

LAC Minutes – FINAL

Friday, 4/26/2019 – CLIMB

Attendance:

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

BUSINESS

Late Start

Due to freight trains blocking Clay Street near Water Avenue for 30+ minutes, several members arrived late. The meeting started at 1:30.

YESS Summit

Hannah gave an overview of her takeaways from last Friday's YESS Summit, focusing on keynote speaker Rob Johnstone's one-on-one meeting with the PCC Guided Pathways group. Hannah said Rob was surprised to hear that PSU readily grants junior standing to any transfer student who brings in 90 credits of LDC coursework. Still, he said PCC should continue its work toward guided pathways. Rob stressed the importance of a strong FYE (First-Year Experience), believing guided pathways by themselves are not enough. An FYE has to be more than just a one-credit orientation or college success course, however. LAC members had questions about FYEs, which look different at each college. Hannah said she, Jamee, and Jason Pinkal (coordinator of the Advising Redesign project) attended an FYE conference in the fall. There might be an FYE work group down the road, and Hannah commented that Clackamas CC's robust FYE program is worth looking into.

GEARS

The subcommittee met yesterday and Sally gave an update. Because of the sheer number of courses expected to come through for Gen Ed approval, the GEARS group is being proactive in planning and proposing training and/or mentoring to SACs. The idea is to coach SACs up front on how to develop transparent assignments that align to the new rubrics, so that their applications for Gen Ed status don't get denied for assignment deficiencies. Chris and Jamee will be presenting to Dr. Ho a proposal for funding faculty training (from the YESS grant).

The earliest Gen Ed course requests will be reviewed by GEARS January through March 2020. An email will go out later this term asking SACs if they want to volunteer to go first. One benefit is that any SAC that has new courses seeking Gen Ed status can get them into the fall 2020 catalog if they submit their requests in January or February

2020 (February is the annual catalog deadline). All requests coming through March 2020 through February 2021, assuming they are approved, will appear in the fall 2021 catalog. Susan clarified that all courses on the current Gen Ed list will remain there until fall 2021.

SAC chairs just received from Anne Haberkern (Curriculum) “a report of Associate Degree students who graduated from PCC 2016 through 2018, and the number of those students who enrolled in each course currently on the Gen Ed list.” [Note: Nora forwarded the list to the LAC on April 29, encouraging members to “...review them and assist your SACs in determining which courses would be appropriate to run through the Gen Ed process coming up next year.”

ELIWG

Susan was ill when the EAC-LAC Integrated Work Group met April 9, so she was unable to give a live report on what transpired. [Post-LAC: According to the draft of Kendra’s ELIWG notes, the discussions centered on “the path forward for Core Outcome vetting and approval” and identifying what should be included in Kendra’s presentation to the EAC on April 17. [Note: On April 29, Nora forwarded to the LAC the slideshow that Kendra shared with the EAC.]

GROUP ACTIVITY

Assignment Design

No one attended two recent TLC events on assignment design. The ‘urgency’ factor hasn’t kicked in, but Nora hopes future workshops will garner more attention and interest.

She shared with the LAC her handout on transparent assignment design that was based on the work of Dr. Mary-Ann Winkelmes and the TILT team (Transparency in Learning and Teaching in Higher Education) at the University of Nevada-Las Vegas. The concept of transparent assignment design is to remove ambiguity and to clearly outline purpose, tasks, and (grading) criteria for students.

After reviewing the handout, Nora put a ‘before’ assignment on the screen. After LAC members had a chance to identify its shortcomings, she showed the ‘after’ version, which was significantly improved. Thus inspired, the members paired up to critique each other’s assignments for the remainder of the meeting. Nora had asked members to bring two hard copies of an assignment they use in class that could benefit from redesign.

ADJOURNMENT

The meeting was adjourned by Nora at 3:00. The Council meets again on May 31.