

Frontiera, Charlene

To: 'John Lucchesi'; Sun, George; Yahn, Jacqueline; Arrospide, Gina; Atkins, John; Beliz, Tania; Ciesla, Catherine; Cunningham, Rachel; Dao, John; Diamond, Kathy; Dillman, Isabel; Flowers, Jeff; Goldman, Caryn; Hand, Linda; Hankamp, Paul; Janatpour, Mohsen; Lawrence, Yin Mei; Locke, David; Martin, Theresa M.; Meyer, Kim; Pereira, Heidi; Rocha, Jose; Smith, Christopher; Stanford, Darryl; Stevick, Justin; Tonini-Boutacoff, Carlene; Tran, Huy; Viveros, Olivia; Wong, Alex; Cheung, Judith; Kaur, Rupinder; Kennedy, Leann; LaRochelle, Beth; McAteer, Jane M.; Punzalan, Leslie Anne; Rael, Lisa; Waechtler, Natalie; Wisherop, Janis; Demsetz, Laura; Gutierrez, Jose; Clifford, Eileen; Gearhart, Anne; Li, Jimmy; Magdalena Carrasco reyes, Maria; Nath, Kashi; Pevyhouse, Alice; Rezaie, Nayereh; Salari, Amid; Sengupta, Lakshmikanta; Sushko, Yuriy; Tou, Phillip; Vanajakshi, Chandra; Whyte, Wendy; Young, Ellen; Zahedi, Shaye; Arenas, Christina; Bukreyev, Alex; Callahan, Paulette; Chen, SerKuang; Darafshi, Parvaneh; Fischer, Rani; Gavryshova, Natalia; Gopinath, Latha; Gurskaya, Marina; Hanhan, Bahij (Bob); Hellerstein, Nathaniel; Hirsch, Geoffrey; Hofeld, Jonathan; Ionel, Eugene; Kalantar, Mansour; Nadkarni, Hema; Nguyen, Vinh Kha; O'Mahony, Rosalie M.; Shahrvin, Behrooz; Shao, Lichin; Shender, Eugene; Siawoush-Mo, Siamack; Tsuchiyose, Kazumi; Urman, Roman; Zemskova, Olga; Butterworth, Yvette; Church, Gary; Clayton, Lisa; Feinman, Lena; Gregory, Cheryl P.; Hasson, Robert; Hom, Melvin L.; Komar, Rob; Lehmann, Jay; Nishanian, Harutiun (Harry); Walker, Christopher; Westmoreland, Shawn; Wong, Alyssa; Drake, Eugene

Cc: Murphy, Madeleine; Kaupp, Raymond; Diaz, Jesenia; Reynolds, Erica; Comerford, Sandra Stefani; Baden, Robbie; Gaines, Frederick; Wallace, Jeremy

Subject: RE: Division Lunch and Meeting Information and Agenda UPDATED AGENDA

I HAD A FEW REQUESTS FOR CHANGES....SO I HAD TO MODIFY THE AGENDA....IF YOU ARE A PRESENTER.....PLEASE READ!!!!!!!!!!

