

approved 01/23/06

Academic Senate

Open Meeting

Monday, Dec. 12, 2005 * 3:00-5:00 * Room 1119

MINUTES

| Executive Committee members present | | | | | |
|-------------------------------------|------------------|---|---------------------|---|------------------|
| x | Cathy Anderson | x | Toby Bodeen | x | Carolyn Borg |
| | Dave Bush | x | Candace Byrne | x | Stephen Concklin |
| x | Kendall Crenshaw | x | Jeff Cummings (N/V) | x | Divan Fard |
| | Kevin Fox | | Karen Henderson | | Pamela Hanford |
| | April Howell | x | Gary Lewis (N/V) | | Sue Loring (N/V) |
| x | Warren Lytle | x | Ron Marley | x | Susan Meacham |
| x | Frank Nigro | | Alan Spivey | x | Chuck Spotts |
| x | Maureen Stephens | x | Terry Turner | x | Laura Valvatne |
| | Andrea Williams | | Dave Wright (N/V) | | |
| Other faculty present | | | | | |

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|-----------------------|----------------|---|--------------|---|-------------|
| x | Craig Thompson | x | Lenore Frigo | | |
| Guests present | | | | | |
| x | Joan Bosworth | x | Tom Orr | x | Gary Houser |

1. Call to Order

2. Approval of Minutes –12/05/05 (1 Attachment): Warren Lytle moved approval; Terry Turner seconded. The motion carried unanimously.

3. Reports

a. There were no reports.

4. Discussion/Action Items

a. Registration Procedures-Don Gray (Attachment passed out at the meeting):
Proposed change to registration procedures after school starts.

Gary Lewis spoke for Don Gray, who was not able attend the meeting. Don has come up with a list of proposed changes to registration and detailed his proposals in a memo handed out by Gary. Gary noted that this weekend we had over 350 registrations online. Online registration appears to be more “customer friendly” than our traditional registration, which requires students to enroll in person at set hours. It suggests that further experimentation with the registration procedures might make it easier for students to enroll, thus increasing student satisfaction and hopefully increasing FTEs.

Don’s memo proposed that we consider extending the time period a student may enroll in a class without requiring an instructor’s signature. His memo suggested extending the registration period to the Friday of the second week. Gary noted his own hesitation about adding students so late in certain classes. But in other classes, he noted, it would not be a problem.

There were questions about how this would affect how we list a student’s first day of attendance. Also, concerns were raised about students abusing the system--possibly waiting for two weeks if they know a class will allow someone to register late, for example. The Senate wanted to know if it would be possible to

individualize this by instructor. This appears to be a possibility. Several instructors noted that it is important for students to have the face-to-face contact with instructors when trying to enroll in a class after the first day. Others noted how extending the automatic registration period sends the wrong message to students: i.e., that it's okay to miss the first two weeks of class.

During the discussion, two main Senate preferences emerged. *One*, that we keep things status quo. Faculty have been very comfortable with having students needing permission to enroll in a class after the initial registration period ends. Why not keep it that way? Or *two*, if the student misses the first class meeting, they can register without a signature before the second class meeting, with a faculty member retaining the right to block this for a particular section if they so wished. The Senate was divided between the two choices. Cathy cast a tie breaker vote and we went with choice two.

b. Overview of Flex Day-Cathy (No Attachment): *Planning breakout sessions for Flex Day. Each rep will have to lead a breakout session.*

Lenore Frigo and Cathy gave an overview of the morning presentation they will lead on Flex Day, this January 17. They showed the PowerPoint presentation they'll be using and explained we will just be looking at course SLOs during Flex, not degree or certificate SLOs. Their presentation will give faculty an overview of the process and show them how to create assessment tools for course SLOs. They instructed us to fight and argue when we do the exercises in their presentation, and they stressed that we want to be really flexible about what the SLOs for each course are. If we want them to be the course objectives, that's fine. If we want to alter them, that's fine too. They will show how the assessment for a course SLO could be an exam, an exam question, an essay, a survey, an assignment, a portfolio, etc. We should stress that the outcome of the assessment does not have to be a graded part of the class. They will show how an SLO might be assessed, collected, sent to the department coordinated, and then recorded. After that, there would be further discussion and assessment of the assessment cycle.

After lunch, the division reps will lead a breakout session where they will begin working on SLOs for individual courses. Cathy assigned the division reps to lead their divisions' work. She then divided up the rest of the Senate reps, assigning them to the areas where they fit in best.

Cathy and Lenore have created some "breakout guidelines" for division reps under the I-drive under the Flex folder. (Lenore handed this out; Lenore has also put up a page of helpful links at <http://www3.shastacollege.edu/psych/Frigo/sloresources.htm>.) The guidelines ask the division reps to choose before their breakout sessions a couple of courses that a lot of different people all teach. They should try to choose courses that will have as much instructor overlap as possible. Then, they will choose one SLO from each class selected. Cathy suggested the

division reps bring copies of course outlines to the meeting. Faculty will work individually for a few minutes to think over some ideas. At the end of the breakout, they should all try to formulate a plan for who will do what. The goal will be to assess one SLO this spring in the selected courses. So, we should aim to have an SLO assessment all typed up, maybe not by the end of the breakout, but sometime early in the semester. The goal is that every faculty member who works here will be involved in assessing at least one SLO in a course.

The Senate looked briefly at the SLO form: this is the one we should be filling out during the breakout. Item #4 on this will always be a percentage. We will assess only the students who pass the class, so we have to keep the assessment associated with names, so that eventually we can extract only the students who succeed. Thus, the assessment will only assess the level of success, not failure.

c. Kathryn Gessner has requested to be removed from Paul Calkins's tenure review committee. Candace Byrne moved approval. Ron Marley seconded. The motion carried unanimously.

5. Other: nada.

6. Adjournment: Meeting was adjourned at 4:50 p.m.

7. Next Meeting: 3:00 p.m., January 23, 2006, in some mysterious unknown location.