

Minutes

LAC Meeting

January 22, 2021, 1:00pm - 3:00pm

Voting Members		Voting Members, cont.		Non-Voting Members	
		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		Megan Pourhassan, MTH (PT)			
Magda D'Angelis-Morris, DA - Chair	X	Usha Ramanujam, BA	X		
Mandy Ellertson, HUM (PT)		Davina Ramirez, ESOL		Today's Guests	
Marc Goodman, CIS	X	Sara Robertson, LIB	X		
Farin Hajarizadeh, BIT (PT)	X	Julianne Sandlin, ART			
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		
Hannah Love, PHL	X	Jacki Williams, EMS	X		
Heather Lubay, JOUR (PT)		Susan Wilson, CG	X		
		Delpha Thomas, Online Learning			

Topic

Welcome and Housekeeping Details

- Approve [Minutes](#) from 12/4/2020 - approved
- Approve Agenda - reviewed. Agreed we do not need a formal agenda approval in LAC.

Update on SAC Assessment Reports

Have coaches reach out. Add Deans to the communication. Nichole has included Administrative Liaisons in most follow up communication.

Sometimes SAC Chairs aren't the ones doing assessment. Try to figure out who the assessment leads are.

[2020-2021 Assessment Plan Tracking](#)

[Summary Report](#)

LAC Leadership

Magda has a new districtwide position. She is still considered faculty, but needs to break from some of her committee leadership. Her new supervisor requested that she step down from the LAC position. Sara Robertson has been nominated as new LAC Chair. Sara has done peer review and is experienced with assessment. Magda will remain on LAC and will be available to support.

Recruit College Wide Scoring Scorers

Recap on where we are: All SACs are nearly finished going through GEARS and now have signature assignments (SAs). It is open to anyone to volunteer assignments for collegewide scoring. Ann sent a survey request for assignment volunteers. If you are piloting a SA, you would share this with Academic Affairs.

We also need scorers. Formerly recruited through the DSACs (Discipline Studies Area Committees). They need to have a strong understanding of the rubrics. But we would like to open up the opportunity for others to serve as scorers. Some SACs would like to know how we are going to pull artifacts.

We have an ITPMO (IT Project Management Office) request in to help with the technical side. We hope to have information out to faculty this spring.

Which artifacts will be pulled? We are still figuring this out. Not scoring all items from a specific CRN, we are spreading this out over a wide swath of courses.

There will be a folder in D2L that will be identifiable. Hopefully simple!

Online class module process

Discuss timeline and next steps. Magda and Delpha will share with the group. Delpha is working on a process for us. She will make a folder for us to upload videos. Magda and Delpha are going to meet next week to develop a timeline. Hoping to have all the modules and the basic course ready by fall 2021. Sounds like a lot of people have already started working on their modules!

Magda discussed the project in GEARS, since there's a GEARS module in the course. The GEARS members thought this was a great idea and requested access to the course and offered to help.

Contributors add to the current format? Yes.

Can we just record a lecture in PowerPoint? Delpha will help with distribution of our materials that we submit.

Transparent assignment design. Want to be sure the data about its efficacy is in the module!

Discussion: Increasing support for assessment

We have discussed coaching for DSAC work in the past. Historically, the necessary experience and capacity was a challenge. But now, GEARS members have a lot of experience with this and if willing, they could be mentors.

College Leadership is thinking about integrating broader support for assignment design and assessment into LAC work within our own coaching framework. Signature assignments might need updating, and assessment work will need support as well.

Bigger piece that is just in the brainstorming place: LAC - upping the faculty leadership role for assessment. Having assessment support within the SAC? Especially the big SACs - assignment design and logistical pieces. Criteria? Accountability? Where should all of this sit?

The reorganization chart shows a "leader of learning assessment" function. It's not clear yet if this is a position (or if such a position would be a manager/ coordinator). It could end up being faculty leadership.

Questions: Could it be LAC Chair? Or could be a faculty member in general in theory? Yes

It needs to be funded with a permanent/sustained source. "You are an assessment lead - this is part of your job now." Suggestion - LAC membership is a requirement, they need to be part of the more global assessment conversations in order to build up expertise.

If we have SACs who have trouble doing their assessment work, they might fall into a special case for support.

Update on Benefit of being on LAC

Suggestion: Create a video and share with SACs and include in our new modules.

Nichole will create a print pitch for recruitment once the 12/4 Minutes are approved.

We're fun, get things done, and function well!

Other member updates?

No additions

Other Topics? Questions?

TSAAs - need a process for SACs to change their TSA reporting. No longer sent to the state, but we still need to continue to do the comprehensive assessments. Can timelines change? Is it still needed every term? Ann will follow up.

GEARS will be wrapped up after maybe two more meetings.

LAC should start discussing equitable grading and its effect on assessment work. Training and support will be important. Maybe we can include more of this in our modules?

Almost finished with Phase 1 of Guided Pathways. This will better institutionalize key principles. This will impact everything; and everyone will be trained on the new vision. At the center of everything will be equity. Shifting away from assessment for compliance toward assessment for equitable success. LAC will eventually be part of the conversation. How can we bring everyone into this framework? Huge training lift. But essential. Not just a policy change.

What does academic rigor look like for different populations? How do we integrate flexibility and enduring skills into our teaching and learning? We have minimum competencies, but how can we do that without penalizing students from the very beginning based on their prior knowledge etc.

Ongoing conversations around outcomes based assessment, equitable assessment, among other things. Big changes ahead! Some groups at the college are exploring this:

<https://gradingforequity.org/>