

# LAC Minutes

Friday, 5/22/2015, CLIMB 305

Meeting: 1:30-3:30

## Attendance:

Chris Brooks	X	Wayne Hooke (Chair)	X	Lisa Rosenthal	
Kendra Cawley	X	Gabe Hunter-Bernstein	X	Laura Sanders	X
Sally Earll	X	Priscilla Loanzon		Julianne Sandlin	X
Shirlee Geiger * LAC Chair Emeritus		Hannah Love	X	Torie Scott	X
Marc Goodman	X	Michele Marden (Vice-Chair)	X	Doug Smith	
Sylvia Gray * LAC Chair Emeritus		Linda Paulson	X	Nora Stevens	X
Allison Gross	X	Davina Ramirez		Susan Wilson, Recorder	X
Anne Haberkern	X	Linda Reisser		Ralf Youtz	X
Dana Harker		Julie Romey		Guest: Charles Pace	X

## ACTION ITEMS / HOMEWORK

- Linda P: Extend membership invitation to Jessica Johnson
- Susan: Send Chris B. the list of current SAC chairs and their email addresses

## BUSINESS

### Introductions

The members introduced themselves and identified their department affiliations for the benefit of new/newer members Hannah Love (PHL), Nora Stevens (BI), and Ralf Youtz (MTH). Charles Pace (EC) was attending as a guest.

### Timekeeper

Wayne would serve as both facilitator and timekeeper today.

### Minutes from Last Meeting

After correcting the attendance portion to note Allison's presence at the last meeting, the minutes from April 17 were approved.

### Subcommittee Updates

#### *Membership*

Linda P. announced the LAC was now 18 members strong with the addition of Hannah, Nora, and Ralf. She said another candidate, Jessica Johnson, has expressed interest in the LAC, and the members voted to extend her an invitation to join.

#### *Template Feedback*

Chris said his committee plans to reach out to the SACs to ask how assessment went and to generate feedback on the templates. (Susan will send Chris the chairs' email addresses.)

Wayne foresees more template streamlining for 2015-2016. He asked if a video tutorial would be helpful, and those present agreed that it would. Though a how-to video isn't on the list for the first round of LAC videos to be produced this summer, it will be kept in mind for the future.

One of the coaches said she has observed that once the faculty get into the forms and start answering the questions, they realize the templates are not as bad as they thought. The sheer number of pages makes the forms somewhat formidable, but a lot of that 'bulk' comes from the examples and tips. The actual amount of writing required is minimal.

While the reduction of narrative responses has simplified and shortened the reporting process, it doesn't capture the rich conversations and the less tangible, but still meaningful, results of assessment. One open-ended question that could be added to next year's templates is this: "What will you tell your SAC about this year's assessments?" SACs that have a story to tell could write as much as they wish, and others could keep it brief.

One member would like to eliminate or reduce the assessment jargon in the templates because it confuses those new to assessment. If they don't understand the terms (e.g., what is a focal outcome?) or the context in which they are doing assessment, they don't know how to proceed. Another member countered that keeping the jargon is the only way to institutionalize the terminology and encourage faculty to embrace it. Chris said he plans to make SAC outreach his main focus next year as vice chair, and he should get a pretty good sense of where they're at and what kind of resources they could benefit from.

None of the three main recommendations coming out of the recent accreditation visit center on assessment. When the final report is received, perhaps a lesser recommendation will surface, but in the absence of any dictate, Wayne said the College will continue current assessments and continue working to refine General Education and Core Outcomes.

As a friendly reminder, Michele noted the LAC's focus is guiding SACs to 'measure [student achievement] the right way,' not to judge whether the SACs are 'measuring the right thing.'

#### *Core Outcomes*

Wayne said his group has met once since the last LAC meeting, and the latter part of today's meeting would showcase the results of their efforts.

#### *Software Review*

Despite the absence of any NWCCU directive to document course-level assessments, Marc said the Software Review Subcommittee continues to look at various software products that could aid assessment. He has been talking with D2L and they are currently redesigning and simplifying their assessment interface. D2L has offered to give us beta access and Marc is hopeful that it will be simplified to the point that many faculty members will be able to use it. The redesign is focused on reducing the number of steps that the faculty member will need to go through to associate an assessment with a learning outcome (which is a very complicated process in their current tool).

