Planning format?
- How do we move forward?
  - SAO and other student success data
  - Discussion and Program Review
  - Resource advocacy

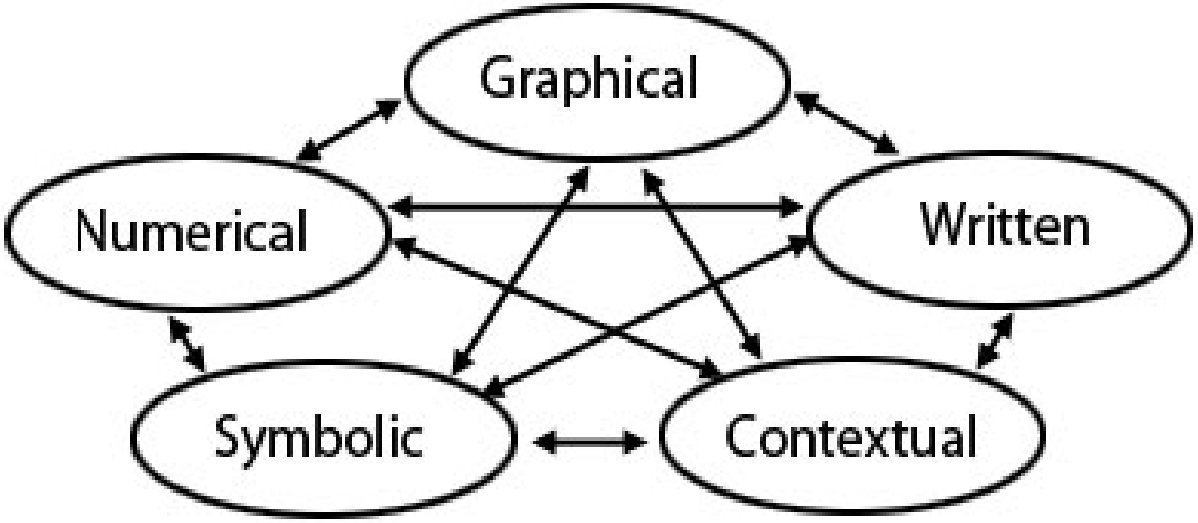
MATH and SLOs

Jennie Graham

Program Level Outcomes

- **Multiple Representations:** Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas.

Representations Considered



- **Communication:** Students will read, write, listen to, and speak mathematics with understanding.
- **Problem Solving:** Students will use mathematical reasoning and, when appropriate, a general problem solving process to solve problems.
- **Modeling:** Students will learn mathematics through modeling real-world situations.
- **Technology:** Students will use appropriate technology to enhance their mathematical thinking and understanding, solve mathematical problems, and judge the reasonableness of their results.

The Plan

- Year 1: Record assessment data in eLumen for all **Problem Solving** course CSLOs.
- Year 2: Record assessment data in eLumen for all **Communication and Modeling** course CSLOs.
- Year 3: Record assessment data in eLumen for all **Technology and Multiple Representaions** course CSLOs.

Note: Courses offered once a year or with small class sizes record all of their assessment data every semester.

Communication

- Set eLumen to push out the desired assessments for each SLO.

(Come to our FLEX day session to find out how!)

Communication

- Set eLumen to push out the desired assessments for each SLO.
- Email the department at the end of the semester.

Subject: SLO Reminder & Instructions

Sample email for reference.

Hello everyone,

With Finals week imminent I know many of you will be putting your final exams together shortly (or may already have!). As you do this, please make sure that your final exam addresses ALL of the Student Learning Outcomes for your course (these are listed on your syllabus). Capturing SLO data is an important part of our professional responsibilities and helps to facilitate discussions surrounding best practices in our classrooms. **Part-time faculty, this process can be counted towards your contractually obligated professional responsibility hours for the semester.**

With the exception of the technology SLOs, ALL of the SLOs listed on your syllabus need to be assessed on your final exam. The technology SLOs should have been assessed on a lab assignment during the semester. This semester we will report the scores for the Communication and Modeling SLOs in our eLumen database (if you are teaching a course that has either a small number of sections or a small number of students, you will need to enter data in for all of your SLOS). To do this you will put your students' scores for each SLO into eLumen, along with a reflection of your assessment results. **(Directions sheet attached – Please take a look.)**

