

# LAC Retreat Minutes

Friday, 06/06/2014, CLIMB

11:30-3:30

## Attendance:

Chris Brooks	X	Jamee Kristen	X	Linda Reisser	
Kendra Cawley	X	Katie Leonard-Floyd	X	Julie Romey	X
Sally Earll	X	Priscilla Loanzon	X	Lisa Rosenthal	X
Shirlee Geiger * LAC Chair Emeritus		Christine Manning	X	Julianne Sandlin	
Marc Goodman	X	Michele Marden (Chair)	X	Torie Scott	X
Sylvia Gray* LAC Chair Emeritus		Laura Massey		Doug Smith	X
Allison Gross	X	Scott McBeth	X	Susan Wilson (Recorder)	X
Anne Haberkern		Linda Paulson	X	Stephanie Yurasits	X
Wayne Hooke (Vice-Chair)	X	Amara Perez			
Gabe Hunter-Bernstein	X	Davina Ramirez			

\*Always welcome to attend

## ACTION ITEMS

- Incoming chair: Ask Kendra to announce at fall inservice the changes to the CCOG (broadening/reframing of outcome statements and the addition of aspirational goals)
- Michele/Torie/Susan: Meet June 9 to finalize response to SP draft
- Current chair: Distribute finalized response as noted on page 4
- All: Email Kendra with ideas for making the assessment portion of Program Review less onerous
- All: Let Wayne know if one has expertise in a particular area of assessment, and/or which areas of assessment hold the most interest
- Incoming chair: See comments on page 5 regarding the structure of meetings in 2014-15

## LUNCHTIME ACTIVITY – STRATEGIC PLAN 1.0 REVIEW

[Many thanks to Christine for organizing a wonderful lunch from Swee-dee-dee's for us today!]

The retreat kicked off with a working lunch whereby the LAC chair asked the group to read through the PCC Strategic Plan Version 1 (draft), and to share with the group:

1. Priority items that relate to assessment, if any
2. Initial thoughts on the document as a strategic plan (SP)

In numerical order, here are the areas where individuals felt the SP refers to assessment directly or indirectly:

1-3, 1-5, 1-6 – In references to “credit for real-world experiences,” “demonstrated mastery of knowledge and skills,” and “discipline-wide standards”

Theme 1/By 2020 – In “...credit for experiential learning,” and “...earn a degree entirely from life experience and prior learning”

2-3 – In the graphic, with its label “Big data culture of evidence/analytics”

2-8 – In saying “...students demonstrate advanced digital acumen”

2-9 – In the phrase “...faculty and staff are culturally astute...” How do we know without assessing?

Theme 2/By 2020 – In “Lead the nation with a 75% completion rate”

Theme 3/By 2020 – In the references to “innovative models,” “credit for prior learning,” and “preparing students for the marketplace”

6-3, 6-4, 6-8 – In “...culture of continuous organizational improvement,” “data-driven planning,” and “publish performance data”

A member noted that language from PCC's Core Outcomes appears throughout the document.

The following bullets represent actual comments or paraphrased comments on the document as an SP:

- For an institution this large, SPs should be big ideas without the nitty gritty plan of how to get there--think “aspirational goals”
- Leaves too much room for a top-down solution at a later date
- Needs a timeline – in other organizations, SPs are defined as short- or long-term and include timelines or deadlines, activities, and desired outcomes
- The idea of granting credit for prior learning on such a grand scale is concerning (a reference to “make it possible for a PCC student to earn a degree entirely from life experience and prior learning—without taking a class”). How does that work for liberal arts and general education?
- The SP draft gives insufficient attention to liberal arts. One reference (the ‘A’ in STEAM) isn’t enough.

## **BUSINESS/UPDATES**

### Timekeeper

Wayne Hooke volunteered to serve as timekeeper for today’s meeting.

### Change to/Approval of Minutes from May 9

The minutes were approved with a correction to page 5 in the third-to-last paragraph. The next-to-last sentence was modified to read: “...faculty who come before the Curriculum Committee should be able to articulate how their outcomes are to be measured—that the SAC defines the ‘measurability’ piece, not the CC.”

### Behavior Agreement

The chair distributed the laminated Behavior Agreement cards in keeping with LAC protocols.

