

LAC Minutes

Friday, 3/1/2013

CLIMB

Chat time: 1:15-1:30

Meeting: 1:30-3:30

Attendance:

Stedman Bailey	X	Anne Haberkern	X	Laura Massey	X
Jessica Bernards		Wayne Hooke	X	Scott McBeth	X
Kendra Cawley	X	Gabe Hunter-Bernstein	X	Diane Moore	X
Sandie Curren		Pam Kessinnger	X	Linda Paulson	X
Sally Earll		Heather Lang		JulieAnne Poncet	X
Shrilee Geiger		Katie Leonard-Floyd	X	Julie Romey	X
Sylvia Gray		Priscilla Loanzon	X	Lisa Rosenthal	
Allison Gross	X	Christine Manning		Doug Smith	
Sherie Guess		Michele Marden	X	Stephanie Yurasits	X

Guests:

None

Agenda is in bold type; Minutes are not.

I. Business/Updates

- i. **Who is time keeper today?**
- ii. **Introductions and sharing plans for Spring Break (≈ 15 minutes)**
- iii. **Approve Minutes for 1/25/2013 (≈ 10 minutes)**
 - Approved
- iv. **Next meeting: Friday, 4/12, 1:30- 3:30 (chat time at 1:15) at CLIMB (≈1 minute)**
- v. **Student Services Conference Highlights re Assessment (Scott McBeth) (≈ 15 minutes)**
 - Conference centered on discussing student success assessments in student services. Many presenters were from PCC (including Linda Reisser), other Community Colleges, and four year colleges.
 - Email Scott for PowerPoints from the conference (scott.mcbeth@pcc.edu)
 - URL: sites.google.com/site/2013studentsuccess/home
 - Measure What You Treasure: Laura M. and Linda Riesser was a part of state-wide workgroup to develop milestones and momentum points for community college (started in 2007-2008). This work was retired because of achievement compacts.

vi. Conduit Standing Subcommittee Update (Co-Leaders: Shirlee Geiger and Allison Gross) (~ 5 minutes)

- Internal PCC blog for assessment is set up. Aim for 1 per quarter for now.
- K-12 Common Core state standards:
 - 45 states have adopted the Common Core
 - Goal is to establish consistency between states
 - The standards are really ambitious
 - There are 2 groups writing assessments for the Common Core. Smarter Balanced is the one OR has chosen. There is a concern that writing might be graded by computers. There is a statement by writing teachers and scholars nationwide against using robo-grading as a part of Smarter Balanced and PARCC for Common Core Assessment.
 - Lisa Reynolds is leading this in OR under Community College and Workforce Development (CCWD) in an attempt to connect high school and college faculty and to formulate definitions for college and career readiness. There will be a statewide meeting on 3/15. The hope is to close the knowledge gap between high school and college. Right now the gap is large. Most students entering PCC are not “college ready. Of all the 900-odd courses we offer in a particular quarter, approximately 49 courses make up 50% of our enrollment and most of those 49 courses are Developmental Education (DE) courses. Few students move from DE to 100-level courses. The probability of successful completion of a DE course decreases the more times a student takes the course. The Completion Investment Council (CIC) is looking at this data. They just did writing and are about to start math.

vii. CIC Update (CIC Rep: Shirlee Geiger; Shirlee sent notes) (~ 5 minutes)

CIC Talking Points February 2013 (from Sylvia)

- *The Development Education (Reading/Writing) SAC with the support of Laura Massey and Kurt Simonds showed some of the data based on course-taking trends and completion results. While many students do succeed, too many do not, in spite of the best efforts of skilled and dedicated staff at PCC. This is not unlike trends throughout the U.S.*
- *There are myriad factors to be taken into consideration, including:*
 - *These students tend to be some of our most vulnerable, including living situations, financial situations, and more. See the minutes for a fuller list.*
 - *The resources available to students vary greatly from campus to campus.*
 - *The pathways into WR 121 also vary greatly – they can be through ESOL, Adult Basic Ed, or Development Ed courses.*
 - *There have been some experiments at PCC with heartening results, such as linking WR 90 with RE 90 and requiring students to take them simultaneously.*
- *The DE SAC has requested a task force to work on rethinking the systems and approaches. The CIC supports the formation of this taskforce, which will report its finding and proposals to the CIC.*

viii. Other updates (?)(~ 10 minutes)

From Gabe:

- D2L Assessment “Course” for faculty: The Faculty Development Subcommittee has created a Desire2Learn “course” with modules on assessment. The subgroup who

developed the modules wanted to set it up where faculty could complete the modules and earn an “ass badge.” Modules were set up by different people, so they have a different feel.

- The Desire2Learn “course” has been released to LAC members. How to access it:
 - Login to MyPCC
 - Click Desire2Learn login on the left of the homepage
 - Under “My Courses” and “Distance Learning,” you will find the course. It is called “Assessment at PCC”
- Please take a look at it and give feedback. Release to all PCC faculty is the goal.
- Possible new outreach to faculty: Instead of LAC organizing an district events, there are two new approaches that have developed this year that have been successful:
 - Inserting assessment into events organized by other groups. Examples:
 - A subgroup of SPARC (lead by Michael Meagher) received a LAC grant to encourage faculty to think about how they could address the Core Outcome of Community and Environmental Responsibility (focus on Environmental). There was a presentation by the LAC at this event.
 - There is another SPARC event upcoming on developing sustainable curriculum where the LAC has a small presentation
 - Hold workshops for a SAC.
 - Example: The Health SAC wanted to have a workshop on formative assessment at the CCOG level.
 - SAC-specific workshops should have at least 2 meetings (single event workshops don’t typically bring change like more sustained workshops)
- The New Faculty Institute (NFI): NFI is under developed. The approach is changing. No more 3-day intensive workshops. The new model is several meetings spread out over Fall Quarter. The hope is to infuse assessment.

