

Minutes

LAC Meeting

December 4, 2020, 1:00pm - 3:00pm

Voting Members		Voting Members, cont.		Non-Voting Members
Elizabeth Brewster, LAT		Jessica Martin, COMM (PT)		Ann Cary, Acad Aff
Chris Brooks, HST	X	Linda Paulson, MSD		Nichole Reding, Acad Aff Recorder
Josh Cary, BIT	X	Megan Pourhassan, MTH (PT)		
Magda D'Angelis-Morris, DA - Chair	X	Usha Ramanujam, BA		
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		
Wayne Hooke, PSY	X	Jim Sauvé, WR		
G. D. Iyer, CS		Thomas Songer, MTH (PT)		
Joyce Kaplan, BI (PT)	X	Nora Stevens, BI & HIM - Vice-Chair (PT)	X	
Hannah Love, PHL		Jacki Williams, EMS	X	
Heather Lubay, JOUR (PT)	X	Susan Wilson, CG (PT)	X	
		Delpha Thomas, Online Learning	X	

Topic
<p>Welcome and Housekeeping Details</p> <ul style="list-style-type: none"> • Grounding: Any benefits from working from home through the pandemic? Looking forward to anything when we come back to in-person? • Upcoming important dates: SDRs will go out in January, and Reports are due June 30. • Approve Minutes from 11/6/2020 - approved • Approve Agenda - approved
<p>Update on SAC Assessment Reports</p> <p>2020-2021 Assessment Reports submitted</p> <p>Not too many missing at this point. Nichole will follow up with non-submitting SACs and their Admin Liaisons and coaches. This is not a punitive process. These deadlines are intended to support SACs in their assessment processes - submit a plan in order to help keep folks on track for a winter/spring report.</p>

Online class module set up – Review and Assign developers

Timeline? No timeline yet.

- Proposal - make a goal to have this ready for next fall. Have some info in the shells by end of winter term, 2021. Always open for everyone. Delpha can help with project timeline and Delpha would be willing to support the shell creation in D2L.

New module or topic ideas to add to existing modules:

- an explanation about how assessment is tied to the program review process — like an overview of the “ideal” assessment cycle
- Also, how Assessment intersects with other aspects of the administrative elements of being a faculty member. How you can use this work for cross purposes...
- How about a module on how assessment is/should be used at PCC? How we don't want perfect assessments because there is nothing to improve on, for instance!

Folks want to help - Magda will open it up to everyone this weekend and then you can send an email to Nichole and Magda about which modules you want to work on.

If folks find materials that require purchasing or licenses, let Sara Robertson know. She can also help with finding resources.

We need to model what we are hoping other faculty will do.

Discussion: What's the benefit of being on LAC? Why do we enjoy being on this council? Create a pitch for recruitment.

- Provides a sense of belonging to an extended PCC community, offering networking opportunities to get to know other programs and faculty. I would think many faculty are feeling isolated due to the COVID restrictions so this would be an excellent avenue to interact.
- Provides faculty an opportunity to offer feedback and insights on the college-wide assessment process, sharing ideas, concerns, or gaining greater understanding of the process especially for those faculty responsible for their department's assessment reports.
- Damage control - burden of assessment could be too heavy or meaningless, gives us a chance to have tangible purchase and help us to avoid poor outcomes. Gives faculty a chance to have input and feedback. Chance to be included, even though faculty are not always. Insight into the administrative world.
- Love working with colleagues outside of my discipline. It is great to get out of my small classes and remember that PCC is a larger institution with its own needs that still impact students.
- I think the value of being on the LAC is having a better understanding of the administrative side of being a member of the faculty. It also allows for faculty to have a voice in the process.

