

Minutes

LAC Meeting

February 19, 2021, 1:00pm - 3:00pm

Voting Members		Voting Members, cont.		Non-Voting Members	
Chris Brooks, HST	X	Linda Paulson, MSD	X	Ann Cary, Academic Affairs	X
Josh Cary, BIT				Nichole Reding, Academic Affairs	X
Magda D'Angelis-Morris, DA		Usha Ramanujam, BA			
Mandy Ellertson, HUM (PT)		Davina Ramirez, ESOL	X	Today's Guests	
Marc Goodman, CIS	X	Sara Robertson, LIB - Chair	X		
Farin Hajarizadeh, BIT (PT)	X	Julianne Sandlin, ART			
Wayne Hooke, PSY		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	X	Jacki Williams, EMS	X		
Heather Lubay, JOUR (PT)		Susan Wilson, CG			
Jessica Martin, COMM (PT)		Delpha Thomas, Online Learning			

Topic	Presenter Notes below
<p>Welcome and Housekeeping Details</p> <ul style="list-style-type: none"> ● Grounding/Check in ● Approve Minutes from 1/22/2021 ● Review Agenda 	<p>Sara</p> <ul style="list-style-type: none"> ● Request to send minutes out ahead of time for review (was done previously). ● Nichole has been including in Agenda (which goes out to members 1 week ahead). Nichole can include a reminder to review the minutes in meeting reminder email. ● Minutes approved
<p>Discussion: LAC Leadership development process,</p>	<p>Sara</p> <ul style="list-style-type: none"> ● Proposal brought to the group: Develop a process for calling for a vice chair for next year. Sara is committed

<p>including vice-chair recruitment</p>	<p>to serving through next year and would like to have a process developed for identifying a vice chair.</p> <ul style="list-style-type: none"> • The LAC is a recommending body. Direct supervisor signs off. Katy Ho (VPAA) approves. • In the past, the current chair and vice chair had a conversation with Kendra (the DAA). People were hand-picked. • A more democratic process could be beneficial. • Will the process of starting as vice chair and becoming chair continue? This in the bylaws. Ensuring the leadership continues. • Is 4 years too much? It's complicated enough that 4 years is probably warranted. Significant support among LAC members that 4 years is probably a good length. • Suggestion to understand compensation and responsibilities better. Nora said 25% release was accurate. • A list of duties/inventory of roles in the bylaws could be helpful. May be difficult to form right now as there are many things in flux/ in progress. • Action: Nora and Sara and Nichole will meet to draft some ideas. Table to start of spring term.
<p>College Wide Scoring Update - Recruit Scorers</p>	<p>Ann</p> <ul style="list-style-type: none"> • 39 CRNs volunteered. We are working with IE to get demographic info, then will sample. • Next year, when all Gen Ed courses have SA will be different. We are working with IT on this. • Discussion about bringing the work with SA/ Gen Ed into the LAC. Would be a good recruitment mechanism. • Offering interesting work that is compensated would be really huge for adjuncts - highly educated people who would love to do this work. • Scoring is paid work.
<p>Exploratory conversation: Organizational impacts? And recruitment?</p> <ul style="list-style-type: none"> • How to position learning assessment and the LAC in the new organizational structure. • What might embedded coaches for larger LDC SACs look like? • Update on Benefit of being on LAC tool 	<p>Sara/Ann</p> <ul style="list-style-type: none"> • What would this group like to see? • Coaching: Not hard. Doesn't cost the college a lot but has a high impact. Another opportunity for faculty to do paid work. • Coaching is often just talking people down (calming them down) and making it seem more reasonable. Helping them through sorting what the terms are - direct assessment, inter-rater reliability etc. • What experience do coaches need? Enough peer review experience to know what to look for, what is good, etc. (A couple of times probably, 2 or 3 - more than 1). • Having taken the assessment course was helpful to do

	<p>prior to peer reviewing.</p> <ul style="list-style-type: none"> ● Progression - start with the course, join LAC, a couple years of peer review, and then become a coach. ● Goal is to have the on-line assessment course ready by fall 2021. ● If we bring in folks who are DSAC scorers as coaches, what would we like to see? Select based on experience and qualifications. ● Hoping that we will have a clear view of the goals of reorg long term. Where will we live? How will things flow? How does learning assessment fit into a bigger picture? Not just accreditation but the YESS goals. ● Lead with ideas. ● Where do we articulate, within a pathway, and beyond a pathway? Forward looking: we can re envision grading practices and lead in that area. ● Equitable grading is something we need to carry forward in our assessment work. Linking grading to assessment. ● Need to tie racial equity to assessment ● It would make sense for scorers in peer review and in college-wide assessment to be drawn from the LAC in the future. The idea would be to bring the DSACs under the LAC umbrella.
<p>Peer Reviewer Recruitment</p>	<p>Sara</p> <ul style="list-style-type: none"> ● Peer-review - shouldn't be difficult to recruit, since this is meaningful, paid work. ● Only a small handful of SACs have not submitted assessment plans this year. Last year 30 SACs did not submit final reports. If most SACs that have submitted plans do, in fact, submit reports, it would be best to have at least 8 peer reviewers for this summer.
<p>Online class module process - Discuss timeline and next steps (course link: https://online.pcc.edu/d2l/home/357057)</p> <ul style="list-style-type: none"> ● Suggestion to include module(s) for the development of "soft skills" assessments, such as found at https://www.skillsurvey.com/career-readiness/ 	<p>Sara</p> <ul style="list-style-type: none"> ● Other outcomes or skills that are institutional level outcomes ● How do we go about determining core outcomes? Ann is open to hearing ideas. ● Program outcomes word cloud -- what would be represented? <ul style="list-style-type: none"> ○ Teamwork, communication ○ Enduring skills ○ 21st century skills, essential ○ Empathy, conflict resolution ● Critical thinking is across all of the GenEd rubrics, as are many of these enduring skills -- just need to look at them to recognize them and make those connections (because they are there!) ● CMET example of mapping to 21st century skills

	<ul style="list-style-type: none">○ Chris will look at the CMET example and 21st century skills and map them to the rubrics
Other member updates? <ul style="list-style-type: none">● Assessment process feedback - NR	Members
Other Topics? Questions?	Sara