From Anne:

- Sally went to Valencia College and there were a lot of information related to discussions going on at PCC regarding assessment and accreditation. Sally is excited to share.

From Allison:

- Union lobby day is upcoming and Allison is attending. Send her any comments about assessment to share with legislators.

From Kendra:

- 10-state collaboration on assessment: Kendra was invited to attend a 10-state collaborative meeting on evaluating student work on Critical Thinking, Quantitative Literacy and Communication using a common rubric. This work has been focused at

the university-level and at the last minute someone thought, “What about community colleges?”

- This work was started in Massachusetts. The intent was to have a “classroom up” instrument where the state used the same rubric so data is coherent across the state (no standardized testing). Instead of limiting the work within the state, they wanted to see if other states would join the effort. Their idea was taken to the State Higher Education Executive Officers Association (SHEEO) and 10 states signed on.
- The hope is to leverage student work that occurs in classes and to simultaneously strengthen accountability while assessing for improvement.
- LEAP Value Rubrics (from Association of American Colleges and Universities) have been vetted by 100’s of colleges and university faculty. They are intended to be morphable to meet needs.
- The current plan with the 10-state collaborative is to ask faculty to submit work that fits a chosen rubric. Perhaps some faculty at PCC might want to do this. Perhaps this could be a SAC’s assessment work for 2013-2014. The student work would be sent off and evaluated by teams that have been normed to the rubric.

ix. Google Docs (≈ 1 minute)

- A folder in Google Drive has been created for the LAC called “LAC Members and interested Folk.” The folder contains the following files currently:
 - Data links about assessment
 - Assessment Conferences
- Additional files will be added
- There was interest in Google Drive training. Pam and Michele will set something up.

x. One of Spring Quarter Meetings: Degree Qualification Profile (DQP)

- PCC is a part of a Lumina Grant that was given to the state of OR (lead by Lane Community College). The grant is to have “conversations” about the Degree Qualification Profile.
- We will discuss the DQP at an upcoming meeting.

II. LAC Discussion

i. Continue discuss regarding the troublesome accreditation standard: 4.A.3 (remainder of time)

NWCCU Standard 4.A.3: The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

a. Clicker Activity Results (from last meeting)

- Postponed.

b. Course Outcomes:

- 1) **Assessable?**
- 2) **Minimal or Aspirational or Both?**
- 3) **Should students show competency for all course outcomes to pass a course?**

Review where we are so we all are on the same page:

- *Last NWCCU Accreditation team hinted that we don't have a system to document course-level outcomes attainment.*
- *What type of information do we need to show "that students who complete... achieve identified course... outcomes"? Possibilities:*
 - *Quiz/Test/Project (probably not good enough)*
 - *Assessment method described that matches the intent*
 - *Common rubric for the outcome*
 - *Specific items (BIT 107)*
- *But wait, we need to step back: To show achievement, we need assessable outcomes. [With this realization, Michele and Wayne started the EAC/LAC Phase II Workgroup to address the situation. Members of the workgroup involve leaders of LAC, Curriculum, and Degrees & Certificates.]*
 - *Current model for outcomes in CCOG (that the curriculum committee oversees) was developed before assessment was a concern.*
 - *Outcomes may or may not reflect what SACs want to assess.... or even what they find important for the course.*
 - *However, the current model has moved us forward. We need to build upon what we have now.*
 - *Consultant visit (Ron Baker) in February with the EAC/LAC Phase II Workgroup*
 - *Consultant felt it was arrogant to have an "out there" outcome focus. How can we say that by taking course X, students will do something "out there." They might or might not.*
 - *Consultant suggested we change our language to the following "Upon successful completion of the course, students who complete course should demonstrate the ability to..."*
- *LAC helps manage possible changes. This hasn't been defined yet, but perhaps it would look like one of the following:*
 - *Advisory Role*
 - *Co-lead workshops with Curriculum where faculty can get "quick" course approval*
 - *Faculty training*

Discussion on the 3 agenda items:

- 1) Assessable?
- 2) Minimal or Aspirational or Both?

3) Should students show competency for all course outcomes to pass a course?

- ART 101, 102, 103:
 - The word “appreciate” was changed to “understanding” [Example: Understanding Architecture instead of Appreciating Architecture]. The reason for this is that it is hard to measure “appreciation.” Also, the common understanding of the word “appreciate” is different from how an artist defines “appreciate.”
 - With the common understanding of the word “appreciate,” why take the course if a person already “appreciates” the art form?
 - Some students report that after taking an “art appreciation” class, their “appreciation” for art is diminished not increased.
- If outcomes are altered to be assessable, the concern is that the “big stuff” – the “aspirational goals/intentions” --- will be lost. Faculty members often decided to teach because they have a deep passion for the subject that they want to impart to others.
- Defining outcome language too specifically is hard because there is a difference between the humanities, the social sciences, and the natural sciences (not to mention CTE). What works for one does not necessarily work for the others.
- A lot of this is linguistic (ie, meaning of “appreciate”)
- Outcome model we currently have pushes SACs to find the overall purpose of the course. We don’t want to go back to minutia in the outcomes where there is a list of 100 things.
- Outcomes inform (1) what is to be learned in the course and (2) why it is important to learn it. If outcomes are not “aspirational,” will the later be lost?
- Faculty can be so closely tied to the content that they can’t see beyond it. What does the content mean for the student? What is the expected take away?
- We need to find balance between “expectations” and “aspirations.”
- Conversation will continue in the EAC/LAC Phase II Workgroup. More updates and discussion upcoming!

4) Academic Freedom

- Discussion postponed

III. Celebration

- Great discussions today! We celebrate now! 😊