

LAC Minutes – Final

Friday, 1/19/2018, CLIMB 306, 1:00 to 3:00

Attendance:

Voting Members		Voting Members, cont.		Non-Voting Members	
Chris Brooks, Chair	x	Beth Manhat		Kendra Cawley	
Elizabeth Cole		Linda Paulson	x	Sally Earll	x
Marc Goodman		Davina Ramirez		Susan Wilson	x
Allison Gross		Julianne Sandlin			
Dana Harker	x	Torie Scott	x	Today's Guests	
Wayne Hooke		Thomas Songer	x	none	
Troy Jesse	x	Nora Stevens, Vice Chair	x		
Jamee Kristen		Ann Su			
Matt Levy	x				
Hannah Love	x				

ACTION Items

- Chris – Revise planning and reporting templates and send to members for review
- Chris – Create RRF template
- Members interested in the LO&A conference in March – Contact Chris ASAP

BUSINESS

Attendance Today

Chris anticipated that today's attendance would be lighter because several members couldn't make it due to scheduling conflicts. Among them: Jamee was leading day 2 of the Social Science Gen Ed Rubric Development Workshop, and Wayne and Ann were attending same.

Everyone present knew each other, so no introductions were needed.

Rubric Development Workshops

Having just come from the morning session of the Rubric Development Workshop, Chris gave the council an update on how it was going.

Some background...When the idea of having the General Education disciplines 'own' their outcomes originally was conceived, it was thought that Arts & Letters; Math, Science & Computer Science; and Social Science might each adopt two outcomes. It sounded simple in theory until the faculty realized that each outcome would require its own rubric and each class would need an assignment that aligned with each rubric. It could not be assumed that a single assignment might work for two rubrics. In addition, any course that satisfies the AAOT's Cultural Literacy requirement would need to have an assignment that aligns with the new CL rubric, so the assessment-related assignments could become a disproportionate part of the assignments for a given class. Chris described this as "the tail wagging the dog" – the purpose of college-wide assessment is capturing what is authentically being taught and achieving alignment around "real" outcomes, not having rubrics dictate (most of) the assignments in a given course.

For that reason, it looks as if one outcome per Gen Ed discipline might be the reality, and the Social Science group is focusing its effort on a single rubric.

Today's workshop was the second of two parts, and the 12 or so participants have demonstrated a shared vision and the impressive ability to come together to create a common rubric. When Chris left the session around noon, the group was working its way through the performance-level descriptors for the outcome criteria and planned to finish the rubric draft by 3p.m.

Before turning its attention to the discussion phase of the meeting, the council talked briefly about the upcoming workshops for the other Gen Ed categories. This led some members to express concerns about the way the workshops and tasks were initially presented to the SACs, and the ineffective ways in which some of the SACs passed the information along to their constituents. Communication needs to be improved. Not all SAC chairs are passing along the information in the manner in which it was intended. Susan reported that after hearing of the fallout that occurred at some SAC Day meetings in October, she took the advice of one harangued faculty member and started a list of SAC assessment leads. In the future, when announcements about assessment-related matters need to be sent, the emails can go not only to SAC chairs but to the assessment leads as well.

DISCUSSION

Assessment Enforcement

If, in order to have Gen Ed status, a department must require an assignment that matches a rubric, we expect, theoretically, all instructors to cooperate. If an individual instructor does not use a rubric-aligned assignment and/or does not supply artifacts or make them available, the only party who can intervene and enforce the requirement is the division dean; the LAC exists only to guide and support assessment—not to enforce it. A potential penalty for non-abiding faculty would be the inability to teach the same course going forward. When Chris asked for feedback, the council members made the following queries and observations.

Questions:

- Will there be a contract clause that stipulates this requirement?
- Will there be enforcement language in the CCOGs? (if so, make sure the message is utterly clear)
- Why do we have CCOGs if we don't teach to them?
- Will the adopted outcome statement also be included in each CCOG to which it pertains?

Observations:

- If only one assignment is mandated, the requirement sounds reasonable
- Another member foresees pushback under the guise of tenure and/or academic freedom, because assessment accountability has been absent across the district for so long
- Guidelines would need to be set for tracking SAC participation and instances where ill-aligned assignments are being used – peer reviewers can and should provide feedback to help encourage better alignment between assignments and rubrics
- If instructors don't want to create their own assignment, perhaps they could use a common one created and adopted by their SAC
- The problem with a rubric is that a large group might agree on the language up front, but when it is put into application, it can all fall apart because of the way it is interpreted on the ground
- We must sell it on the merits of assessment itself—that it is our way of ensuring that our Gen Ed promise to students is being kept—that we are not doing it just because accreditation requires it
- Faculty-led assessment has always been our mantra, but a shift toward enforcement may seem like we are moving toward a dean-led system. Let's be sure it is clear that the deans want to know that instructors are teaching to the CCOG and doing assessment, and that deciding how to teach and how best to assess remains the purview of the LAC and the faculty
- Chris: we have an existing requirement to teach to the CCOGs. This new requirement will be, we believe, on the CCOGs for gen ed classes. Thus, what is "really" changing is that deans might have to enforce teaching to the CCOGs to a certain extent, which rarely happens now. The key thing is that "enforcement" is not directed at SACs as a whole: SAC chairs have no authority to enforce anything. It's up to the deans, because that's an existing part of their job duties at the college.

Revised Templates

Starting with the Annual Report Form (ARF) template Allison Gross created last year in Google Forms, Chris recently made modifications and created a separate planning form SACs could fill out in the fall. When he projected the plan and the ARF on the screen and solicited feedback from the council, the members had several ideas for improvements:

- Use the Add-ons feature (a tab in Google Docs) to provide explanatory text [Dana]
- Number the questions on the form [Matt]
- Make sure the form is user-friendly and easily fillable [Linda]
- Consider Qualtrics over Google Docs, as it has a file upload option SACs could use to submit appendices with their reports [Torie]
- Use the term 'goals' in the question, "Data Analysis: what were the benchmark levels..." [Matt]
- Elaborate on the question pertaining to benchmark levels in the year-end report to be clear that we are asking for two things (see wording on the plan) [Troy]
- Be consistent in the capitalization following colons [Matt]
- Ask "How do you plan to anonymize student artifacts?" in the planning form, and "how did you anonymize student artifacts?" in the year-end report [Thomas]
- Add a line at the top of the planning form that asks if this is a reassessment, and, if it is, direct users to the RRF instrument [Thomas]

Chris will incorporate all of these suggestions into the drafts and send them out to the members for further review.

Next, Chris said he will work on a *Re*-assessment reporting template (the RRF) that explicitly asks SACs how they closed the loop on a prior assessment.

Upcoming Conference

Chris, Marc, Nora, and Ann already are signed up for the Teaching Talks conference in Corvallis on March 8 and 9. The LAC can sponsor a couple more attendees, so Chris encouraged interested parties to contact him.

The annual conference is sponsored by the statewide Learning Outcomes and Assessment group in partnership with AAC&U and this year's host, Oregon State University. AAC&U's president will be the keynote speaker on Thursday night, and the overall theme is "learning and practicing creative thinking and team work."

Adjournment

The meeting ended at 2:40.