### Committee Updates

**CIC:** The most recent meeting was a work session where each of the four CIC subcommittees (Staff & Professional Development, Communication & Collaboration, Pathways, and Developmental Education) put the finishing touches on their Priorities statements. Michele, who is a member of the Staff & Professional Development group, isn’t certain how the statements will be communicated to the Strategic Planning Steering Committee (SPSC), but that is the group for whom they are intended (at this time – communication to others will be considered).

**Funding:** Quite a few LAC folks made it to conferences this year, thanks to the thoughtful distribution of funds and the good fortune of having a couple of local (cheaper) conference venues. Michele thinks next year’s budget will be about the same, though we may change the coaching structure next year. Wayne, as incoming LAC Chair, will head the funding committee in 2014-15.

**Internal Review:** Wayne recruited psychology students to code data and perform meta-analysis of the assessment plans submitted earlier this year. They found lots of oddities as they worked their way through the documents. After the end-of-year assessment reports come in, the analysts will finish the second half of the project. Wayne will share the results in the fall.

**Phase II Task Force:** Sally expressed kudos to those on her committee who successfully reframed the course outcome statements by broadening what used to be a strict focus on “what students will be able to do out there.” That, and the addition of an optional section for aspirational goals on the CCOG, was a major accomplishment this year. Sally admitted some disappointment that the proposals slid right through the DAC and EAC meetings without debate. This wholesale buy-in was no doubt a by-product of the prep work and all of the vetting the task force employed this year.

Allison asked if the CCOG instructions at the Curriculum website have been updated to reflect these changes, but Sally said that won't happen until the summer. As an added resource for faculty, Sally and friends will create sample CCOGs to post at the site. One will be a shining annotated example of what a strong CCOG looks like and the other an example of a poorly-written one. Wayne will ask Kendra to announce the CCOG changes at the fall inservice.

**Templates & Rubrics:** Chris's group has created an LDC draft rubric for this year's peer review, but he explained the CTE rubric was still a work in progress. Under debate is whether to use a "+ and -" system for scoring or a number value. The majority of those weighing in seemed to prefer a point system because it would allow SACs to earn partial points. Wayne was outnumbered in his desire to go with the more black and white "is it there or not?" system of evaluation.

One member who was leaning toward the point system remarked on the importance of the peer review, saying some SACs may rely on a strong peer assessment to support continued funding of department initiatives.

In the end, it was suggested the rubric use a "0 to 4" point system, or incorporate a "Yes/No/Maybe" approach. If each section of the rubric could have a place for the reviewer to leave positive or constructive comments, that also would be desirable. In the interest of time, the chair brought the discussion to a close saying she and the vice chair would continue the conversation. The decision will ultimately be made by Wayne who will be leading Peer Review as the incoming LAC Chair.

Marc is interested in participating in the CTE peer review. Sally said Scott Morgan, from Auto Service Tech, is also interested.

**Membership:** On the screen, Linda Paulson broadcast the names of 13 full-time faculty who were recommended as potential members of the LAC. A few corrections were made (spelling and campus affiliations) and a few were removed from the list if they were known to be retired or from one-person SACs and thought to be overextended. Four of the remaining nominees were deemed strong contenders and put at the top of the recruitment list. One of those, from Rock Creek, was placed at the very top based on the need for more representation from that campus. The LAC will work its way down the list as new members are sought in 2014-2015.

## **CELEBRATIONS**

LAC Member 2043-2044? The chair announced Allison is expecting her second child (and future assessment prodigy?) this summer. In celebration, the LAC presented Allison with a card and gift.

Thanks – Christine brought out a cake and card for Michele to thank her for serving as the fearless LAC leader the last two years. Michele took the opportunity to pass out yellow carnations and to thank everyone for their support. She will serve as vice-chair next year when Wayne assumes the role of Council chair.

## **LAC DISCUSSION**

### Strategic Planning

The LAC wishes to formally respond to PCC Strategic Planning Document 1.0, and used today's meeting to vet a draft response prepared by the LAC chair. The LAC is taking the position that increasing professional development opportunities and improving internal communication should be two priorities of the College. Both items were listed among CIC's top priorities and surfaced as items of importance to LAC members during a brainstorming activity conducted in March.

Working from a five-page draft statement that led with the CIC's priority statements, the group offered ideas for modifying the document. Some of the ideas generated in the lunchtime discussion were added to the paragraphs under the heading "Concerns about the 2013-2014 strategic planning process." Tweaks to wording and formatting were suggested throughout. The Council's intent is to convey the importance of "investment in quality education." Michele, Torie, and Susan offered to meet early next week to finalize the document.

