

LAC Minutes - Final

Friday, 2/12/2016, CLIMB 306

Meeting: 1:30-3:30

Attendance:

Chris Brooks, Vice-Chair		Dana Harker		Linda Reisser	
Kendra Cawley		Wayne Hooke, Chair	x	Laura Sanders	x
Elizabeth Cole		Gabe Hunter-Bernstein	x	Julianne Sandlin	x
Sally Earll	x	Jessica Johnson	x	Torie Scott	
<i>Shirlee Geiger, Chair Emeritus</i>		Hannah Love		Doug Smith	
Marc Goodman	x	<i>Michele Marden, Chair Emeritus</i>		Thomas Songer	
<i>Sylvia Gray, Chair Emeritus</i>		Charles Pace	x	Nora Stevens	x
Allison Gross	x	Linda Paulson		Susan Wilson, Recorder	x
Anne Haberkern		Davina Ramirez		Ralf Youtz	

ACTION ITEMS

- Re-send 11/20 meeting minutes to group (Susan will forward to Wayne for distribution/vote)
- Communicate ideas coming out of this meeting to the Integration Workgroup (Wayne)

BUSINESS UPDATES

No Quorum

Due to conflicting meetings around the district, many members could not attend LAC today.

Minutes from Last Meeting

Approval of the 11/20/2015 minutes is deferred until the group can take a fresh look at them.

Completion Investment Council Report

Nora gave highlights of the recent CIC meeting, which featured an update on the Gen Ed Inquiry from Kendra and a lengthy discussion on student success. The upshot is that students benefit most from early and regular advising. An Advising Summit will take place at SE Campus on April 22 to discuss Advising's role in the CIC's Panther Path.

Representatives from PCC's Careers and Jobs Centers announced upcoming service enhancements, one of which is a push to get students into the mindset that visiting Careers and Jobs isn't something that should wait until right before or after graduation. In addition to providing job leads, Careers and Jobs can help undecided students explore careers and identify majors. Finding a direction early in the process translates into completing degrees in fewer terms and with less debt.

Membership By-Laws

The Membership Subcommittee is reviewing the LAC by-laws this year; the Council will have an opportunity to vote on suggested revisions this spring. Among the proposals: 1. Eliminate all standing committees except Membership in favor of creating annual task forces that focus on relevant topics. 2. Modify the language surrounding campus representation on the LAC.

Majors at PCC

Sally is on the Degrees & Certificates' Subcommittee on Majors, and she says preliminary research shows that other colleges in Oregon are approaching the topic of LDC majors in varied ways. Some are choosing to go with broad "meta" majors (e.g., Social Science, Physical Science, etc.), while others are opting for more narrow majors (e.g., History, Psychology, Sociology..., Chemistry, Geology, Physics..., etc.). What some colleges are calling meta majors are nothing more than guided

pathways, and some majors are nothing more than glorified transfer guides. The Registrar's Office has heard many colleges are opting to stick with transfer guides and not have LDC majors at all.

EAC/LAC Integration Workgroup

As one of many LAC reps on the Integration Workgroup (IW), Wayne said "shell-shocked" and "coming up for air" are apt descriptions of the members coming out of the fall inquiry sessions on General Education and Core Outcomes. The magnitude of the task has set in and, despite the number of sessions held around the district, there was no representative faculty input given the small showing of faculty overall.

The IW was charged with conducting the Gen Ed Inquiry and its current task is to come up with Gen Ed models that would work at PCC. It is unknown if the College will continue with a distribution model, or a model that combines distribution with other elements such as common courses or capstones, or something brand new. The committee is investigating models in place at other colleges and universities and those conceived by its own members. Marc and Gabe have each submitted a model for consideration as of today.

Some universities have a 'common core,' and when an LAC member asked how that works, Marc drew a Venn diagram on the board, using overlapping circles to represent several random SACs and their outcomes. He noted how the point at which they all intersect represents a 'common core.' This concept allows buy in of institutional outcomes, but gives departments the latitude to also teach to their own unique goals and outcomes.

Spaces

Marc showed the group how to access the Spaces page dedicated to the inquiries on General Education, Core Outcomes, and Majors. Faculty and staff can access Spaces via this link: <http://spaces.pcc.edu/display/GEMAP> (use the same login as for My.PCC).

