

# LAC Minutes – FINAL

Friday, 11/9/2018

## Attendance:

Voting Members		Voting Members, cont.		Non-Voting Members	
Chris Brooks, Vice-Chair		Jessica Martin	x	Kendra Cawley	x
Magda D'Angelis-Morris	x	Linda Paulson	x	Sally Earll	x
Marc Goodman	x	Davina Ramirez		Susan Wilson, recorder	x
Allison Gross		Sara Robertson	x		
Wayne Hooke	x	Julianne Sandlin	x		
G.D. Iyer	x	Torie Scott	x		
Troy Jesse		Thomas Songer		<b>Today's Guests</b>	
Jamee Kristen	x	Nora Stevens, Chair	x	None	
Hannah Love	x	Delpha Thomas			
Juan Maldonado		Jacki Williams	x		

## ACTION ITEMS

- Nora: finalize the CTE template
- Susan: send template and help document to CTE SAC chairs and assessment leads along with their Summary Data Report templates.

## BUSINESS, Part I

### Attendance

Nora said attendance would be somewhat light and fluid, with a few members arriving late and others departing early. Business updates would occur later in the agenda.

## DISCUSSION

### CTE Reporting Template

The first hour was spent reviewing and editing the template to be used by CTE SACs for first-round or follow-up (re)assessments. Nora revised the form as edits were suggested and debated. Today's edits included:

- replacing "program outcomes" with "degree and/or certificate outcomes"
- removing "focal outcome" language in question 2
- clarifying language around benchmarks and adding examples
- redistributing content so that questions 3, 4, 5 and 6, respectively, are confined to assessment process, benchmark information, data, and findings.
- directly asking what changes SACs plan to make (new question 8)

In the process of discussing intent, Sara commented that PCC long has been stuck in reporting mode—focusing more on describing 'process' and trying to meet reporting deadlines than working toward improving student learning. Rarely, is there time for any deep thinking or analysis that might lead to real change. Along those same lines, Marc said he was looking for ways to rephrase each question of the template so that it elicited a meaningful response and avoided the knee-jerk 'tell them what they want to hear' kind of answers.

In addition to posting the final form to the LAC web page at Spaces, it was decided the template and its help document should be sent to the SACs along with their customized Summary Data Reports.

## **BUSINESS, Part II**

### Ad-Hoc Gen Ed Committees

At the ELIWG (EAC/LAC Integrated Work Group) meeting in October, the team talked about the makeup of a committee that would review applications for courses seeking to be on the Gen Ed list. Ideally, such a committee should have representatives from the LAC, Degrees and Certificates (DAC), Curriculum Committee (CC), and DSAC (faculty + Jamee).

Kendra clarified the ad hoc group would meet this coming winter and spring to look at the process, and then members of that group would be recruited to be on the Gen Ed approval committee in 2019-20. There are more questions than answers about how it's going to work, and Kendra admitted that it's a big ask with not too much clarity about what the committees will do, when they will do it, and how long they'll be needed. For now, Nora asked that the Council members consider the possibilities. It would be advantageous if someone (read: Marc) who already is on key committees (say, CC, LAC, ELIWG, and DSAC) was seated on both committees.

### Discipline Subject Area Committees (DSAC) - Update

Jamee arrived a little late having just come from the Cultural Literacy DSAC assignment charrette. She explained how the DSACs were formed and where they have targeted their efforts thus far--selecting outcomes and developing rubrics in 2017-18 and designing assignments that align with those rubrics this fall. One lesson learned in last year's "All-In" was that student artifacts can be scored effectively only when the assignment is closely aligned to its associated rubric. Each DSAC met for four hours this fall to share their assignments in small groups and to get peer feedback on them. Several participants expressed enthusiasm for this productive exchange and told Jamee they were eager to rework their assignments using the feedback received. The DSAC members will pilot their newly-created assignments in their classes this winter, and their students' artifacts will be sampled and scored in the spring.

Four LAC members represent their disciplines in two DSACs. For Arts & Letters, there's Delpha (ESOL), Hannah (PHL), and Sara (LIB); for Science, Math, and Computer Science there's Marc (CIS). On the board, Nora identified the outcomes adopted by the DSACs:

- Arts and Letters: Integrative Learning
- Cultural Literacy: Cultural Literacy
- Science, Math, and Computer Science: Quantitative Reasoning
- Social Science: Critical Thinking

In a Q & A session, Jamee and Kendra fielded two questions from Sally:

- *How many representatives from each SAC are on the DSACs?* Only one. When volunteers were sought at the beginning of 2017-18 it was with the idea that it would be a two-year commitment and that each representative would become their SAC's expert.  
*With only one expert per SAC, how do we scale this?* By making sure there are workable assignments on file when the Gen Ed applications come through. The assignment design charrettes are easy to replicate at the SAC level. Jamee led a charrette for Sociology on October 24. Kendra mentioned that Delpha, on her own, took the A&L rubric and adapted it for ESOL, creating an assignment

template where each instructor can plug in their own variables. The ideal scenario is for all DSAC members to organize a scaled workshop for their SACs before in-service next fall. The DSAC effort is intentionally faculty-driven, and the relational component (faculty-to-faculty sharing), Jamee said, is critical.

The Anderson Conference will serve as a great training forum as well. Marc and Delpha are going to present a workshop on their DSAC experience and assignment design. Jamee, along with fellow SOC faculty Ben Cushing, will present a Cultural Literacy related workshop there. And, Chris and Nora will be doing assignment design workshops through the TLCs.

#### Are 4 Outcomes Enough? Should Cultural Literacy be Required for All Degrees?

Kendra opened this discussion by noting that Cultural Literacy (CL) currently is required only in the AAOT and ASOT/B degrees and in the new Core Transfer Maps (CTMs). Because folks were likely less familiar with the last one, Kendra explained that the CTMs were the product of Oregon legislation that charged colleges to come up with foundational curriculum and career pathways that could be packaged into 30-credit guaranteed-transferable bundles. The CTMs would be transcriptable and feasibly completed in one year or less. The General and STEM CTMs each require 1 WR, 2 Arts & Letters, 2 Social Sciences, 2 Natural Sciences, 1 College Math, and Cultural Literacy (could be met through A&L or Social Science).

In terms of making any Gen Ed mandatory, Kendra spoke to the age-old dilemma of “choice vs prescriptive” requirements. Some CTE departments believe their students would be better off picking from a short list of department-recommended Gen Ed courses, and others say no, students should be able to take courses of their own choosing.

Linda spoke in favor of adding Communication as an outcome. She sees a real need for it in her program and feels the college has a duty to ensure that all students walk away with a basic level of communication skills. Nora: Could communication be met through WR 121? Possibly, Kendra explained, but because it’s a freshman-level course, it is less desirable as a point of measurement.

Wayne contends that communication shows up in every discipline in one form or another, and maybe when we are farther along we can add a Communication-oriented dimension to each of the DSAC rubrics. Or, maybe we don’t have to wait. Jamee suggested pulling a sample of this year’s artifacts and having a group determine if they can adequately measure communication within them.

We already require CTE programs to map degree and certificate outcomes to the Core. Nora wondered if we should require them to map to the new DSAC outcomes, too. Marc said no, believing it would be an exercise in futility. Wayne thinks mapping would be too complicated, given some of the new outcomes are proprietary (e.g., Critical Thinking as it applies to Social Science).

#### Adjournment

Nora brought the lively discussion to a close at 3:03 p.m. The council meets again on December 7.