

LAC Minutes
October 9, 2020
Via Zoom

Voting Members		Voting Members, cont.		Non-Voting Members	
Elizabeth Brewster, LAT		Jessica Martin, COMM (PT)		Ann Cary, Acad Aff	X
Chris Brooks, HST		Linda Paulson, MSD	X	Nichole Reding, Acad Aff Recorder	x
Josh Cary, BIT	X	Megan Pourhassan, MTH (PT)	X	Delpha Thomas, Online Learning	X
Magda D'Angelis-Morris, DA - Chair	X	Usha Ramanujam, BA	X		
Mandy Ellertson, HUM (PT)	X	Davina Ramirez, ESOL		Today's Guests	
Marc Goodman, CIS	X	Sara Robertson, LIB	X		
Farin Hajarizadeh, BIT (PT)	X	Julianne Sandlin, ART		none	
Wayne Hooke, PSY	X	Jim Sauv�, 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					
Hannah Love, PHL					
Heather Lubay, JOUR Inactive					

<p>Welcome and Housekeeping Details</p> <p>Introductions!</p> <ul style="list-style-type: none"> • New LAC Google Group • Nichole Reding, new Academic Support Specialist (and LAC documentarian) • Upcoming important dates <ul style="list-style-type: none"> ◦ Invitations have gone out for next meetings. See the Spaces page for all the dates.
<p>Coaches for CTE</p> <p>Interested in coaching for CTE? Please let Magda know. Budget - we have been advised to spend "up to" what we had last year. Coaching was really needed and well utilized at the beginning, but is somewhat less needed now that folks are getting used to assessment, but it is still important! Especially for new SAC chairs and new programs. Is there training for new coaches? We do have training and norming sessions that all the coaches are on the same page - but it might be best to wait a few years of being on LAC to make sure you are an "expert."</p>
<p>Coaches for LDC</p> <p>Last year we didn't have coaches for LDC, but we do have Chris, John, and Doug as contacts for LDC SACs. Coaching got a late start last year. Delpha, Nora, Susan, and Chris split up the LDCs last year. Minimal requests.</p>

Communicate with SACs coming through GEARS about Professional Development Opportunities - relates to: CEU course, coaching, transparent assignment design

We want to make sure that when we are asked by Faculty, we are able to explain and to share what is available to them re: assessment. Thinking about creating a course that will talk about all assessments at PCC. An asynchronous course with modules. Folks could choose which modules they need most or are most interested in. LAC could work together to develop this course. Members could be part of making this a great course. Let Magda know if you are interested to help. She will be sharing the shell she is developing now for feedback.

Feedback from group:

- Great to have this available whenever they need it!
- Better system than in the past.
- Make a module on how to write an assessable outcome.
- Add a module about the difference between direct and indirect assessment.

Peer Review and how it relates to Program Review (APU/ADU)

Ann Cary: We used to do a 5 year program review - big process. SACs would reflect on their assessment, and the Administrative response/DOI feedback would include the LAC feedback. Now we are moving to an annual review process (called APU/ADU). Much shorter, only a few pages. We are including the Peer Review Feedback questions in the APU/ADU so these assessment topics are more integrated (this will be reflecting on last year's LAC report). Only the SACs that were due for their 5 year plan are doing the APU/ADU this year. We put three questions from the LAC assessment reports into the LDC ADU form this year to highlight the integration. This will result in more accountability with their Deans and for Deans to be more aware of what is needed.

There are still a few things to work out, for example how SACs will approach their annual review (esp. if they have both CTE and LDC).

Is there a concern that there will be two sets of annual reporting? We will be trying to eliminate redundancies and LAC can help. The work won't be skewed just to SAC chairs - FDCs will be involved more (but for some programs this is the same person).

Will the annual review documents be public? Yes - <https://www.pcc.edu/program-review/>

When will these be due? This year = March 5, 2021. Most years it will be due in December.

Concerns about lots of overlapping reporting. The hope is to limit and acknowledge the redundancies.

Where do SACs send TSAs? Send TSAs to Jan Volinsky (jwetzel@pcc.edu).