- I love hearing from the diverse places of my colleagues so I better understand the larger community. I have learned so much! Also I love the “puzzle” of figuring out how to assess really diverse teaching/learning processes. Helps us understand the bigger picture issues.
- It allows a peek behind the curtain to help fully understand the importance of assessment and why we should all be doing it, regardless of requirements, to better serve our students when in the classroom. It also allows, as a PT person, to have a greater connection to the larger PCC community.
- A lot of faculty don't appreciate the assessment process, but if it's done the way it's intended (improve teaching and courses) it can be a fantastic tool. Want to work with a group and be a part of the process to make sure the tool does get used and that we can get the message out so more folks can believe in that and use it that way.
- Learning assessment is only meaningful if it informs changes in teaching, improves our understanding of the student learning experience, and informs program development — having a voice in helping ensure the process is meaningful is really exciting!
- If you want to be popular, do the thing no one else wants to do, which is often assessment. Can help (a resume) if you want to change jobs. You can be part of critical conversations.
- I enjoy the LAC for the same reason I liked working in Academic Affairs and Advising before that--it gives insights into every instructional department at PCC.
- A lot of things discussed first in the LAC eventually change the way things are done at PCC. Great to be on the forefront of good change.

Nichole will create a document that captures some of these ideas. Maybe we can send or share this out somehow with SACs?

Discussion: Feedback on what the SACs are stating about the possibility of not being able to assess due to COVID? If they are teaching courses, should the SACs assess in creative ways?

Not too many have reported that they cannot assess (although it is possible that some of the non-submitting SACs have not submitted due to this).

We are asking that SACs try to find something that is assessable, even in the remote environment. Hoping folks will reach out if they need support.

Anyone attend the signature assignment workshop offered by Cascade TLC? Anything to report?

Several members of LAC were there and provided feedback and context.

- The meeting was intended to support a problem solving approach to a very specific problem. It was not intended to be about GEARS specifically.
- Maybe include some of this info in the LAC training course (clarifying intent and vision of GEARS and sig assign).

More general conversation followed

- Never occurs to some faculty that they don't have to do what the SAC says though. Especially challenging for PT faculty who feel more vulnerable. Important to offer good orientation. New faculty often are missing key pieces of information! Academic Policies and Standards Committee is working on SAC P&P this year.
- What SACs know and don't know: theme - coaching and mentoring - a lot of the answer is that we don't have effective coaching and mentoring set up. GEARS couldn't provide this because there wasn't a budget for it.
 - Update - Actually, this is widely believed, but we had \$20k available for it. The problem wasn't budget; it was faculty with both the expertise to do it and bandwidth.
- We communicate via a SAC chair and that information isn't always disseminated effectively. And they don't always know stuff either!
- How do we ensure that our message gets out? Folks often don't read their emails.
 - Have someone from LAC at every single SAC in-service meeting - dispassionately provide information about assessment. Complex but might be a useful tool. Admin liaisons could be a support as well.

Other member updates?

EMS update - Admitting a winter cohort. Everyone will get Incompletes until they can do in-person labs. Some students are in the field now and the program has been allowed (by programmatic accreditors) to offer some of the internships in a different order. It requires so much more work to manage a program remotely. Exhausting!

Other Topics? Questions?

College-wide assessment process update

We haven't asked anyone yet if they want to participate.

Any department that's running a Gen Ed course that has been approved by GEARS can be pulled in Fall 2021. Some are still piloting, but not to inform rubrics. We could choose to assess 2 of the 4 DSAC rubrics. We could make a general call for volunteers. Next Fall everyone has to be doing it and we can pull anything. Do we want to take volunteers who want feedback on their signature assignments? If we are starting to scale up, we need scorers.

Arts&Comm DSAC rep noted that they would really appreciate hearing a summary of what the results were last year. A larger outcome summary from pilots would be of interest.

Are we planning on looping back to DSACs and having another go at the rubrics? Probably not in the short term. DSACs will probably meet twice a year into the future to review the rubrics. Good idea to keep it the same for a couple of years. Keep the tool, change the teaching.

We think LAC ought to be more involved in this process. But there's no official relationship between the LAC and the DSACs. Magda and Nora will chat with Ann about the logistics.

