Good evening.

I’d like to begin my report by thanking Jessica Gibbs for representing the Academic Senate at the June BoT meeting while I was on my way to a conference in Texas. I appreciate her taking the time to attend right after the Spring 2013 semester was over, right in the middle of grading and assessment compilation.

As has been reported campus-wide and in the Daily Press, teachers in the VVC Paramedic program, Dave Olsen and Brian Hendrickson, were presented with the 2013 Innovator Educator Award at the HPSN World Conference in San Francisco. Brian and Dave created two presentations: "Falling Forward – Our Journey towards Immersive EMS Simulation" and "Falling Forward – Success Defined, An Operational Day at VVC". This is another outstanding example of the quality instruction VVC provides, and the Academic Senate thanks Dave and Brian for their continued contribution to our institution.

The Academic Senate would also like to welcome the new Vice President of Instruction, Peter Maphumolo, whom I had the pleasure of meeting his first day on campus. It’s clear that Mr. Maphumolo cares deeply about instruction and supporting this institution. The Academic Senate looks forward to working with him, including the faculty-driven section of the voluntary in-service day on August 30, 2013.

This faculty side of the voluntary in-service day will be focusing on continuing the assessment, program review, and institutional dialogue processes begun over the last few years. I am proud to say that this section of the event will be organized, presented and evaluated by the faculty at VVC, so that our component demonstrating progress will be added to the accreditation follow-up report, due in October 2013.

As always, preparing for the upcoming ACCJC visit in the Fall is of paramount concern to faculty at VVC. After the ACCJC report on its decision to revoke accreditation from City College of San Francisco, I’ve already been contacted by several faculty and community individuals asking ‘where is the evidence’ of VCC fulfilling ACCJC recommendations? This question puzzles me, as when I receive an e-mail like this from any individual – on campus or not – I immediately check the VCC website under ‘Accreditation’...in the past, I fully agree that updates were not posted for the public in a timely manner; however, that has improved, and the open areas of our website have information and documents – including a powerpoint by administrator Virginia Moran – explaining the accreditation process. As a side note, it’s important to remember that ACCJC has stated, in related to CCSF, that “the action to terminate is not yet final”, and CCSF
remains fully accredited and will continue to serve its 85,000 students. After reading several documents related to the ACCJC decision, it’s important to realize that CCSF had 14 ACCJC recommendations, and accomplished 2; many of the issues at CCSF related to issues not present – and hopefully will not appear – at VVC, including financial reporting problems, governance structure problems for Board of Trustees and all constituency groups, and lack of planning.

The Academic Senate does believe that more needs to be done to demonstrate the transparency in process – from the Board of Trustees down – for all constituencies at VVC, in all actions that affect this institution and its personnel. It’s also essential to demonstrate that documented shared governance is alive and well at our institution. Too often, I’ve read in the public forum that VVC ‘lacks transparency’. This is why the Academic Senate posts BoT reports, our senate newsletter, our executive team minutes from weekly meetings, and all documents passed by the VVC Academic Senate on the VVC website.

Another important transparency issue, demonstrable data available for public viewing, is problematic: educational data is not instantaneous. For example, one of the tasks many of us are working on this summer is comprehensive Program Review. The data we need to complete this report will not be available until September of 2013, as it takes time to compile ‘final’ figures. The same can be said of publishing assessment of Student Learning Outcomes and Program Learning Outcomes: with the number of courses offered Spring 2013, multiplied by all faculty assessing all SLOs and, where applicable, PLOs, the mountain of data has to be aggregated, summarized and then uploaded into TracDat, which is a lengthy process, as demonstrated by Dr. Lisa Harvey in the May 2013 BoT meeting. The due date for faculty submission was June 28, 2013, so weeks of work lay ahead for those inputting all the data.

Let me add to that the hours of work that go into one faculty submitting data. I’ll use myself as an example, although I can assure you, other faculty probably spend even more time than I do in this process. Here are the steps I go through with the courses I taught in Spring 2013, and every semester:

1. Match authentic assessments to SLOs – this semester, I taught 5 courses, 2 online and 3 onsite. In 3 classes, there were 5 SLOs per class; one course had 4 SLOs; one had 3. This means that I assessed 22 SLOs over the course of 16 weeks (two courses were 8 weeks long, so 10 SLOs were in short-term courses). This entailed 22 separate assessments, backed up by statistical data and scanned copies of assessment examples (such as student work), which totaled over 100 pages of data, not including attached TracDat forms and rubrics for every course/SLO assessment and other required documents. The time it took to first match authentic assessments to SLOs? About 20 hours.
2. End of course evaluation – in the 5 courses/22 SLO assessments, each SLO assessment was catalogued, described and calculated to chart student proficiency. I believe narrative essential to fully assess a course and its SLOs, and I write extensive commentary on each course, and sometimes highlight individual student issues within the course, such as instances of plagiarism and cheating that affected students demonstrating proficiency. Time to complete these tasks: over 18 hours; approximately 2 ½ hours per course.

3. Scanning documents and assessment examples – VVC requires more data than ACCJC, which involves providing examples of student work and the assessment/rubric used. As noted above, this resulted in over 100 pages of student work and examples of assessment that were manually scanned and connected to each course SLO. Time: 2 hours.

4. Dialogue with colleagues – in department meetings, via e-mail and in events such as the upcoming voluntary in-service day, I will discuss with my department chair and colleagues the results of my assessments and what, if any changes, need to be made in a course’s SLOs, in curriculum, and in assessment. For example, after using one assessment tool in two history courses over the past year, it is clear my choice of assessment is not working due to lack of preparation of my students. While I personally believe it’s a valid assessment, I am curious what my colleagues think, and if they have a similar assessment that works better without compromising college-level standards. Time for all manner of collaboration with colleagues: about 4 hours, not counting composition of e-mails for clarity and preparing assessment materials for department and other faculty meetings, then changes as needed.

5. Changes due to assessment/action plan: one of the necessary components of authentic assessment is to demonstrate what will happen in the next assessment cycle. From what I know of my colleagues’ work across campus, it’s obvious that tremendous and dynamic change has taken place: SLOs have been revised and clarified, curriculum updated, new courses with first level SLOs and assessment being offered for the first time, beginning a new cycle of assessment, extensive department discussion...the list goes on. Unfortunately, much of this is not quantifiable; in other words, the process is designed to be organic and not static, which those who want instant gratification do not seem to understand. Education – and instruction – is a process, and it’s this process that is being documented for the upcoming ACCJC visit.

I do hope, once it’s complete, that the ACCJC follow-up report will be posted online. This report is the result of extensive collaboration between administration, faculty and staff in showcasing the tremendous progress VVC has made. I’d like to thank Virginia Moran, Mark Clair and
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Tracy Davis, President
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Jennifer Larriva for working hard to provide the necessary data and contribute to the shared governance process so critical to ACCJC team leaders.

Thank you.