



			<ul style="list-style-type: none"> <li>• Identify successes and challenges faculty are experiencing in their online classes including: <ul style="list-style-type: none"> <li>○ Instruction</li> <li>○ Supporting student success (engagement, resources, technologies, etc.)</li> </ul> </li> <li>• Gain support through familiarity with: <ul style="list-style-type: none"> <li>○ Tangible and practical resources to enrich their classrooms</li> <li>○ Approaches to creating a substantive and sustainable experience for students</li> </ul> </li> </ul> <p>Format: Two panels consisting of faculty (no more than 5 each) who teach from across the divisions including:</p> <ul style="list-style-type: none"> <li>• Academic Services and Learning Resources: Librarians who teach classes</li> <li>• Biological, Health, and Environmental Sciences</li> <li>• Business, Computer Science and Applied Technologies</li> <li>• Creative Arts</li> <li>• Intercultural/International Studies</li> <li>• Language Arts</li> <li>• Physical Education and Athletics</li> <li>• Physical Sciences, Mathematics, and Engineering</li> <li>• Social Sciences and Humanities</li> <li>• Disabilities Support Services: Counselors who teach classes</li> <li>• Counseling: Counselors who teach classes</li> </ul> <p style="text-align: center;">**In attendance to help address issues and questions that come up: Student Services</p> <p>Guiding questions for these panels (to be given to faculty beforehand):</p> <ol style="list-style-type: none"> <li>1. What do you feel is the best thing you're doing with online teaching this quarter?</li> <li>2. What is something you're still struggling with?</li> <li>3. How have you approached student needs?</li> </ol> <p>Schedule:</p>
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			<p>1030-11a: Faculty will introduce themselves and as part of their introduction, they will share their Canvas landing page -Play song in the background 11-1130a: Conversation with participants</p>
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			<p>Cathy –</p> <ul style="list-style-type: none"><li>• Online classes are not normally recommended for DSPS students.</li><li>• DSPS students normally work on the computers in ATC CIS Computer Lab</li><li>• Cathy reminded us that if using Proctorio must use it for all.</li><li>• 50% of DSPS students have decided to sit out until we are back on campus</li></ul> <p>Yvette Urged all to respect students when they wish to turn off video</p> <p>Lumen Learning OER Canvas Ready</p>
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SLO Core Team Meeting Agenda

Veronica Avila, Karen Chow, Mae Lee, Mallory Newell, Mary Pape, Dawn Lee Tu

Wednesday, June 17, 2020; 2:40 – 3:30 pm on Zoom (Zoom says 2:30 because on hour and half-hour)

TOPIC	Purpose	LEADER	Notes
2020 Convocation	I/D	All	<p>Notes from Jun 12:</p> <p><b>Hellen</b> has one course with CVC-OEI Badge. She will be happy to offer advice on the Peer Grading feature of Canvas</p> <p><b>Eric</b> showed that filming in the studio in MLC does lead to high quality videos of ones</p> <p><b>Chesa</b> seems to be a master of social media that our students enjoy such as Instagram, IGTV to offer students story time, and fun ways to advertise office hours.</p> <p><b>Tom</b> reminded us that our enrollment includes more high school students than ever before.</p> <p><b>Tony</b> encouraged us to be intrusive when seeking to support our student. Function to be able to annotate whiteboard is engaging for students online. Do encourage the use of virtual background.</p>
2020 Reflections	I/D/A	Mary, Mallory	Discussed
Opening Day	I/D/A	All	<p>Repeat of SLO Fridays idea but drawing on a more diverse panel and attempt to dive in more to the pedagogy of online teaching.</p> <p>Meaningful Assessments to Explore Systemic Inequities in the Institution.</p> <ol style="list-style-type: none"> <li>1. How to define meaningful assessment</li> <li>2. How to use meaningful assessment to close equity gap</li> </ol> <p>What is working? Zack Judson, Cheryl Balm, Chris Chris Dileonardo, Jorge Morales (FYE), Patricia (Starfish – Ed Psch), Khoa Nguyen, Patrick Morris</p>

			(Foothill).
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SLO Core Team Meeting Agenda

