Minutes

LAC Meeting - March 19, 2021, 1:00pm - 3:00pm

Voting Members		Voting Members, cont.		Non-Voting Members	
Chris Brooks, HST	X	Jessica Martin, COMM (PT)		Ann Cary, Academic Affairs	X
Josh Cary, BIT	X	Linda Paulson, MSD	X	Nichole Reding, Academic Affairs	X
Magda D'Angelis-Morris, DA	X	Usha Ramanujam, BA	X		
Mandy Ellertson, HUM (PT)	X	Davina Ramirez, ESOL	X	**Today's Guests**	
Marc Goodman, CIS		Sara Robertson, LIB - Chair	X	Sarah Tillery	x
Farin Hajarizadeh, BIT (PT)	X	Jim Sauvé, WR			
Wayne Hooke, PSY	X	Thomas Songer, MTH (PT)			
G. D. Iyer, CS	X	Nora Stevens, BI & HIM - Vice-Chair (PT)	X		
Joyce Kaplan, BI (PT)	X	Jacki Williams, EMS	X		
Hannah Love, PHL	X	Susan Wilson, CG (PT)	X		
Heather Lubay, JOUR (PT)	X	Delpha Thomas, Online Learning	X		

Topic
Welcome and Housekeeping Details ● Check in ● Approve Minutes from 2/19//2021 - Approved ● Review Agenda - two items added ● Important Dates/LAC Spaces Page   ○ Next meeting is April 16, 2021 - First meeting of Spring!
Online class module process - Discuss timeline and next steps We have a timeline - By next meeting, April 16, it would be great to have the following:

1. Developers work in teams to share outcomes, materials, and get feedback from LAC on materials.
2. Learning outcomes for each module and their alignment with instructional materials, activities, assessment, and media are analyzed. If more relevant content or activities are needed, those can be added.

Nichole made some folders for everyone to put their materials into. Delpha added a Sample Module: "Module 0" as a model for how to proceed.

Delpha can take all of the materials you share in the Google Drive folders and design out the course over the summer. She would take volunteers. Nichole, Mandy, and Magda can help.

Course will be fully grab and go, so we can design with activities that are "self-feedback generated."

Comment re: purely independent nature of proposed course - Often the most valuable part of these types of professional development courses is the peer to peer engagement. (Hearing how other SACs do things. Having a peer review your course or assignment. etc). It would be important that this is a piece of our modules. It will be important to integrate some support throughout the modules; or they could be released in a particular order. But the LAC gets to decide how to roll this out. Get creative about how to integrate peer to peer feedback.

Maybe add a link to a coach as soon as someone completes a module. Trying to create a more robust coaching infrastructure. Need to make sure LDC SACs have coaches also.

What other partnerships might benefit the work? Teaching Learning Centers? If we collaborate with TLC that will support PT Faculty pay.

Include Moderators who are reviewing the Shell and Modules regularly to ensure that they are current.

If there are a set of Frequently Asked Questions, we could have videos to respond to these.

General Info list is the place to see the modules and sign up to help!

Delpha will create content guides for each module.

We would need to get this content into Cornerstone before we could allow managers to assign it etc. Can't integrate D2L shells into this format yet. So for now we will create the D2L course modules, roll out in Fall 2021, and assess efficacy and future needs after it has been live for a year or so.

Update on Benefit of being on LAC

- Review [Benefit of being on LAC](#) tool
- Video?
  - Strong support for eventually creating some video content to encourage membership. Some suggested putting in a recruiting plug within each LAC Assessment Course module.
- Finalize something by Spring SAC Day 2021 (April 28, 2021)

Please review the Benefits document (linked above) and provide comments before the next LAC meeting on April 16, 2021.

College Wide Scoring Update

- Scorers: Will recruit via the DSACs this spring. Will likely need 30ish scorers distributed among the 3 DSACs.
- Thoughts about Prompts:
  - We (Academic Affairs) think it would be worthwhile to leave the prompts in. Good discussion on inclusion of prompts.
  - Folks offered some history and context, and most agreed that leaving in prompts, when they help the scorers understand the responses more effectively, is valuable.
  - However, it will be really important that scorers are well trained to assess the rubrics, and not grade the assignment.

Other Topics? Questions?

- Wayne gave a quick update about IR/IE and sampling subgroups of students for assessment.
  - The question was "Can we get help from IR/IE for sampling for help with data for the LAC assessment projects?" Attempting to assess effectiveness of the signature assignments across demographics. Wanted to get a sampling of all students and to figure out if all students are achieving at the same levels? IE can give the demographics, but the data may be confounded by a number of factors. For example, it might be the prerequisite RD/WR placement and the fact that reading or writing is not what is being taught/assessed in these assignments, rather than a demographic factor at play in success rates.
- Josh offered a review of SkillSurvey, a tool to assess "soft skills" or enduring skills (or "power" skills as they call them).