All those present voted to share the revised document with the SPSC. To honor its request for 'individual' input only, the LAC will not converge upon any of the forums en masse. The document will be distributed as follows:

- Posted on the LAC page at Spaces (where Council members and others around the district are asked to 'like' it to show their support)
- Emailed to LAC members
- Emailed to SPSC members
- Handed to an SPSC representative at next week's face2face forum at Sylvania

### Core Outcomes

Insufficient time was available today to do justice to the topic of Core Outcomes. The chair did a speedy and impressive recitation of the history of Core Outcomes (how and when PCC adopted them) and why they are coming up for review. She also talked about other topics positioning for LAC attention, such as updating matrix indicators (e.g., what does it mean to be a Level 3?), updating descriptors (i.e., quantitative and info literacy), curriculum mapping (i.e., mapping course outcomes to core outcomes), and implementing a system for assessing Gen Ed courses (a good place to try out the AAC&U LEAP VALUE rubrics). The AAC&U's Essential Learning Outcomes were reprinted at the back of the handout the chair gave to each member at the beginning of the meeting.

### Looking Back

Each of the LAC chairs to date has had a unique role to play:

Sylvia Gray, "Ground Breaker" –	2008 to 2010
Shirlee Geiger, "Cheerleader" –	2010 to 2012
Michele Marden, "Institutionalizer" –	2012 to 2014

As she prepares to pass the torch, Michele asked for help in describing Wayne's likely role. In keeping with the trend toward titles ending in "er," this is what they see for next year's new chair:

Wayne Hooke, "Quality Deepener" and "Institutionalizing Continuer" – 2014 to 2016

On the white board Michele projected a handout from her very first meeting as LAC chair. Color coding illustrated the things that have been accomplished in the past two years as well as the items currently on the table. Another area highlighted the many PCC groups with which the LAC is (or has been) interconnected.

When asked what LAC work they are most proud of, the following thoughts were expressed:

- Getting the 'aspirational goals' CCOG field through the EAC
- Being engaged in processes and goals
- Being assessment advocates
- The peer review process
- Starting the conversations between departments, SACs, and campuses

- The improved and streamlined reporting templates (kudos to Wayne and Michele)
- The responsiveness of LAC on feedback from the various committees
- The model for LAC coaching
- The quick response on the part of LAC's standing committees to new goals and the need for new task forces/committees

#### Program Review as it Relates to Assessment

The group got derailed momentarily while talking about its successes. Someone suggested shortening Program Review by removing the section pertaining to assessment. They reasoned the annual reporting process forces SACs to review and highlight their program/learning outcomes and their approach to assessment. Why make them regurgitate it every five years in the program review? For accreditation purposes, it is preferable to keep the section on assessment intact, but Kendra would love to hear from anyone who has ideas as to how to make it less hideous.

#### Looking Forward

Next year, Wayne would like to stop talking about accreditation with assessment and focus instead on attainment and quality teaching/learning. He noted that we won't have time to cover all aspects of assessment, so if folks have areas of interest he encouraged them to develop expertise in those areas and we can draw upon them as resources. Wayne would like to know what areas of assessment members find most inspiring and how and where we might use them as 'go to' folks.

In thinking about the structure of the meetings this year, Michele asked what folks would like to keep or get rid of:

- Facilitation leadership – Keep.
- Meeting opener/introductions – Keep. The group especially liked the question Michele posed at the February meeting, "How did you spend the recent snow day?"
- Behavior agreement – Keep (mostly). Someone suggested getting rid of Winky, the creepy orange guy on the front of the laminated card.
- Standing committees – Review and refine.
- Share and discuss – Keep, but build in time for it on the monthly agenda rather than making it an optional segment ahead of the regular meetings.
- Celebrations – Ditch the "whoop whoop." Surprisingly, more people expressed discomfort than pleasure with this little tradition.

#### PCC Assessment Conference?

Before calling it a day, Michele asked how the group felt about hosting a conference at PCC. Quick to support the idea, members nominated Michele, Priscilla, and Christine to organize it. Having such an event on one's own turf would be one way to increase participation in assessment at PCC.

#### Adjournment

The meeting adjourned at 3:30 p.m.