When you're ready to enter your results into eLumen, go to https://laspositas.elumenapp.com/elumen/ and log in. Make sure the current semester is selected. You should see your courses and the assessment(s) we're recording this semester. **You should not "Find Assessments" and please do NOT "Add Assessments." See the attached PDF for a visual of what you will see in eLumen.** If you do not see any assessments for your course, please contact me. Each assessment will give you the opportunity to reflect on the data. This is a required part of the process. Please take some time to write in thoughts and plans for this class, ideas you want to try or just something you would like to share that you felt worked really well. Any sharing out of these reflections for "closing the loop" purposes will always be done anonymously with the discussion group.

Please try to get your SLO data entered into eLumen prior to the start of the next semester.

Communication

- Set eLumen to push out the desired assessments for each SLO.
- Email the department at the end of the semester.
- Email the department at the beginning of the next semester.

Sample email for reference.

Hi all,

Before this semester gets too crazy, please take a moment to enter in your SLO data from last semester into eLumen.
The act of putting in your scores AND filling in the reflection template counts towards an hour of Professional Responsibility time for each class.

As a reminder, this semester we are recording data for the same SLOs as last semester so that we have a year's worth of data to look at during our next Closing the Loop meeting early Fall 2018. The reflection piece after you have recorded your SLO scores is very a very important part of this process since it helps remind us what we were thinking at the time and also gives you a voice if you cannot make it to the closing the loop meeting.

If you need help with this process, then feel free to drop by my office hours
MW 1-2:15 and T 2 – 2:50 Rm 2191 and I will help you figure out the system. If those times don't work for you, then just let me know and we'll find a time that does. All you need to bring is your list of scores.

The Results

- Beginning of Year 2: Hold a “Closing the Loop” meeting with department.

Math Department – Closing the Loop on SLOs for Fall 2016 – Spring 2017 -- Agenda

1. Introductions

2. Discussion of SLO in general
   a) What are they?
   b) What are they good for?
   c) When do we use them?

3. Independent analysis
   a) Using data provided. Fill out the given worksheet.

4. Group Analysis
   In groups of like course levels, fill in the Google doc.
   Link provided in the email.

5. Discussion of eLumen.

6. Questions? Comments?

The Results

- Beginning of Year 2: Hold a “Closing the Loop” meeting with department.
- Analyze trends in data for Pre-transfer level courses, STEM transfer level courses and Non-STEM transfer level courses.
- Discuss instructor reflections: Trends, suggestions, observations.
- Discuss usefulness of SLOs as written – Quality Control

(Come to our FLEX day session to find out how!)

MATH38: Trigonometry with Geometry

Upon completion of Math 38, a student should be able to solve a trigonometric equation using factoring and identities.

	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement		N/A		Total	
Spring 2017	8	40.00%	8	40.00%	2	10.00%	0	0.00%	0	0.00%	2	10.00%	20	100.00%
Fall 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	8	40.00%	8	40.00%	2	10.00%	0	0.00%	0	0.00%	2	10.00%	20	100.00%

MATH39: Trigonometry

Upon completion of Math 39, a student should be able to solve a trigonometric equation using factoring and identities.

	Mastery		Above Average		Average		Below		No Demonstrat		N/A		Total	
Spring 2017	27	20.45%	26	19.70%	27	20.45%	18	13.64%	14	10.61%	20	15.15%	132	100.00%
Fall 2016	25	19.69%	34	26.77%	28	22.05%	23	18.11%	9	7.09%	8	6.30%	127	100.00%
Totals	52	20.08%	60	23.17%	55	21.24%	41	15.83%	23	8.88%	28	10.81%	259	100.00%

MATH20: Pre-Calculus Mathematics

Upon completion of Math 20, a student should be able to find all zeros of a polynomial function.