- ○ This is a pretty systematic tool that can help assess "career readiness" that can be used by the student themselves or a variety of 3rd party assessors (PCC, internship supervisors) of the "enduring" skills
- ○ The skills are grouped around broad skill sets: Professionalism, communication, teamwork, etc.
- ○ This tool can help students see what these skills and assessments mean in the professional/workforce world
- ○ Emphasizes that the foundational skills (that translate to all work sites) are intra and inter personal. But we don't teach or assess people's mind-set, or self regulation. This needs to be an on-going conversation.
- ○ Keep this on the agenda for next time.
- ○ ~ $10.00 per student and they can use it for their whole time at PCC.

Discussion with Sarah Tillery, Executive Dean of Teaching and Learning Support:

Future Role of LAC

- ● [LAC guidance for college reorg](#)
- ● [Enduring skills / GenEd outcomes crosswalk](#)

Sarah feels strongly about maintaining relationships between administration and Faculty to work with assessment.

Our "division" is the back-end infrastructure support so that we can do teaching and learning really well.
The size and complexity of PCC offer challenges and opportunities. We could leverage our size to do this better - number of faculty and diversity of curriculum resources. These are good things! We also have ways to provide data pieces that help us know who succeeds.

We get to create a cool bubble of resources with this new reorganization. We want faculty to feel supported in this work!

Q: What is the conversation about the integration of remote learning moving forward?

What works, what doesn't? We are still partially pandemic driven. We need to continue to innovate across a variety of models. We will have to adjust and this includes assessment. All up in the air and in conversation. Really trying to figure out how to support online instruction. Not just be reactive.

Q: How do you see support for PT vs. FT faculty?

Part timers often feel excluded from the college as a whole. One person noted that they have to view their job as a hobby, because they don't get paid enough to really allow it to be a job. They have to cobble together multi-college situations.

Sarah's experience teaching part-time at Chemeketa was similar. Just showing up and doing your thing, but not feeling integrated into the larger whole. Don't even know what the resources are or who to talk to.

Goal is to integrate coaching, mentorship. Better on-boarding for those PT faculty who want to be more fully integrated.

We have to figure out resourcing for PT faculty.

Share/comment: LAC is moving the Assessment course typically offered in person to an on-line course. Modules can be taken individually or as a whole course sequence. Discussing ways to have faculty-peer connection as an opt-in component of the modules to share with each other and build community for instructors.

Q/Comment:

Concerns about the logistical fact that SO MANY THINGS are changing all at the same time - reorg, GEARS, Pathways, YESS - and I am not clear about the way all these moving parts will articulate. Some of the work happening in each area overlaps with work in other areas. Some don't seem to. The work is intense and has huge ramifications. Can you speak to ways that all this change will come together?

Faculty have experienced these changes as top-down reforms around which they do not have ways to engage or inform.

Conversations about change have been going on for over a decade and things didn't change, but now it seems like things are moving. We won't always get it right, but we need to continue to be willing to evaluate and change what we are implementing now.

Sarah is committed to an open line of dialog. One thing that grounds her is that she feels confident that the changes we are making are to the benefit of students. We need to scale the good work that so many of our faculty are already doing.

There is an information hierarchy. Wants to democratize the sharing of information.

What is the vetting process embedded in the Reorganization that allows for oversight? Allow for talking sessions. Allow space for Faculty to provide feedback.

Comment: Goodwill of Faculty has been burnt up (across the college), but not about the changes, but rather about their role within the organization. Not respected, financially or in terms of support and respect. SACs have asked for things and have not been heard (never responded to requests, never acknowledged).

See the structure as very linear, but would like to see more lateral communication and engagement between programs and departments. Programs and disciplines would love to partner with or engage with other departments. They would like to hear from other departments on what they are doing on the technical skills. Encourage open communications between departments, including between CTE and LDC.

Serving on committees can help the lateral knowledge spread, but we do hope to find ways to do this type of work. Campus meetings (when we had those) allowed for a meet and greet between silos, and round tables offered deeper discussions between departments. Worried that this might be lost in the college wide model, but there are ways for people to get talking about who they are, what they do, and how they can support each other.

The TLC "teaching squares" program was an excellent way to learn across disciplines - wish this was offered more frequently (especially with financial support for PT faculty). Sarah is working with the TLCs and thinking Pathway focused. Hope to see this come back to life.

Q/Comment:

Request for reassurance that learning assessment be top of mind in the new model. The LAC is a working group. Members do coaching for every SAC. We want to make sure that the structures are in place moving forward so that the assessment work of the college is meaningful in an on-going sustainable way.

Agree - keep the coaching with the Faculty and deeply integrate assessment. Peer to peer support is critical and faculty should lead. Will keep having conversations with Ann, but both of us support this request.

From the chat - in response to ways to cross-pollinate:
I have been thinking a lot about communication and have requested use of Microsoft teams (which business is using now). But PCC does not use that, yet. For now, I am trying out Google Chat for more "casual" and quasi-synchronous and less formal communication across groups. Maybe we can have a LAC Google Chat room and invite others in there. Threaded conversations and a more ongoing conversation that happens in email. Something like an ongoing drop-in session at a reliable time might work. It's nice to have a low-stakes, easy-to-use way to network and connect with colleagues