#### *Coaches*

Wayne gave the attending coaches a chance to share observations from their work this year with SACs. On the whole, there have been some breakthrough "aha" moments, greater self-reliance, and fewer questions coming in about assessment. Where one coach could always count on a particular SAC to have a lot of questions, she said she hasn't heard from them at all this year.

#### Update on Statewide Assessment Group

The large group met Friday, May 15, at Linn-Benton CC and Michele was there. Across the state, general education reform has surfaced as a major theme. As more colleges consider a general education 'program,' concerns about transferability have been raised. The concern is that if

community colleges adopt unique and tailored Gen Ed programs, transferability may be reduced if four-year schools cannot match them to their own courses.

HECC presented the first draft of its “University Evaluation Framework”—a proposal for how higher education should look at the university level—and Michele brought a few copies to circulate at today’s meeting. According to the draft, the framework “will be used annually for measuring institutional performance and success at Oregon’s public universities with governing boards. The framework will be used to collect quantitative and qualitative data and information which meet the criteria established in ORS 352.061(2) and to prepare an annual report to the legislature, the HECC (Commission), and the public. The report will first be issued in 2015.”

HECC is focusing on institutional assessment and it plans to administer evaluations to the four-year public institutions at their mid-cycle point of accreditation. Linn-Benton obtained a copy of the rubric HECC will use and Michele brought copies to share with the LAC. On the flip side was another rubric from Shirlee Geiger that Michele unearthed when she was sorting out her LAC files. Michele also mentioned a third rubric that Priscilla Loanzon shared with the LAC last year when she hosted one of the pre-meeting chats.

### General Education Gap Analysis

In preparation for Anne, Kendra and Wayne’s upcoming trip to Edmond, Oklahoma with Janeen Hull (Degrees and Certificates Committee) and Jeremy Estrella (Curriculum Committee) for the June 2-6 Institute on General Education and Assessment, the EAC/LAC Integration Workgroup met this morning to identify the gap between where we are with Gen Ed and where we would like to be as an institution. Nora facilitated the activity.

Kendra talked about the upcoming conference—the application process, how it works, and what she hopes to get out of it. She also mentioned that the EAC/LAC Integration Workgroup members had received copies of three General Education Maps and Markers (GEMs) booklets published by the AAC&U:

- General Education Transformed – How We Can, Why We Must
- America’s Unmet Promise: The Imperative for Equity in Higher Education
- General Education Maps and Markers – Designing Meaningful Pathways to Student Achievement

LAC members who would like to read more about GEMs are encouraged to borrow the booklets from anyone in the EAC/LAC Integration Workgroup.

### Core Outcome Review – Issues in Focus

For the remaining meeting time, five LAC members each took about 10 minutes to expound on one aspect of the the Core Outcomes theme:

*Professional Competency (PC)* – Allison’s was not so much a presentation as it was an open-ended “What does professional competency mean?” Several faculty offered their definitions, leading the group to concur that PC looks different from discipline to discipline. It is a much contextualized thing—maybe more so than PCC’s other core outcomes.

*Cultural Awareness (CA)* – Accompanied by a slide show, Gabe discussed why CA is important and how it intersects with all disciplines.

*Benchmarks and Exemplary Outcomes* – In his recent research, Chris was unable to find benchmarks and exemplary outcomes at other colleges, which has left him to conclude that we has a great deal of freedom to determine what DQP (Degree Qualifications Profile) should be at our institution.

*Issues Around Community College Majors* – With the prohibition on majors going away (at the two-year colleges in Oregon), Julianne sees the potential for more capstone courses and portfolio-based assessment. Programmatically, it would lead to better outcomes, but it would involve increased bureaucracy at the same time.

*Scientific Reasoning* – Hannah referred to AAC&U's website and a couple others to support her premise that scientific thinking and integrative reasoning tools can be used in a wide variety of disciplines--including those in the liberal arts.

#### Next Meeting

The next meeting will be the last one for the year. It is scheduled in only two weeks—on June 5th. Wayne will be in Oklahoma, so Michele has agreed to chair the meeting in his absence.

#### Meeting Adjourned

Due to mutual enthusiasm on the part of the presenters and the audience, the meeting went a few minutes beyond 3:30.