	Mastery		Above Average		Average		Below Average		No Demonstrated Achievement		N/A		Total	
Spring 2017	42	41.58%	25	24.75%	13	12.87%	9	8.91%	8	7.92%	4	3.96%	101	100.00%
Fall 2016	40	38.46%	32	30.77%	12	11.54%	4	3.85%	4	3.85%	12	11.54%	104	100.00%
Totals	82	40.00%	57	27.80%	25	12.20%	13	6.34%	12	5.85%	16	7.80%	205	100.00%

MATH1: Calculus I

Upon completion of Math 1, a student should be able to integrate a function involving a u-substitution

(Come to our FLEX day session to find out how!)

Math 1 - Integrate a function involving a u-substitution.

Describe the quantitative results.
Pretty average.
Results were evenly balanced across the spectrum, indicating a wide range of understanding.
An equal number of students displayed mastery (9) as displayed below average understanding (9). Most of the students need improvement in this area.
18 people scored below average.
Students had varying results on the different problems for each SLO (two problems each). The basic idea of optimization and u-sub seemed like it was understood, but many of the more detailed points were not absorbed
Discuss any actions taken so far.
None.
Did practice problems in lecture and on assigned homework, shared tips (mostly verbally).
The substitution method was certainly covered in class, but was perhaps not emphasized enough during the last week of class when we focused on reviewing for the final exam.
Since this was the final, no actions can be taken until I teach the class again.
None so far as I just got the results
Discuss your action plan for the future.
I believe we should try to improve results on this SLO as a department.
Develop a better description of strategies for recognizing u-substitutions (when u-sub is needed, and what to choose for u).
In future semesters, I will prioritize the substitution method during final review to make sure that students remind themselves of the process.
This was once of the last topics we discussed. I'm going to try to get to it a little sooner so students can spend more time on substitution.
I will spend more time on more detail on du and how to replace it in the equation. Also, in the optimization problem,

Meeting Handout

Goal: Analyze Problem Solving SLOs for majority of courses.

1. Which category are you looking over?
   a) Pre-Transfer Level
   b) STEM Transfer Level
   c) Non-STEM Transfer (Prereq M50) & Non-STEM Transfer (Prereq M55)
2. What trends do you notice in the quantitative Data?
3. What trends do you notice in the instructor reflections regarding:
   a) Actions taken so far?
   b) Action plan for the future?
4. What are your recommendations for the SLOs and why? (Keep or Adjust/Change. Please be specific regarding which SLOs & classes you're referring to.)

SLO Closing the Loop Fa2016-Sp2017

mathdept.lpc@gmail.com

File Edit View Insert Format Data Tools Add-ons Help Last edit was made on November 29, 2017 by anonymous

Comments Share

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Math Department - Closing the Loop on SLOs Fall 2016 - Spring 2017

A	B	C	D	E	F
Math Department - Closing the Loop on SLOs Fall 2016 - Spring 2017					
Name (s)	What trends do you notice in the quantitative Data?	What trends do you notice in the instructor reflections regarding actions taken so far?	What trends do you notice in the instructor reflections regarding action plans for the future?	What are your recommendations for the SLOs and why? (Keep or Adjust/Change. Please be specific regarding which SLOs & classes you're referring to.)	Comments and other obeservations.
Teri, Nooshin and Darcy	Math 65 Mastery higher than Math 55 Mastery 50 does better than 55 Math 107 - Spring Semester for both SLOs had a higher master by about 10%. Math 107 - Order of Ops SLO had 80% (Master and Above Average).	Since it is a final, not so much. New methods of instruction attempted. Math 65 - Topic covered towards the end of the course, not a lot of time to review.	Math 65 - spend more time on applications, develop a lab on factoring with factoring. Math 55 - More time and emphasis on non-polynomials Math 50 - More practice finding domain symbolically (since most of the time is spent looking at it graphically).	Math 107 - Order of Ops SLO could be removed and replaced with operations on Fractions (adding and subtracting fractions) or word problems and declaring variables (note: this may already be a modeling SLO for this class). Math 65 - Rather than Solve by factoring, perhaps just focus on factoring...are we testing whether they can factor or whether they can solve? Math 55 - Keep, perhaps specify symbolic as method for finding the domain. Important to keep this is for students going on to calculus? Reasons for keeping this as an SLO? Find meaningful function such as a rational function's domain which transitions to graphing ration functions in Ppre-calc/College Algebra for STEM	The way the content in 50 is taught is different from 55 in that the content is rehashed all the time so students are exposed to it more frequently and graphically.

