

LAC Minutes - Final

Friday, 4/22/2016, SY TCB 214

Meeting: 1:30-3:30

Attendance:

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

ACTION ITEMS

- Group: Review ARF and RRF templates and send Chris B. ideas for revisions.

BUSINESS UPDATES

NWCCU

In early March, Wayne, Chris and other representatives from PCC attended NWCCU's Mid-Cycle Report Meeting at SeaTac. PCC just wrapped up Year One of a seven-year accreditation renewal cycle and will have its mid-cycle review in two years. Of particular relevance to the LAC is this eligibility requirement:

ER 22 - Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Based on what the group learned in Seattle, PCC can expect the Mid-Cycle Review to focus primarily on assessment. Wayne noted that a small EAC-LAC workgroup has been keeping an eye on these developments, but we should have a bigger group looking at this next year--especially as it impacts CTE. Currently, we do not have a mechanism for determining if students who earn an AAS or a certificate leave PCC with all of the Core Outcomes. NWCCU's premise is that students meet the Core Outcomes through General Education and that the institution measures them there.

The EAC-LAC Integration Workgroup is reviewing a number of conceptual Gen Ed models proposed by its members. One model resembles the Multi-State Collaborative approach in small scale, where the LAC would evaluate student artifacts submitted by PCC's various programs.

Minutes from Last Meeting

The minutes from February 12, 2016 were put to vote later in the meeting when sufficient members were present to achieve quorum. The minutes were unanimously approved.

LAC DISCUSSION

Should Peer Review Feedback Remain Confidential to SACs?

When Kendra notified SAC administrative liaisons that certain SACs had not submitted assessment plans or reports in the past year, a few of the deans asked for access to the peer review feedback. They reasoned they would be in a better position to coach the SACs on improving their assessment processes if they could see the feedback. Wayne and Chris asked what the LAC members thought of this request. One member

pointed out that all submitted assessment plans and reports are available to the public online at the LAC webpage. If a SAC fails to submit a plan and/or a report, no peer review feedback is generated.

Weak annual assessment shows up in the five-year program reviews, and the stakes are higher when this happens. The LAC acknowledges this concern.

After considerable discussion, the following motion was proposed: “Move to continue, at this time, the process of Peer Review Feedback being confidential to faculty only.” This was seconded and approved when put to a vote. The LAC wishes to remind the College community that LAC assessment plans and reports are publicly-accessible. The LAC chair and vice-chair are available for consultation if administrative liaisons have questions about the assessment process.

Assessment Report Templates

In recent weeks, Chris went through the Assessment Report Form (ARF) and Reassessment Report Form (RRF) templates for CTE and for LDC-DE and made a number of edits. In an effort to streamline the forms, he removed some of the text and examples. He expanded the “What did you learn?” question to elicit more narrative from the SACs.

Using the LDC-DE ARF as an example, he put the form on the screen and started to walk the group through the revisions. Time limitations prohibited him from getting through the entire document, so he asked the group to take a look at the templates and send him ideas for changes. He will present the corrected drafts at the June meeting.

Grading-Assessment Strategies

Sally shared a PowerPoint entitled, “Grades as Documentation of SLO Achievement: Constructing an Outcomes-Based Grading System” by Karen McClendon and Eileen Eckert. One slide promoted “efficient use of resources,” asserting that “when faculty and researchers have to devise means of collecting SLO data apart from regular instruction, they make extra work.” In support of this idea, Laura said she teaches online for an institution in California. At the end of each term, the faculty are expected to grade the students’ final essays for course purposes and then assess each for SLO achievement by way of a check list. By adding this one step, grading and assessment are accomplished quickly and painlessly.

[The full slideshow will accompany the minutes at the LAC web page.]

Statement on Gen Ed/Core Outcomes

Wayne, Chris, and Kendra are drafting a “problem statement” on behalf of the Gen Ed/Core Outcomes’ Workgroup. The finalized statement will be sent to the SAC chairs by the end of the year.

Adjourn.