LAC Meeting Agenda
Friday, 5/24/2013
CLIMB
Chat time: 1:15-1:30
Meeting: 1:30-3:30

I. Business/Updates
    i.   Who is time keeper today? (≈ 30 seconds)
    ii.   LAC Behavior Agreement (≈ 3 minutes)
    iii. Three words that resonate the most with you today (no need to explain them) (≈ 5 minutes)
    iv.   Approve Minutes for 4/12/2013 (≈ 5 minutes)
    v.   "Retreat" (last meeting for the year): (≈ 3 minutes)
          • Friday, 6/7, 11:00- 3:00 (SY TCB 208) ***Note change of usual time/location
    vi.   CIC Update (CIC Rep: Shirlee Geiger) (≈ 10 minutes)
    vii. EAC/LAC Phase II Workgroup Update (≈ 5 minutes)
    viii. LAC Updates (≈ 15 minutes for all)
          • Faculty Development: Gabe/Lisa
          • Membership: Linda
          • Conduit: Allison/Shirlee
          • Collaboration: Sally
          • Coaches: Wayne
          • Funding: Michele
          • Other updates?

II. LAC Discussion
    i.   Clicker Activity Results (from prior meeting) (≈ 45 minutes)
          • Discussion Goal (see sheet)
          • Review results and break up into small discussion groups

    ii.   Degree Qualification Profile (DQP)   (Remaining time -- Stop at 3:22)

III. Last Meeting "Retreat" 6/7, 11-3:
     i.   Chris Chairsell will likely visit
     ii. Standard 4.A.3 – delve in
     iii. Assessment Conference (Priscilla)
     iv. Lunch with Curriculum and Degrees & Certificates (12:30-1:00)
     v.   Student Services work with core outcomes (Heather Lang and Linda Reisser)
     vi. More with DQP?

IV. Celebration

Discussion after Clicker Activity Results are reviewed

Assigned roles:

1. <u>Time Monitor</u>: Monitors time so each question is discussed (stop at _____)
2. <u>Conversation mover and barrier collector</u>: Avoid getting stuck in barriers and issues. Someone takes notes (big paper or normal paper) of barriers to put in a "parking lot" and keeps conversation moving. If needed, imagine the "perfect scenario" for how this SAC work could take place.
3. <u>Recorder of discussion</u>: Takes notes (big paper or normal paper) of for discussion items below.
4. <u>Report out</u>**:** We may not have time for all groups to report out fully, but should have time for some comments from each.

   Please turn notes into Michele.

<u>Discussion:</u>

1. a) Where is your SAC from 1-5?

   1: To your knowledge, faculty members are not discussing "reasonable expectations" for courses.

   3: Faculty members are in agreement on the "reasonable expectations" for a course and are now focused on developing consistency with student attainment for the "reasonable expectations."

   5: Faculty members are in agreement on the "reasonable expectations" for a course and faculty are evaluating students more or less consistently for the "reasonable expectations."

   b) If your SAC is discussing "reasonable expectations" and/or consistency in attainment for a course in any way, please share what is working. Recorder: Please note the SAC and if involved faculty include adjuncts or not.

2. Let's assume that course outcomes represent agreed-upon "reasonable expectations" for a course. Who should be in the conversation about outcomes and defining student attainment for the outcomes? If your group feels the answer SAC dependent, give a breakdown for who should do what.
<u>Considerations:</u>

   a. Only faculty teaching the course? [Does "faculty" include pt?]
   b. The whole SAC?
   c. Does it matter if the course is stand-alone course vs sequence course?
   d. For pre-req courses, like Math and Writing, that are pre-reqs for courses outside the discipline, should faculty who are teaching the pre-req course discuss "reasonable expectations" with faculty who are teaching a course as a pre-req?
   e. Does it matter if the course is taught by only one instructor?
   f. Advisory boards?
   g. Colleagues at other institutions?
   h. Other?

3. For "reasonable expectations" what is the balance between consistency and "academic freedom and responsibility"?