From: Frontiera, Charlene

Sent: Thursday, September 07, 2017 5:39 PM

To: 'John Lucchesi' <Johnlucc@gmail.com>; Sun, George <sung@smccd.edu>; Yahn, Jacqueline <yahnj@smccd.edu>; Arrospide, Gina <arrospide@smccd.edu>; Atkins, John <atkinsj@smccd.edu>; Beliz, Tania <beliz@smccd.edu>; Ciesla, Catherine <cieslac@smccd.edu>; Cunningham, Rachel <cunninghamrachel@smccd.edu>; Dao, John <dao@smccd.edu>; Diamond, Kathy <diamondk@smccd.edu>; Dillman, Isabel <dillman@smccd.edu>; Flowers, Jeff <flowersj@smccd.edu>; Goldman, Caryn <goldmanc@smccd.edu>; Hand, Linda <hand@smccd.edu>; Hankamp, Paul <hankampp@smccd.edu>; Janatpour, Mohsen <janatpour@smccd.edu>; Lawrence, Yin Mei <lawrence@smccd.edu>; Locke, David <locke@smccd.edu>; Martin, Theresa M. <martin@smccd.edu>; Meyer, Kim <meyer@smccd.edu>; Pereira, Heidi <pereirah@smccd.edu>; Rocha, Jose <rochaj@smccd.edu>; Smith, Christopher <smithchris@smccd.edu>; Stanford, Darryl <stanfordd@smccd.edu>; Stevick, Justin <stevickj@smccd.edu>; Tonini-Boutacoff, Carlene <tonini@smccd.edu>; Tran, Huy <tranh@smccd.edu>; Viveros, Olivia <viveroso@smccd.edu>; Wong, Alex <wongalex@smccd.edu>; Cheung, Judith <cheungj@smccd.edu>; Kaur, Rupinder <kaur@smccd.edu>; Kennedy, Leann <kennedyl@smccd.edu>; LaRochelle, Beth <larochelleb@smccd.edu>; McAteer, Jane M. <mcateer@smccd.edu>; Punzalan, Leslie Anne <punzalanl@smccd.edu>; Rael, Lisa <raell@smccd.edu>; Waechtler, Natalie <waechtlern@smccd.edu>; Wisherop, Janis <wisheropj@smccd.edu>; Demsetz, Laura <demsetz@smccd.edu>; Gutierrez, Jose <gutierrezj@smccd.edu>; Clifford, Eileen <clifforde@smccd.edu>; Gearhart, Anne <gearharta@smccd.edu>; Li, Jimmy <lij@smccd.edu>; Magdalena Carrasco reyes, Maria <carrascorreyesm@smccd.edu>; Nath, Kashi <nathk@smccd.edu>; Pevyhouse, Alice <pevyhousea@smccd.edu>; Rezaie, Nayereh <rezaie@smccd.edu>; Salari, Amid <salaria@smccd.edu>; Sengupta, Lakshmikanta <senguptal@smccd.edu>; Sushko, Yuriy <sushkoy@smccd.edu>; Tou, Phillip <toup@smccd.edu>;

Vanajakshi, Chandra <vanajakshic@smccd.edu>; Whyte, Wendy <whyte@smccd.edu>; Young, Ellen <younge@smccd.edu>; Zahedi, Shaye <zahedi@smccd.edu>; Arenas, Christina <arenasc@smccd.edu>; Bukreyev, Alex <bukreyeva@smccd.edu>; Callahan, Paulette <callahanp@smccd.edu>; Chen, SerKuang <chenserkuang@smccd.edu>; Darafshi, Parvaneh <darafship@smccd.edu>; Fischer, Rani <fischerr@smccd.edu>; Gavryshova, Natalia <gavryshova@smccd.edu>; Gopinath, Latha <gopinathl@smccd.edu>; Gurskaya, Marina <gurskayam@smccd.edu>; Hanhan, Bahij (Bob) <hanhanb@smccd.edu>; Hellerstein, Nathaniel <hellersteinn@smccd.edu>; Hirsch, Geoffrey <hirschg@smccd.edu>; Hofeld, Jonathan <hofeldj@smccd.edu>; Ionel, Eugene <ionele@smccd.edu>; Kalantar, Mansour <kalantarm@smccd.edu>; Nadkarni, Hema <nadkarnih@smccd.edu>; Nguyen, Vinh Kha <nguyenvinhkha@smccd.edu>; O'Mahony, Rosalie M. <omahonyr@smccd.edu>; Shahrvini, Behrooz <shahrvinib@smccd.edu>; Shao, Lichin <shaol@smccd.edu>; Shender, Eugene <shender@smccd.edu>; Siawoush-Mo, Siamack <siawoushmos@smccd.edu>; Tsuchiyose, Kazumi <tsuchiyose@smccd.edu>; Urman, Roman <urmanr@smccd.edu>; Zemskova, Olga <zemskovao@smccd.edu>; Butterworth, Yvette <butterworthy@smccd.edu>; Church, Gary <churchg@smccd.edu>; Clayton, Lisa <claytonl@smccd.edu>; Feinman, Lena <feinmanl@smccd.edu>; Gregory, Cheryl P. <gregory@smccd.edu>; Hasson, Robert <hasson@smccd.edu>; Hom, Melvin L. <homm@smccd.edu>; Komars, Rob <komasr@smccd.edu>; Lehmann, Jay <lehmann@smccd.edu>; Nishanian, Harutiun (Harry) <nishanianh@smccd.edu>; Walker, Christopher <walkerc@smccd.edu>; Westmoreland, Shawn <westmorelands@smccd.edu>; Wong, Alyssa <wonga@smccd.edu>; Drake, Eugene <drakee@smccd.edu>

