

LAC Minutes
Friday, April 24, 2020
Via Zoom

Voting Members		Voting Members, cont.		Non-Voting Members	
Elizabeth Brewster, LAT		Jessica Martin, COMM	x	Kendra Cawley, Acad Aff	
Chris Brooks, HST	x	Linda Paulson, MSD	x	Susan Wilson, Acad Aff	x
Josh Cary, BIT	x	Megan Pourhassan	x		
Magda D'Angelis-Morris, DA	x	Usha Ramanujam, BA	x		
Mandy Ellertson, HUM	x	Davina Ramirez, ESOL		Today's Guests	
Marc Goodman, CIS	x	Rekha Rao, CIS	x	Jade McIntosh (Zoom assist)	x
Farin Hajarizadeh, BIT	x	Sara Robertson, LIB		Susan Watson	x
Wayne Hooke, PSY	x	Julianne Sandlin, ART			
G. D. Iyer, CS		Jim Sauv�, WR			
Joyce Kaplan, BI	x	Thomas Songer, MTH			
Rachelle Katter, HE	x	Nora Stevens, BI & HIM - Chair	x		
Jamee Kristen, SOC	x	Delpha Thomas, ESOL - Vice-Chair	x		
Hannah Love, PHL	x	Jacki Williams, EMS	x		
Heather Lubay, JOUR	x				

UPDATES

Institutional Student Learning Outcomes (ISLOs) / Gen Ed

The LAC’s February 28 recommendation to go with Model 1 (i.e., where Gen Ed outcomes and assessment would reside entirely in Gen Ed) was presented at the EAC-LAC Integration Workgroup (ELIWG) meeting on April 17. ELIWG appreciated Delpha’s detailed walk through of the rationale behind the recommendation. After an ensuing discussion, Kendra Cawley said she would recommend to the VP of Academic Affairs, on behalf of ELIWG, the adoption of Model 1.

If Model 1 is approved, the new General Education outcomes would become PCC’s Institutional Student Learning Outcomes (ISLOs). What, then, would become of the current six Core Outcomes? If they remain as outcomes, PCC is obligated to assess them. One idea being discussed is to change them to Core *Values*. Departments that can authentically do so would be encouraged to continue teaching communication, community and environmental responsibility, critical thinking, cultural awareness, professional competence, and self-reflection.

According to the members of the LAC who were around during the earliest discussions about Gen Ed reform, the Gen Ed outcomes came about because PCC needed a place to situate and assess student attainment of institutional outcomes. Few CTE programs could embed, let alone assess, outcomes such as Cultural Awareness and Environmental Responsibility. Students were “supposed to” get these through Gen Ed, but depending which courses or which sections they chose, it was possible they could graduate from PCC never having been exposed to all six Core Outcomes. Model 1 fixes this loophole. After the GEARS process ends and a new Gen Ed course list is created, all PCC students will fulfill the new ‘institutional’ outcomes through their Gen Ed courses. For this reason, the LAC supports Model 1.

When asked if members should be presenting this information to their peers on SAC Day, Delpha said no, that it was premature. We are in an advisory phase and no model has been officially adopted.

Guided Pathways

A question about program-level assessment led to an impromptu update from Jamee on Guided Pathways. She and Chris recently updated the GP web page at Spaces. None of the pathways feature CTE programs or LDC disciplines exclusively. The intent was to show students the numerous pathways available to them in any single cluster. While some (e.g., Health Care & Emergency Professions) may include one-year certificate programs, what makes them a pathway is that they show all of the related programs/disciplines students might pursue through two or more years of study.

Assessment in a COVID-19 Era

Nora and Delpha said they had a teleconference meeting with Kendra a couple of weeks ago to discuss assessment reporting expectations for 2019-20. There, Kendra shared a spreadsheet with SACs divided into three groups. Those with...

- vast OL experience and running >70% online/remote this spring (Group A)
- less OL experience but having a definite online/remote presence this spring (Group B)
- no OL experience and running zero or limited courses this spring (Group C)

Customized letters were then crafted for CTE and LDC SACs and sent out last week. CTE's Group A SACs were asked to continue with their Focal Outcome assessment plans and Summary Data Reports (SDRs) to the best of their ability. CTE Group B received acknowledgements that COVID-19 likely caused interruptions to their assessments, and they were asked to report on any they might have completed and to submit SDRs at the very least. CTE Group C were told they did not have to do Focal Outcome Reports, but to submit SDRs with data collected earlier in the year. If their classes and assessments are postponed until the summer, they have until September 11 to submit their reports. Even if all CTE SACs were to write "Didn't assess this outcome" on every row of their SDRs, it will be better to have this documentation on file than none at all.

The LDC letters were similar in terms of Group A/B expectations but without the references to focal outcomes and SDRs. LDC SACs whose individual members contributed signature assignment artifacts to the collegewide scoring project this winter were given the option of contacting Susan Wilson for copies of the redacted student artifacts. While the samples would be smaller than normally advised for measuring student achievement, the artifacts might be useful for judging the efficacy of the signature assignments themselves.

Letters to the SACs in Groups A and B included this additional message: "You may account for gaps in reporting in the narrative sections and rest assured that the LAC will be providing a supportive peer review this year."

Assessment Coaching

Few requests for coaching have come in this year. Delpha and Susan each have had inquiries from only two of their SACs so far.

Peer Review 2020

Nora said a small group of peer reviewers will look at the reports that arrive by June 30. She and Delpha will review the late arrivals. The process will be similar to previous years, except that the norming will occur via Zoom. As stated above, the reviews will be less critical and more supportive.

Adjournment

Nora adjourned the meeting at 2:15. The next meeting is scheduled for May 29.