The site provides general information, links, and resources relative to the three topics, as well as a page devoted to the 'notes and votes' from each of the fall inquiry sessions. The *Inquiry Sessions Fall 2015* subpage includes a link to Sylvia Gray's document titled "Inquiry Session Comments Fall" which summarizes by outcome the various suggestions and themes captured in the sessions.

LAC DISCUSSION

Areas of Concern

In the fall, the LAC came up with 18 "Areas of Concern for General Education/Core Outcomes/Majors" as they might impact student assessment. Treating each area as its own task force, members signed up for one or more 'committees' of interest. Throughout the inquiry phase and during the future decision and implementation phases, these groups will take the lead in conducting research, collecting feedback, and providing outreach and training. Many of the groups have had little to do in this early stage, but Wayne allocated the remainder of today's meeting for the active groups to report what they have learned or accomplished to date.

Note: The comprehensive list of "Areas of Concern" (AoC) will be posted with these minutes at the LAC web page.

Each bullet below represents an AoC update. Though each AoC committee is comprised of two or more members, most groups had only one rep at today's meeting, so the presenting party is identified in parentheses.

- Outcomes/Mission Statement & Values Compatibility/Coordination (Wayne) – Sustainability and Environmental Awareness didn't shake out as priorities for the students, faculty, and staff who attended the fall inquiry sessions, despite their prominence in the PCC mission statement and strategic plan. Should we be concerned? One member contends we shouldn't discount them as viable outcomes based solely on the fall sessions. She thinks the outcomes may be misunderstood--that individual faculty and whole SACs may underestimate their connection or role (academically) when it comes to sustainability and environmental awareness. It wasn't until she attended a SPARC meeting a couple of years ago that she realized she might actually be teaching environmental awareness and following sustainable practices without consciously doing so. More training and discussion is needed.
- Part-Time Faculty Issues (Laura) – This committee will be contacting the Teaching/Learning Centers to see if the LAC can get on the agenda for the next PT Faculty Orientations. The sessions would offer rare opportunities to get input on Gen Ed and Core Outcomes from a large and captive audience of adjunct faculty.
- Outcomes/Benchmarks at Other Institutions (Julianne) – Preliminary research reveals that PCC's approach to assessment is comparable to other colleges'. There seems to be a lack of standardization across the board: Some colleges' outcomes are tied to LEAP and some are not; some colleges have a systematic way of gathering assessment results and are getting meaningful information from them, while others' systems are haphazard and less useful. In terms of benchmarks, a Google search didn't produce any but we know they exist. PSU's website is vague as to how it sets/reviews its benchmarks. A community college in North Carolina is funded proportionately to how well they do in eight performance areas. Julianne came across an article that said community colleges find it easy to identify what is student success, but find it difficult to obtain data that allows comparison of success between colleges. She was intrigued with an organization called the National Community College Benchmark Project. Its webpage is for members only and describes the NCCBP as a "comprehensive benchmarking initiative for two-year institutions" with data collected from over 400 community colleges so far.
- Compatibility with State Requirements (Charles) – Accompanied by a slide show, Charles reviewed HECC's four major tenets, its roles and responsibilities, its strategic goals for 2016-2020, and its funding strategies. He outlined NWCCU's Standard Four pertaining to effectiveness and improvement through assessment, and he reviewed PCC's mission and core themes. One of HECC's strategies is to "develop annual reports on key outcome measures for state and institution-by-institution," so PCC's attention to outcomes is in alignment with state-level priorities. (The PowerPoint presentation will be posted with the minutes at the LAC web page.)

Wrap Up

With only minutes left in the meeting, Wayne made a note of the items to be shared with the Integration Workgroup:

1. What are the skills our students will need in the workplace? (Note: After the meeting, Charles provided this related link to the US Bureau of Labor Statistics: http://www.bls.gov/emp/ep_education_training_system.htm)
2. We need to collaborate with other colleges on outcomes
3. We need to seek broader engagement when it comes to getting input on Gen Ed and Core Outcomes and we should not zero in on any particular outcomes at this time
4. We believe Sustainability and Environmental Awareness, as core outcomes, should remain on the table for now given their prominence in the PCC Mission and the Strategic Plan.

Adjourn.