Cc: Murphy, Madeleine <murphym@smccd.edu>; Kaupp, Raymond <kauppr@smccd.edu>; Diaz, Jesenia <diazj@smccd.edu>; Reynolds, Erica <reynoldse@smccd.edu>; Comerford, Sandra Stefani <comerford@smccd.edu>

Subject: Division Lunch and Meeting Information and Agenda

Importance: High

Next Division lunch: Friday, September 8, 2017, 12:30 to 2 p.m. in 36-309. Don't forget we are trying to go green, so bring your plates/bowls/utensils!!!!!!

A special guest!!!! Erica Reynolds will be circulating during lunch to answer questions about CANVAS or solicit CANVAS training ideas. The division voted to set aside some division meeting time for CANVAS training. Come and talk with Erica, she is wonderful!! ☺

Next Division Meeting: Friday, September 8, 2:15 to 5 p.m. 36-319

AGENDA
MATH AND SCIENCE DIVISION MEETING
SEPTEMBER 8, 2017
36-319

1. Volunteer note taker!!!!!! Please someone come prepared to help. Lin Bowie was great, but retired. I take lousy notes. If we can find one volunteer per meeting, we can spread the workload.
2. **BE SURE TO SIGN THE SIGN-IN SHEET!!!!!!**
3. SLO Update – Madeleine Murphy 2:15 to 2:35 p.m.
4. A little bit about CANVAS – Erica Reynolds 2:35 to 2:55
5. Green Office Program: Refillable Dry Erase Markers Initiative – Paul Hankamp 2:55 to 3:00
6. New Vendor for DECT captioning for YouTube Videos that you don't own yourself!!! – Paul Hankamp 3:00 to 3:10
7. Mentors Needed for UMOJA – Robbie Baden and Fredrick Gaines 3:10 to 3:15
8. Library Advisory Committee – Paul Hankamp and Jesenia Diaz (**NOTE: This will include a paper survey**) 3:15 to 3:25
9. Counseling Liaisons to the Math and Science Division – Jesenia Diaz and Martin Bednarek 3:25 to 3:45
10. Update on Professional Development – Ellen Young 3:45 to 4:05
11. Committee Members Needed to Represent the Math and Science Division (3:45 to 4)

- **Nursing Advisory committee (1)**
 - **ASGC for spring 2018 (1)**
 - **DEET (1)**
 - **Pathways Planning/Organizational Team (1)**
 - **Educational Equity Committee (2)**
12. An update about online courses – Lena Feinman 4 – 4:10
 13. Grant Availability and Work-Based Learning Topics – Ray Kaupp, Director of Workforce Development 4:10 to 4:30
 14. METaS Update – Jose Rocha 4:30 to 4:45
 15. Science/Astronomy Day update – Mohsen Janatpour 4:45 to 4:50
 16. Report out from committees/good of the order – whoever 4:50 to 5

DISMISSED!!!

