

**LAC Minutes**  
**Friday, 2/28/2020**

Voting Members		Voting Members, cont.		Non-Voting Members	
Elizabeth Brewster, LAT		Heather Lubay, JOUR Inactive		Kendra Cawley, Acad Aff	
Chris Brooks, HST	x	Jessica Martin, COMM		Susan Wilson, Acad Aff	x
Josh Cary, BIT		Linda Paulson, MSD	x		
Magda D'Angelis-Morris, DA	x	Usha Ramanujam, BA	x		
Mandy Ellertson, HUM		Davina Ramirez, ESOL		<b>Today's Guests</b>	
Marc Goodman, CIS	x	Rekha Rao, CIS		Megan Pourhassan, MTH	x
Farin Hajarizadeh, BIT		Sara Robertson, LIB			
Wayne Hooke, PSY	x	Julianne Sandlin, ART			
G. D. Iyer, CS		Jim Sauvé, WR			
Joyce Kaplan, BI		Thomas Songer, MTH			
Rachelle Katter, HE	x	Nora Stevens, BI & HIM - Chair	x		
Jamee Kristen, SOC	x	Delpha Thomas, ESOL - Vice-Chair	x		
Hannah Love, PHL		Jacki Williams, EMS	x		

**BUSINESS**

“Communication” Conversation

Nora reminded the group of the upcoming *Communication Convening* scheduled for Friday, March 13, 12:00 to 4:30, at Rock Creek. Only one person per SAC may attend, so anyone who has not already signed up should check the list of RSVPs to see if their SAC is represented.

Assessment Class Accepting Registration

Registration is open for the first ever spring assessment class. There was insufficient enrollment to run the class in the fall, so Nora and Delpha are trying again. The class will meet Mondays at CLIMB, from 9:00 to 11:00, starting April 6. Susan Watson will promote the class to the SACs that are scheduled for GEARS review this spring.

TLC Sessions Gaining Momentum

Nora and Delpha have held TLC sessions on assignment design at Southeast and Sylvania, and they are heading to Cascade next. The sessions focus on assignment transparency using the Signature Assignment (SA) model. Most of the attendees have brought SAs to work on. Ahead of the Southeast session, Delpha sent an email to the SAC chairs whose Gen Ed course requests are coming through GEARS in the next three months, inviting them to check out the workshop if they needed guidance on assignment design.

GEARS Update

Chris is encouraged by the amount of time and consideration SACs have been putting into their Gen Ed submissions. All but one course have been approved on the spot or with simple amendments. One that needed more revision was approved the following month. The workload is a heavy lift for the committee, but chair Ann Cary has streamlined the process by splitting the reviews between two teams.

Nothing is posted to Spaces yet, but plans are in place to have exemplar SAs, maps, and philosophy statements showcased on a public-facing page (with permission from the

featured SACs, of course). These exemplars will be resources for the SACs that have not yet gone through GEARS.

All SAs approved by GEARS will be posted to the individual SAC *Minutes and Recommendations* pages in Spaces at a future date. This is in keeping with the DSACs' requests that access to the libraries of assignments be restricted to the SACs that created them. Each will reflect the date of GEARS' approval. SACs are free to maintain a separate library (in Google Docs or elsewhere) for non-GEARS' versions.

### Coaching

Chris said he fielded some questions from a couple of SACs at the beginning of the school year, but nothing since then. He asked how it was going for the others. The greatest need for coaching is coming from the CTE side of the house--this, according to Marc, Linda, and Jacki.

### Cycling Assessments

The Art SAC plans to assess its six disciplines within Art over a six-year period, and Julianne Sandlin had asked, ahead of today's meeting, if this was acceptable. She could not attend today, but Nora and Delpha thought this was a timely discussion topic for the group. A six-year cycle would create problems only if it did not include a mechanism for closing the loop on an assessment well before the outcome came up again for review. Another recommendation is to concentrate assessments on courses with the highest enrollments. Bottom line, a SAC has the right to establish its own cycle of assessment and to choose what and when it is going to assess.

## **DISCUSSION**

### SAC vs Collegewide Assessments

There remains some confusion between SAC assessments and Gen Ed assessments. Since last year, the LDC-DE SACs have been free to choose the outcomes they wish to assess. The CTE SACs continue to conduct TSAs where relevant and to assess their degree and certificate outcomes on a three-year cycle. In the spring, each LDC-DE SAC completes an LAC report describing its assessment project. Likewise, the CTE SACs pick *one* of their degree and certificate assessments (their *focal* outcome) to report on.

