

Minutes

LAC Meeting

November 6, 2020, 1:00pm - 3:00pm

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

Topic
<p>Welcome and Housekeeping Details</p> <ul style="list-style-type: none"> ● New LAC Google Group update <ul style="list-style-type: none"> ○ Fixed - two groups now, one for the LAC (learningassessmentcouncil-group@pcc.edu) and one for learning assessment that all PCC can use to receive and send materials (learningassessment-group@pcc.edu). ● Upcoming important dates <ul style="list-style-type: none"> ○ Nov. 30 (MYPs (CTE) due and LDC Plans due) ○ June 30 All SACs send final reports to academicaffairs@pcc.edu ○ July 31 TSAs (CTE) due to Jan Volinsky jwetzels@pcc.edu, cc Ann Cary ann.cary@pcc.edu ● Approve Minutes from 10/9/2020 <ul style="list-style-type: none"> ○ Minutes approved
<p>Spaces tutorial: Learning Assessment at PCC</p> <p>Walked Council members through the resources available on the LAC Spaces pages. Nichole will create content for the LAC Assessment Teaching Modules that will do a similar walk through of the Spaces Resources.</p>
<p>LAC Talking Points Presentation</p>

[Slides LAC Presentation](#)

This presentation was intended to help get us all on the same page and disseminate information to faculty as questions arise. GEARS and LAC are related through shared assessment goals. We all work to meet our accreditation standards.

After the presentation there was a robust discussion of the relationships between Gen Ed and ISLOs and other enduring skills under consideration. ISLOs are still under construction. CTE Programs need to be engaged to help develop the final core enduring skills. Didn't want to ask this year for capacity reasons.

Still working on Core/Institutional outcomes for the whole college. Roll out of the Guided Pathways and Strategic Plan will also impact.

Shared in the Chat:

21st Century Skills (transferable and enduring skills) identified in meeting about the [New World of Work](#) Organization:

- Self-Awareness (Self Understanding)
- Collaboration (Team Player)
- Digital Fluency (Good with Technology)
- Resiliency (Plans for Success and Bounces Back from Failure)
- Analysis/Solution Mindset (Problem Solver)
- Entrepreneurial Mindset (Go Getter)
- Adaptability/Flexibility (Open to Change)
- Communication (Good Communicator)
- Empathy (Sensitive to Others Feelings)
- Social Diversity/Awareness (Sensitivity to Differences in Backgrounds and Beliefs)

Review/Update: Program review (APU/ADU) connection to LAC assessment

[Agenda - APU/ADU Info Session for SAC Chairs and FDCs](#)

Customized questions from each SAC's Peer Review are included in their individualized APU/ADU template. In addition, we link the LAC assessment and the APU/ADU by including 3 questions that are the same as the LAC Assessment Report for LDC, and for CTE the APU asks if they did their MYP, SDR, and TSA. Because this is an annual process now, we can keep updating it and make it better, so please do let Academic Affairs know what would improve the process.

Will Reorg impact LAC? LAC will not be dismantled, Academic Affairs will continue to support assessment at the college. Under the reorganization, teaching and learning is also tied in with curriculum and assessment. (Currently, the TLCs are campus based and curriculum and assessment are under Academic Affairs). Comment: But LAC has developed all the recommendations for assessment at PCC since there hasn't been a leadership role to date.

Could the LAC become redundant if there is new leadership in place? Ann does not see this as the result of reorganization, but it's a good question. Imagines it will still be a collaborative process, just with more leadership, either in management levels or through the role of coordinators.

Discussion: What do we look for when reviewing an LAC Assessment report from SACs?

- We want to make sure we have a group of faculty participating in the project and that they are normed to each other
- Not intended to reflect successes, but rather to reflect on how to make improvements, focus on an area in which they can improve
- Sincere attempt to learn how it's going for your students (in the name of trying to do it better)
- Helpful if the SAC can provide some context for the Peer Reviewers (view the report from an outsider's eyes) - explain any discrepancies in the data that an outsider might not understand
- Need to move away from the idea of assessing only "low hanging fruit."
- Not about assessing teachers and their performance; it's about assessing students and helping improve their learning
- Get Part-Time faculty involved in the assessment projects. Valuable professional development. They are great resources and will have industrial experience to share (for CTE SACs).
- And the instructor teaching the class does not need to be the only one who assesses the student artifacts.
- Include all the raw data. Don't just report aggregated results.

Complex conversation about relationships between DSACs and LAC and assessment in the college.

Online class module set up – Who, what? Define Modules and Delegate module developers

Magda has created a D2L course and LAC members can create individual modules to import into this format.

Templates and Documents module - Nichole

Transparent assignment design - Nora (will ask for Delpha's help)

CTE process - Marc Goodman

Sara - will be our library resource support person

Interrater reliability - Wayne Hooke

Josh, Davina, Sara, Usha, and Marc all want to be added to the course as support people.

More Module ideas:

- How to write an assessable outcome.
- Difference between direct and indirect assessment.

Let Magda know if you can think of a module you would like to help develop. THANK YOU!!

SAC chairs might not be doing the work of assessment in their SACs - ask SACs - who on your SAC is currently responsible for assessment?

Need to share assessment info with all FT Faculty because they are responsible for assessment as part of their jobs. That is the ultimate goal of these tools.

Recruitment brainstorm: invite a peer

[Current Membership list](#) - please review and send nichole.reding@pcc.edu any updates.

Other Topics? Questions? -

Marc G: Math SAC put together some signature assignments to send through GEARS. There were some questions about the assignments and how they met or not the Quantitative Reasoning Rubric, particularly with the first dimension (State the Problem). The Math SAC thought that they were not good fits for their classes and decided that they did not think they could develop anything that would meet these needs in a substantial way. Their GEARS support team reminded them that this would not be their last chance to get on the Gen Ed list. They won't likely have any courses go through GEARS in an official way this time around. They were advised that GEARS does not have control over the rubrics. Would have liked to have found something that the Math SAC could have felt good about re: assessment, but this is not how it evolved.

****What's the benefit of being on LAC? Why do we enjoy being on this council? - ponder these questions and we will write this up at the next meeting.**