

LAC Minutes
Friday, May 29, 2020
Via Zoom

Voting Members		Voting Members, cont.		Non-Voting Members	
Elizabeth Brewster, LAT		Jessica Martin, COMM		Kendra Cawley, Acad Aff	
Chris Brooks, HST	x	Linda Paulson, MSD	x	Susan Wilson, Acad Aff	x
Josh Cary, BIT		Megan Pourhassan			
Magda D'Angelis-Morris, DA	x	Usha Ramanujam, BA			
Mandy Ellertson, HUM	x	Davina Ramirez, ESOL		Today's Guests	
Marc Goodman, CIS	x	Rekha Rao, CIS			
Farin Hajarizadeh, BIT	x	Sara Robertson, LIB		None	
Wayne Hooke, PSY	x	Julianne Sandlin, ART	x		
G. D. Iyer, CS	x	Jim Sauv�, WR			
Joyce Kaplan, BI		Thomas Songer, MTH			
Rachelle Katter, HE	x	Nora Stevens, BI & HIM - Chair	x		
Jamee Kristen, SOC		Delpha Thomas, ESOL - Vice-Chair	x		
Hannah Love, PHL	x	Jacki Williams, EMS	x		
Heather Lubay, JOUR					

UPDATES

Assessment Reports

Six LDC-DE SACs have submitted their end-of-year reports so far. The due date is June 30. As explained last month, Nora and Delpha met with Kendra in April to determine which SACs were likely in a position to follow through with planned assessments and which were potentially on hold or derailed due to the sudden shift to remote delivery. Letters were crafted and sent to the SACs encouraging them to continue with planned assessments if at all feasible. The CTE SACs that were told they did not have to submit Focal Outcome reports were asked to submit Summary Data Reports at the very least. Even if they have to write "did not assess this outcome this year," Kendra wants to have their SDRs on record. The CTE SACs whose programs will reconvene this summer and carry out their assessments in July or August can submit their reports by September 11. *See the April 24 LAC minutes for more about "Assessment in a COVID-19 Era."*

Marc expressed gratitude for the June 30 extension. He and his SAC always struggled to assemble all the pieces into a coherent report by the Monday following finals week.

Peer Review 2020

It is difficult to predict how many reports will come in, but Nora and Delpha are moving ahead with plans for a scaled-down Peer Review. A small group of reviewers are standing by, and Nora is happy to place others on the waiting list in case more reviewers are needed. The timeline looks like this:

- June 22: Select a few norming samples from the early arriving reports
- June 29: Conduct a synchronous norming session via Zoom or Google
- July 31: Wrap up the asynchronous peer reviews

Nora and Delpha will handle reviews for reports that arrive after Peer Review is underway.

Assessment Pay

Linda asked how to tap into the 10 hours of pay earmarked for PT participation in assessment. She was referred to the dean who serves as her SAC's administrative liaison.

Institutional Student Learning Outcomes (ISLOs) / Gen Ed

ELIWG (EAC/LAC Integration Work Group) met May 20 to “noodle” over the Cabinet’s response to its recommendation to “Identify the new General Education Outcomes as PCC’s Institutional Student Learning Outcomes, assessed entirely within the General Education Program.”

Using slides, Delpha shared the three concerns expressed by the Cabinet:

- *The current recommendation feels narrow in scope as we think about ISLOs. By placing everything within Gen Ed, it denies the learning that occurs in CTE (including the assessment we know those programs do around student learning) and it doesn't recognize the many ways in which students learn outside of the traditional classroom.*
- *There may be other potential ISLO that the College should add, especially given how important "enduring skills" are becoming in the workforce. We have heard over and over again the need and importance of this from our workforce partners.*
- *There have been incredible efforts and work done with our Gen Ed program and assessment. As we think toward the future and as the College lands on a new Strategic Plan, continuous improvement (assessment) is going to have to be prevalent throughout. If there are ISLOs that emerge that are not or cannot be solely assessed in Gen Ed, we will have to make sure to support an assessment system (as well as continue to support the work currently being done.)*

Delpha said a meeting will be convened with the Cabinet and ELIWG members on Monday, June 1st, to clarify some of the questions and concerns posed by the Cabinet.

At today’s meeting, there was a general sense of discouragement among LAC members. It is frustrating to come this far only to be told that six+ years of planning, of collaborating, of designing meaningful outcomes, of finding a way to embed those institutional outcomes so that *all* degree-seeking students will get them...is inadequate.

As the Council discussed each of the bullets above, Delpha took notes as to questions she and Nora can ask at Monday’s meeting.

The phrase “...ways in which students learn outside of the traditional classroom” is puzzling. Susan’s take is that it refers to the experiential learning that students get when they do their Coop Ed internships, clinicals, and practicums. These experiences are assessed by the site supervisors. The ISLOs, in fact, are not intended to replace the rich assessments currently conducted at the course or SAC level—those assessments will continue. The plan all along was to shift the assessment of ISLOs to the college level, so that the SACs can concentrate on discipline- and program-specific outcomes that will drive course improvements.

The third bullet also generated much discussion. What is the “assessment system” to which they refer in “...make sure to support an assessment system (as well as continue to support the work currently being done,” and what will the LAC’s role be in this new system?

Other ongoing work:

The Cultural Literacy DSAC work will resume in June. The “Communication Convening” that was cancelled due to the campus closurres will be rescheduled as well.

LAC Rotation

With 2019-20 coming to an end, Nora and Delpha passed the virtual baton. Delpha will serve as chair in 2020-21 and Nora will be vice-chair.

Context for our Work—Looking Ahead

Delpha tried to capture the LAC's work with three slides.

Slide 1: For over 12 years, the LAC has worked to develop a systematic approach to assessment in both LDC and CTE programs.

1. AAC&U Multistate Collaborative that resulted in the GEARS model for developing an institutional assessment.
2. Making assessment reports transparently available to all and tracking compliance.
3. Providing LDC and CTE SACs with a consistent process for planning for assessment and reporting on outcomes.
4. Providing professional development through CEU coursework and TLCs.
5. Assistance with planning and reporting through our assessment coach program.
6. A peer feedback system of responding to reports and acknowledgement for work that is well done as well as support in setting goals for areas that need work.

The first, fourth, and sixth bullets were added or modified after the meeting in response to suggestions from Council members.

Slide 2: Ongoing Issues

- Compliance
- Quality
- Readily available resources
- Utilization of coaching
- Engagement in once a year assessment "class"
- Integration into larger campus systems of governance and institutional effectiveness

Slide 3: Path Forward

All members of the LAC can help to build valuable content that can help demystify processes, ease planning strain, and help faculty to find both confidence in and value around conducting assessment.

A fourth slide featured a screen shot of Pasadena City College's web page 'Resources for Faculty.' The featured page showed tips for holding norming sessions when assessing Student Learning Outcomes. We might want to borrow some of their good ideas for our own web pages.

Adjournment

Delpha adjourned the meeting at 2:07.