When the Gen Ed SAs kick in, Academic Affairs, not the SACs, will conduct an annual collegewide assessment of a sample of the artifacts. Due to time and funding constraints, Academic Affairs likely will not be able to assess all outcomes every year. It is unknown at this time what the assessment schedule will look like. A member asked if the collegewide data would be available to the SACs. It would be generalized if it were. It was important to the DSACs that collegewide assessment *not* be used to single out individual classes or faculty. The intent is to determine if students are leaving PCC having achieved the Gen Ed outcomes. That is what the aggregate results will indicate. Disaggregated results could pinpoint performance by subject and possibly by SA, but the data would stop there. The group agreed that having even this much information would be useful to the SACs.

What we need at the LAC's web page, Delpha suggested, are strategy guides—one for large SACs and one for small SACs. For example, developing common outcomes would be a recommended strategy for larger SACs.

## Gen Ed Outcomes and Institutional Student Learning Outcomes (ISLOs) or Core Competencies

Delpha distributed for review, ahead of today's meeting, a handout from Kendra Cawley with the same title as the section header above. Kendra asked for LAC feedback on the three models outlined in the document. Read each as a 'should' statement.

1. Gen Ed Outcomes and assessment reside entirely in Gen Ed
2. Gen Ed Outcomes become our Institutional Student Learning Outcomes (ISLOs)/Core Competencies
3. Additional ISLOs/Core Competencies [be] adopted; Gen Ed Outcomes become a subset of our ISLOs/Core Competencies

The LAC believes Model 1 is the best fit for PCC at this time in terms of authenticity and capacity. The Council "is open to evolving to Model 2 with further feedback from our accreditation visit in 2021 to help guide our next actions." *[Recommendations and considerations of each model are included in "Learning Assessment Council Recommendations on ISLOs/Core Competencies," a Google Doc that Delpha created after the meeting. She asked the members to provide feedback on the document before she forwards it to Kendra.]*

Chris suggested that it may be time for ELIWG to come to an end. It originally was intended to be a temporary, ad hoc workgroup that instead became permanent. Most of the important assessment-related decisions have been made there instead of the LAC in the last several years. That's a problem, because it is the purview of the LAC itself to make assessment-related decisions (in consultation with the Dean and VP of Academic Affairs). Chris would like to see the outcomes discussion take place primarily in LAC as a result, as well.

In the past two weeks, Kendra held six sessions across the district where she sought CTE faculty feedback on the same models listed above. She wanted to hear their thoughts about Gen Ed and where it fits in Career-Technical Education. The sessions were for information sharing, discussion, and Q&A. She will ask them to vote on the models via an electronic poll. The LAC would like to see the results of the poll.

Jacki, Linda, Magda, Marc, and Susan each attended a CTE session. One common theme was a concern regarding Cultural Literacy (CL). Elements of CL are inherent in many CTE programs, though mostly in applied practice, not theory. The faculty seemed to want reassurance that they will not be expected to teach CL theory.

The idea of making CL a requirement for all degrees at PCC has surfaced at the Degrees and Certificates Subcommittee meetings and other venues. If this became a reality, might the college treat it like the MTH 58 vs MTH 65 competency requirement? Susan brought this up. Maybe a department could have the option of teaching CL via an embedded CTE course, or require their students to get it via Gen Ed. It wouldn't have to be an add-on, as students could 'double-dip' and take a course that counts as both Gen Ed and CL.

Chris said departments should not be expected to teach theory outside of their subject expertise and wanted the LAC to take a formal position on this. Delpha said she would add this to the Google Document she is creating. *[This is how the statement looked in a draft of the Recommendations document circulated to Council members after the meeting]:*

- o "The LAC advises that for good practices in assessment to become a stronger element of the college's culture, faculty should be responsible for assessing

*outcomes that are intrinsically tied to their areas of expertise; adopting any model of assessment that does not carefully consider a curriculum's outcomes can result in the proliferation of inauthentic and unreliable assessment practices.”*

Usha suggested bringing this up to the Collegewide Diversity Council as well.

Adjournment Nora adjourned the meeting at 2:30 p.m.