P.S. some things you should know

- The 2017-18 Faculty Handbook with an interactive Table of Contents is now on the VPI site under our Resources page. Please see the link below. A limited number of copies have been printed, and 1 will be sent to your division office.
<http://collegeofsanmateo.edu/vpi/resources.asp>
- **Jeremy and deans, please inform faculty that PR resource requests must be submitted by 4:30 on 10/27. No late submissions will be considered.** Write it down!!! Now!!!! PR resource requests must be submitted by 4:30 on 10/27. **No late submissions will be considered.** For your information; PRIE will provide deans the resource lists for their division sorted by the various categories by noon on Halloween (Tuesday, 10/31). Please plan your division meeting to prioritize after 12 noon on the 31st but before our IAC meeting on Tuesday, Nov. 7.
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Charlene Frontiera, Ph.D.
Dean of Math and Science
College of San Mateo
650-574-6312

EXAMPLES OF SLOs – COURSE, PROGRAM, INSTITUTIONAL

CHEM 100. What should students be able to do when they finish CHEM 100?

- Use units of measurements and dimension analysis in chemistry problems.
- Explain atomic and electronic structure of atoms.
- Understand ionic and covalent bonding and the relationship between bonding types and properties.
- Represent chemical elements and simple chemical compounds in balanced equations.
- Understand classification of matter including solids, liquids, gases, solutions, acids and bases.
- Explain chemical processes which impact daily activities, society and the environment.
- Explore independently contemporary topics in which chemistry has a significant role.

Chemistry Program (AS degree). What should students be able to do when they get their AS in Chemistry?

- Demonstrate preparedness to transfer to a 4 year institution
- Effectively explain general chemistry and organic chemistry theories and concepts. (Effective Communication)
- Perform quantitative analysis relating but not limited to graphical and numerical data obtained from laboratory experiments, and apply general chemistry and organic chemistry theories to solve problems. (Quantitative Skill)
- Critically analyze and apply general chemistry and organic chemistry concepts. (Critical Thinking)

Institutional learning outcomes. What skills areas should students develop here at CSM?

- independent learning and development
- effective communication
- quantitative reasoning
- critical thinking
- social awareness and diversity
- ethical responsibility / effective citizenship

EXAMPLES OF HOW TO GATHER AND SCORE SLO DATA

Use a capstone assignment. Note how the prompt reflects the SLOs.

ENGL 110 SLOs:

1. Apply critical thinking and reading skills to literary works, from a variety of genres, in order to analyze and interpret them
2. Write fluent essays that explain and defend these analyses and interpretations, rather than merely present summaries.
3. Write essays that effectively incorporate both 1ry and 2ry sources, some of which are discovered by the student through library research.

Prompt:

Many of the stories and poems we've read focus on language barriers inside families. What happens to family relationships when parents and children speak a different language? What problems arise, and how do people overcome them? **In a well-developed essay (about 2000 words), discuss this question.** Your essay should present a coherent thesis, and your support should include a **convincing analysis of at least three of the literary works we've read**, as well as evidence and/or illustrations from Judith Harris' *The Nurture Assumption* and Amy Tan's "My Mother's English." You should also **include at least one appropriate source that you find yourself**. Your paper should be laid out and cited in MLA format

Scoring a capstone assignment holistically

Student	G#	Essay grade	SLO 1	SLO 2	SLO 3
Chuck Berry	G1234567	B-	4/5	3/5	4/5
David Bowie	G345678	C+	3/5	3/5	2/5