Observations for STEM Transfer level Courses (39, 20, 1, 2, 3 – Not enough data yet for 5, 7, 10)

Math 38, a student should be able to solve a trigonometric equation using factoring and identities.

Math 20, a student should be able to find all zeros of a polynomial function.

Math 1, a student should be able to integrate a function involving a u-substitution.

Math 2, a student should be able to integrate a function using a partial fraction expansion.

Math 3, a student should be able to evaluate a surface integral.

Excerpt of Results Doc

Math 1 had a 69% Mastery in Fall 2016 and fell to 38% in Spring 2017!

An instructor noted in their reflection that the majority of his students did not take our Math 20, but placed into Calculus or transferred from another school.

Will need to see what the data says moving forward.

Math 1 – 3: Progression of integration feels good: 51% -> 63% -> 53%

The topic in Math 3 comes at the end of the course where it is rushed.

Suggestion raised to change the assessment/slo and pick a topic from a chapter sooner that is a double or triple integral, but it may be more beneficial to the student to determine a way to spend a little more time on it or supplement the lesson outside of class somehow.

Math 39 had 43% mastery of the topic. Suggestions were to review the algebra leading up to the topic.

Math 20 had a 67% mastery of the topic. The consensus was that this felt pretty good when teaching it and that enhancing this topic with technology and review aided in student success.

The Results

- Beginning of Year 2: Hold a “Closing the Loop” meeting with department.
- Analyze trends in data for Pre-transfer level courses, STEM transfer level courses and Non-STEM transfer level courses.
- Discuss instructor reflections: Trends, suggestions, observations.
- Discuss usefulness of SLOs as written – Quality Control
- Share out discussion results with department – Enhance Course Information Sheets, Enhance Lab assignments, Adjust pacing to fit a need.

LAS POSITAS COLLEGE

Distance Education Presentation

Scott Vigallon

DE Legal Requirements

MARCH 7, 2018

Requirements for Online Instruction

- Instructor-student interaction
- ADA-compliance (Web accessibility)
- Copyright
- FERPA

Instructor-Student Interaction

- Basic premise: All online and hybrid classes require instructor-initiated interaction with students
- State (Title 5): Regular, Effective Contact (REC)
- Federal (accreditors, auditors): Regular and Substantive Interaction (RSI)

Instructor-Student Interaction

What if interaction is lacking?

- Feds call those correspondence courses
- If 50% or more of students are enrolled in correspondence courses, college is ineligible to participate in Title IV programs (e.g. federal financial aid)
  - Saint Mary-of-the-Woods College ($42 million)
  - Western Governors University ($712 million)

Instructor-Student Interaction

What can LPC do?

- REC policy (we have guidelines)
- Make sure you have instructor-initiated contact in online courses and the online portion of hybrids…with evidence
  - Announcements
  - Emails (documented in Canvas)
  - Timely instructor feedback on assignments
  - Regular discussion assignments
  - Etc.

Web Accessibility

- Commonly used items that might create barriers for students with disabilities include:
  - Tables used for formatting purposes
  - Color (poor choice of text and background colors)
  - Images missing alternative text description
  - Multimedia that lacks captioning and/or text description
  - Word docs and PPTs not formatted properly and/or not converted to accessible PDFs

Web Accessibility

- Whether or not you have students with disabilities in your class is irrelevant; all materials must be made accessible. This is Federal Law and a Title 5 requirement.
- Everything you need to know is in the Web Accessibility course in Canvas.
- Info also available on the LPC Online Learning web site.

Copyright

- Seek permission to use copyrighted materials, and document your efforts.
- Credit your source, display a Copyright notice, and display any ownership information.
- Follow the Fair Use rules.
- Link to copyrighted materials instead of uploading them into your course.
- Find out how much of the material you can use.
- Use materials that are in the public domain.
- Use materials from sites that offer free content.

FERPA

- Third-party online tools used in DE classes must not violate FERPA.
  - Textbook publisher sites
  - Industry/discipline-specific sites
  - Apps in Canvas
- Merged sections/courses in Canvas must not violate FERPA.

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Website Presentation

Tim Druley

Thank you for attending today's Town Meeting.

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