Veronica Avila, Karen Chow, Mae Lee, Mallory Newell, Mary Pape, Dawn Lee Tu

Wednesday, June 24, 2020; 2:40 – 3:30 pm on Zoom (Zoom says 2:30 because on hour and half-hour)

**Zoom: <https://cccconfer.zoom.us/j/99250294123>**

TOPIC	Purpose	LEADER	Notes
2020 Reflections	I/D/A	Mary, Mallory	Finalized
Opening Day	I/D/A	All	<p>Plan: Veronica will write the first draft and get out by Monday.....we can edit and submit by July 2 deadline.</p> <p>THE ASK:</p> <ul style="list-style-type: none"> <li>o District Opening Day will be held virtually on Thursday, September 17, 2020, and the Chancellor's Office is seeking proposals from employees interested in presenting or facilitating workshops. We hope to include a variety of workshops and trainings that are relevant to a districtwide audience and appeal to members of all employee groups, and we encourage you to craft an inclusive workshop description that invites diverse attendance. Workshop proposals with an equity focus are particularly encouraged. If you would like to propose a workshop, please complete the brief form available HERE by July 2, 2020. We look forward to receiving your proposal. : <p><a href="https://forms.office.com/Pages/ResponsePage.aspx?id=n7L3RQCxQUyAT7NBighZSpZIBVHyJ3ZkA2OOVqIT-NUQ1FSNFBFRU0zQVBMV1BQWTBGVTNZS1hHRy4u">https://forms.office.com/Pages/ResponsePage.aspx?id=n7L3RQCxQUyAT7NBighZSpZIBVHyJ3ZkA2OOVqIT-NUQ1FSNFBFRU0zQVBMV1BQWTBGVTNZS1hHRy4u</a></p> <p>LEARNING OBJECTIVE OF WORKSHOP</p> <p>To explore and share how assessments can be used to engage with equity work in the classroom, from the bigger context of college data</p> </li></ul>



			<p>to the classroom context of the classroom</p> <p><b>IDEAS DISCUSSED:</b></p> <ul style="list-style-type: none"> <li>a) INTENTION: questions to be raising about teaching and learning: what is your intention with the assessment? what is trying to be assessed?</li> <li>b) EXISTING PROBLEM: there are long-standing equity gaps across the college/divisions/depts (see data by IR) ...recognizing this begs us to reflect on what we are doing as instructors in the classroom...</li> <li>c) EXAMPLES OF USING ASSESSMENT: panel of faculty</li> <li>d) CORE PUZZLE TO FIGURE OUT: the same pattern of racial inequity exists from section to section no matter the course success rate or instructor for any course....how do we explain this? how do we attend to this as instructors?</li> </ul> <p><b>OUTLINE OF SESSION</b></p> <ul style="list-style-type: none"> <li>1. PRESENTATION: of topics on assessment, intention, reflection on equity gap data, and then presentation of IR data, <ul style="list-style-type: none"> <li>a. CORE PUZZLE TO FIGURE OUT: the same pattern of racial inequity exists from section to section no matter the course success rate or instructor for any course....how do we explain this? how do we attend to this as instructors?</li> <li>b. ACTIVITY: have attendees check out their dashboard/query tool to see their equity data (Mallory can show attendees how to access this data) <ul style="list-style-type: none"> <li>i. prepare some questions/framework for how to interpret what attendees are seeing...to segue to panel: ask how you think about what to do after seeing your own data</li> </ul> </li> </ul> </li> <li>2. DISTINCTION OF ASSESSMENT (FOR COURSE) AND SMALL assessment</li> </ul>
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			<p>3. CONTRADICTIONS AND TENSIONS WITH EQUITY GAP DATA</p> <ul style="list-style-type: none"><li>a. intention to support students can sometimes lead to "bad equity numbers":</li><li>b. ex: keeping students in the class even when they are not submitting work and will not pass the course (veterans who need to keep their financial aid through enrollment, international students who need to keep their enrollment status)</li></ul> <p>4. SET CONTEXT FOR PANEL</p> <p>5. FACULTY PANEL POSSIBLES: Zack Judson, Cheryl Balm, Chris Chris Dileonardo, Jorge Morales (FYE), Patricia Del Rio(Starfish – Ed Psch), Khoa Nguyen, Patrick Morris (Foothill).Jill Quigley</p>
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