SOLANO COLLEGE ASSESSMENT NEWS

ADJUNCT SLO/SAO PAY

Our contract, article 19.702, supports up to 7 hours of CAT 3 pay for SLO/SAO per semester. This category is separate from teaching and office hours. Faculty are required to assess all their SLOs twice within a six program review cycle. Adjunct faculty should check with their full-time counterparts to learn what their schedule is, and consult with the assessment calendar. After completing the required assessments and sending them to school coordinator, fill out the adjunct pay form. The form is then sent to the assessment coordinator: amy.obegi@solano.edu, who then passes it on to the VPAA and finance. It typically takes 1-2 hours to assess each course. Adjunct faculty are also eligible for pay for time spent in dept. meetings revising SLOs or establishing rubrics for success criteria.

The pay form is accessible online under SLOs, Forms:
http://www.solano.edu/slo/1617/Adjunct%20Faculty%20Pay%20for%20Assessment%20Work_Final%20(2).pdf

DISAGGREGATION OF DATA: LOOKING CLOSELY AT STUDENT SUCCESS

The new ACCJC Accreditation Standard 1.B. 6 states, "The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies." This means that ACCJC is asking us to not only assess our courses, but look at the data in a detailed way to analyze if there are subsets of our students that are more or less successful and why. From there, we can plan actions to improve student learning within these subsets. We may look at students by ethnicity, gender, DSP identified, modality, day/night, campus locations, etc. We already do this in our program reviews, but ACCJC is asking us to take the next step and analyze these same metrics at the SLO level.

Randy Beach, the ASCCC Accreditation and Assessment Chair recommends that colleges begin disaggregating SLOs in measured steps. Look at SLO assessments in courses with multiple sections and analyze success by some of the subsets mentioned above.

In individual course assessments, look at students who are more or less successful. Do they have any characteristics in common? How does attendance, access to textbooks, or financial hardship play a role? Are there family or mental health stressors? Is English a second language? Are students utilizing campus resources? Have they passed English 1?

The Assessment Committee realizes that looking at assessment results in a disaggregated manner will take time and training. We encourage faculty to starting thinking about how disaggregation of data could help you understand your students better, and in your next round of assessments start analyzing at a deeper level