Discussion: Any changes to forms? [CTE](#) or [LDC](#)? Esp. re - APU/ADU discussion above

We as a group like to see that the data is disaggregated. Making sure that they are doing direct assessments (this last year we had a lot of indirect surveys because of covid, but we would like to go

back to direct in future). A lot of the questions in peer review asked how they would do direct assessment in a long term remote setting. Maybe we can add a module about the difference between direct and indirect assessment (see above). This may be an opportunity for coaching.

People can get lost because there are so many options available for assessments.

Some folks have been confused about the purpose of these assessment reviews. They think it is time to show how well they are doing. We are looking to see if SACs are collecting data to help them improve their teaching and methodology. It's good to show areas of weakness and to explain how they are going to improve! Important that our committee disseminates the news that this is not the time to show we are perfect, but rather a time to reflect on ways to improve. This is not punitive! It is a collegial process intended for us all to improve.

The LAC does not "grade" the SACs. Mostly acknowledging the positive aspects and asking questions to help SAC reflect on how to improve.

Division deans and DOIs still cannot see the full peer review feedback - that's all restricted. The "overall narrative feedback" is the only piece that used to go into the administrative response to Program Review. It's similarly the only piece that is going into the new Program Review APU/ADU.

How can members disseminate information to SACs?

Would it help the committee if by next meeting we have a PP with some talking points as a review?
Yes!

Discussion: Are SACs invited to assess their Gen Ed courses / Signature Assignments / against the Gen Ed rubric for their LAC project this year?

Yes, but they can't be doing the exact same thing year after year. Great time for SACs to be using their signature assignments for LAC - is this assignment working? The whole point of revising the Gen Ed was so that we had something quantitative. That gives SACs more flexibility to find out what they are interested in and think are important. SACs should pick something they really care about now for assessment!

Other Topics? Questions?

ELIWIG (EAC-LAC Integration Workgroup) sent a proposal to Cabinet. In essence, the proposal was to identify the new General Education Outcomes as PCC's Institutional Student Learning Outcomes (ISLOs), assessed entirely within the General Education Program and to rename the current College Core Outcomes to College Core Values.

The cabinet did not reject the proposal but had concerns. The concerns are as follows:

The recommendation is narrow in scope. By placing everything into GenEd, it does not take into account the learning that occurs in CTE (Career Technical Education).

It does not take into account the learning that can happen outside of the classrooms.

There may be other ISLO that may be added to assess enduring skills. This is important for the workforce partners.

The decision was made to not move this forward since the cabinet had concerns.

How will CTE programs that aren't offering courses do assessment? It is important for CTE programs to identify something that they can do for assessment - co-ops? externships? anything you can think of in which you can simulate what we do in person. Maybe the next time the LAC meets we could come with ideas and help create messaging and responses for those SACs who are asking. They will likely need more help on the coaching side as well.

Member Proposal: If >80% of their classes are cancelled we should not ask for assessment.

Get some messaging put together for the affected SACs when their MYPs go out for their cover letters.

Do we have flexibility for reporting for our accreditors? There are some conversations. NWCCU is trying to be flexible, but there are some things that are still required. Hoping to have some feedback together to go out by end of November/early December. The Administration says that they will have information about spring term by December 4.

If SACs are getting notified they won't be teaching F2F on Dec 4 (or that they are), then maybe we should give them more time for their MYPs. Consider giving them a later deadline. Consider individual flexibility. Lots to plan regardless of opening or not. Give one week to digest this information and then provide opportunity for them to respond to the deadline and be provided some flexibility?

Maybe just a deadline for a response - yes we can do this, no we cannot.

One week for many CTE programs will not be enough because there is so much contingency planning already happening. Programs won't be able to assess the things they said they were going to in previous MYPs. We want to cause the least possible additional mental anguish. Let's table this for now and consult with Ann Cary. It's hard to plan without all the information now.

Follow up/Tasks

- Look for the LDC and CTE forms and review them before next meeting.
- Also think about how and when best to send MYPs and we might have some requests for thoughts and feedback before next meeting.
- Send Magda an email if you want to be a CTE coach or if you have ideas or want to help with the assessment modules.