

Open Dialogue Session

May 31, 2012

12:50-1:50 (ST 107)

Attendees:

- Dr. Gail Zwart – Co-chair ISPC, Associate Professor, Business Administration
- Dr. Deborah Tompsett-Makin – Professor, Political Science
- Dr. Arend Flick – Professor, English
- Dr. Carol Farrar – Interim Dean of Instruction
- Ms. Barbara Moore – Assistant Professor, Biology
- Dr. Phu Tran – Associate Professor, Physics
- Dr. Greg Aycock – Dean, Student Success
- Ms. Celia Brockenbrough – Associate Professor, Library Services
- Dr. Diane Dieckmeyer – Interim Vice President Academic Affairs
- Ms. Peggy Campo – Assistant Professor, Anatomy and Physiology
- Dr. Deborah DiThomas – Interim President

The purpose of the open dialogue session was reviewed which is stipulated in the revised strategic planning policy for Norco College. The purpose is to allow stakeholders an opportunity to voice the extent to which college planning, program review, resource allocation and decision making processes contribute to the achievement of course, program and institutional level student learning outcomes. Due to the nature of open dialogue, there is no agenda

Concerns Regarding Facilities

Subsequent to completion of construction in Science and Technology Building, there has been wind noise from new equipment on the roof. This noise is so loud it makes lecture difficult and faculty have had to relocate their classes. Also, a concern was expressed in the Library Advisory Committee that the rooms in the library presently used for instructional media services be returned back to student study rooms when IMC is relocated. Decisions related to room utilization are not necessarily something that would have to be approved by ISPC. It may be an administrative decision or possibly may need to go to the BFPC, but should include a wider audience than Library Advisory Committee.

Norco College & District-Level Strategic Planning

What is the connection/flow between Norco College strategic planning and the district-level? In the flow chart outlining Norco College's strategic planning process, the District Strategic Planning Committee is an information reporting body. It doesn't have approval rights for Norco College. The flow chart should probably be updated to show the relationship between Norco College and district and this can be included in our updated strategic plan. To better understand the acronyms on the flow chart, a definition list should be handed out along with it whenever the flow chart is distributed.

Assessment & Program Review

SP 2010-01 revised reads that college planning, program review, resource allocation and decision making processes should contribute to the achievement of course, program and institutional level student learning outcomes. Shouldn't it be the reverse? If assessment doesn't inform program review and resource allocation, then will faculty do assessment? The assertion

was made that faculty are doing assessment all the time whether they are grading papers, assignments or tests. Assessment must have a connection to SLOs which grading may or may not address. Faculty are constantly involved in evaluation of students, but assessment involves a connection to SLOs and communication of results in the form of a report or summary. For the purposes of accreditation, if this is not happening, then assessment is not occurring. Also, if this type of assessment is not occurring, then it could affect resource allocation on program review.

Next issue was on the definition of institutional-level student learning outcomes (ILOs). There is not anything out yet from ACCJC or other relevant literature that is definitive on this issue. There is some debate statewide as to whether general education SLOs are synonymous with ILOs. There is also the idea that ILOs are the goals identified in the educational master plan (success rates, basic skills progression, etc). Concerns were expressed on whether success or pass rates actually correspond to mastery of course content. How is it determined what levels are acceptable for passing a class? It was brought up that this actually argues in favor of assessment of student learning across a course, instead of only focusing on a single section (or instructor) in a multi-section course.