Scoring a capstone assignment with an aligned rubric

Grading criteria	Not passing (1/5, 2/5)	OK (3/5)	Good (4/5)	Really good (5/5)
SLO 1: Apply critical thinking and reading skills to literary works, from a variety of genres, in order to analyze and interpret them				
READING: discussion suggests that the writer -	- hasn't read required texts - hasn't used reading strategies to develop ideas	- has read required texts - has used reading strategies to develop ideas	- has read required texts - has used reading strategies to develop ideas	- has read required texts (maybe more) - uses reading strategies to develop & reflect on ideas
THESIS: The paper has -	- no clear thesis - no assertive thesis	- a clear thesis	- a clear thesis which requires analytical support	- a clear, original thesis requiring carefully-marshalled analysis
SLO 2: Write fluent essays that explain and defend these analyses and interpretations, rather than merely present summaries.				
OUTLINE: The structure of the essay -	- retells the story/ies - repeats ideas - doesn't develop ideas - isn't coherent	- explains (not narrates) - separates ideas - develops ideas OK - is coherent	- explains effectively - separates ideas - develops ideas - is clear and coherent	- explains convincingly - marshalls ideas - develops ideas fully - is clear and coherent
PARAGRAPHS -	- retell the story/ies - lack topic sentences - aren't coherent	- explain - have relevant t. s. - focus on one idea	- explain - have relevant t.s. - focus on one idea	- explain - have relevant t.s. - focus on one idea
AUDIENCE: The writer -	- doesn't use intro/concl to speak to reader - needs to work on diction	- uses the intro/concl to clarify the essay - uses appropriate diction	- uses the intro/concl to speak to the reader - uses appropriate diction	- uses the intro/concl to engage the reader - uses appropriate diction
SENTENCES show -	Problems with - sentence focus - modifiers / joining sentences - proofreading	- reasonable clarity - some use of modifiers / joining strategies - solid proofreading (<5 errors)	- good clarity and focus - some use of modifiers / joining strategies - solid proofreading (>3 errors)	- strong focus - effective use of modifiers / joining strategies - rigorous proofreading
SLO 3: Write essays that effectively incorporate both 1ry and 2ry sources, some of which are discovered by the stdt thru library research.				
EVIDENCE: text & other evidence is -	- inadequate - not relevant - not analyzed - from inappropriate sources	- OK (makes the point) - mostly relevant - mostly analyzed - mostly from app. sources	- solid (clear point) - relevant - analyzed - from appropriate sources	- convincing - relevant - analyzed - from appropriate sources
QUOTES are -	- few or none (insufficient) - no context/integration - not effective as evidence	- a few (enough) - context/integrated - relevant as evidence	- quite a few - contextualized / integrated - effective evidence	- lots, w/o taking over - context, well integrated convincing evidence
MLA format	- Not used MLA	- Used MLA (some errors)	- Used MLA correctly	- Used MLA correctly

Use in-course graded student work aligned with SLOs

SLO	Assignment	Grade
1: Students will be able to perform, document, and analyze scientific experiments, and apply critical thinking to explain laboratory results.	Design and perform an experiment, according to the criteria explained in class. Explain the results, and analyze their significance.	B- (4/5) A (5/5) C (3/5)

Create a simple exit quiz with SLO-aligned questions

LIBR 100 – SLO #5: Evaluate a web page using a consistent set of standardized criteria to find credible information.

QUIZ: Which of the following are relevant criteria for assessing a web source? Check as many as are applicable

- You're reading a well-known, edited, and curated source, such as a newspaper, magazine, government department, think tank or journal, that publishes online
- The colors are nice
- The page is up-to-date
- The layout includes dancing graphics

Create an exit survey

PHIL 160 (History of Ancient Philosophy)

How well do you feel you can

- ▶ Evaluate the fundamental tenets of the philosophical theories and the epistemological, ethical, and metaphysical positions of the Roman world and the Renaissance.

1. totes lost | 2. kinda | 3. OK | 4. confident | 5. nailed it

Using your Official Course Outline to record results

College of San Mateo OFFICIAL CLASS RECORDS							
ENGL 100 AC Fall 2016							
Student	G#	Grade	Drop	1	2	3	4
Alan	G0049999	F		5	5	-	-
Brian	G0049998	B		3	4	3	3
Charlotte	G0049997	W	9/5/2016	5	-	-	-
Dinh	G0049996	C		4	1	2	3
Eric	G0049995	D		2	1	3	1
Francisco	G0049994	A		4	5	5	4

5 – Complete mastery 3 – Mastery 0 – no mastery