

Comments from LAC members (brainstorm about strategic planning -- 3/2014)

[Some comments were similar - in such cases, "x2" or "x3" was given for the number of similar comments.]

Communication

- LAC: Better communication processes to provide info to college and get feedbacks
- Communication -- clear channels. LAC ← → SAC - through coaches or other LAC person?
- Wish List: Specific expectations that can be clearly communicated to SACs
- Improved communication in PCC -- within the SACs and within the college. Our communications are not connected, but rather overlap one another
- Improved communication between SAC and LAC. Assessment leaders within the SAC should be a part of the communication not necessarily communication with SAC chair. Assessment leaders communicate together.
- Improved communication within PCC -- across district and between/among college departments
- SAC, LAC, sub: Better communication processes to provide info and get feedback college wide
- We need better communication and structure
- So that conversations and learning that happens within the LAC, EAC, Curr Comm, Strategic Planning is shared
- *Helpful - greater understanding of program outcomes and how these outcomes impact class outcomes - the connection (cross list under "Communication" and "Prof Dev")
- *Faculty develop assessment portfolio to show what they have done about outcomes and assessment in their class (cross listed under "Resources to share," "Communication," and "Prof Dev")
- *For SAC: agreement on standardized rubrics or even agreement on what aspects we're going to assess. We have outcomes, but no unified means for assessing them. (cross listed under "Resources to share," "Communication," and "Prof Dev" -- could also be "what to do" if we have more time with colleagues to discuss assessment)
- *Most transformative -- understanding the concept that I'm assessing what the SAC wants students to learn, not just what I want students to know (cross listed under "Communication," "Prof Dev", "Accountability" and "Academic Freedom")

Accountability [Note: Consider "appropriate accountability" given lack of knowledge about assessment and minimal prof dev opportunities.]

- Support from deans to make assessment a priority
- All member of SAC are committed to assessment
- Requirement that all SACs do assessment project
- LAC authority to make recommendations for best practices
- *Institutional: Having backup by division deans to make it a priority (cross listed under "Prioritize Assessment" and "Accountability")
- *Most transformative -- understanding the concept that I'm assessing what the SAC wants students to learn, not just what I want students to know (cross listed under "Communication," "Prof Dev", "Accountability" and "Academic Freedom")
- *Coach -- assessment higher priority for SAC chairs (cross listed as "Inspirational (culture shift)" and "Accountability")

Time and Money Resources

- \$\$ and time for PT faculty for training and courses
- SAC assessment leader get release time or assessment work
- Create a SAC assessment day other than SAC day x3
- Increase faculty time allocated for assessment reporting and planning
- Time to process assessment mentally in order to design/redesign class
- Time for assessment subcommittee work
- \$ and time for assessment work x3
- \$ to support faculty professional development
- Time to discuss results in SAC meetings x2
- Time and resources for connecting with colleagues
- SAC assessment leaders training and time

Professional Development

- Fear of loss of academic freedom (standard assignments) x2
- The use of standard assignments – is this necessary for valuable assessment results?
- Training – how to's best practices expert support periodic feedback x2
- For assessment (SAC specific, general, coaches) x5
- For writing good outcomes x2
- Backwards planning/mapping
- Discussion about pedagogy and assessment – critical pedagogy. How does assessment look different within certain lens
- Utilize more in class assessment instead of assessments which are made up (communication)
- See how other SACs are assessing – increasing awareness, knowledge x3
- Norming
- Consistent materials and grading across sections and x2
- PL uses QM rubric for outcomes – observable and assessable
- Training preparation for handling Assessment work in SAC
- Facilitation training to manage outcomes based meeting, project management, managing talk time in meetings
- *Faculty develop assessment portfolio to show what they have done about outcomes and assessment in their class (cross listed under “Resources to share,” “Communication,” and “Prof Dev”)
- *For SAC: agreement on standardized rubrics or even agreement on what aspects we're going to assess. We have outcomes, but no unified means for assessing them. (cross listed under “Resources to share,” “Communication,” and “Prof Dev” -- could also be “what to do” if we have more time with colleagues to discuss assessment)
- *Helpful - greater understanding of program outcomes and how these outcomes impact class outcomes - the connection (cross list under “Communication” and “Prof Dev”)
- *Most transformative -- understanding the concept that I'm assessing what the SAC wants students to learn, not just what I want students to know (cross listed under “Communication,” “Prof Dev”, “Accountability” and “Academic Freedom”)
- *LAC: We need to engage more people with how assessment is meaningful (cross listed under “Inspirational (culture shift)” and “Prof Dev”).

Prioritize assessment (high up expectation) & Inspirational (culture shift) --- these were separate, but put together

- Prioritize assessment (high up expectation)
 - For LAC: Keep current model
 - Assessment needs to be a priority at all levels -- supported appropriately by faculty, administration, and APs
 - Assess on a higher priority -- openness
 - Institutional: Having assessment as a priority within institution
 - *Institutional: Having backup by division deans to make it a priority (cross listed under “Prioritize Assessment” and “Accountability”)
- Inspirational (culture shift)
 - Wish: SAC would feel assessment is fruitful and meaningful, not busy work
 - Inspir.: Everyone interested in assessment → improvement
 - Expectation, at hiring, for assessment
 - More flexibility in assessment process (yearly)
 - More buy in by SACs
 - To have everyone interested in doing assessment for improvement
 - *LAC: We need to engage more people with how assessment is meaningful (cross listed under “Inspirational (culture shift)” and “Prof Dev”).
 - *Coach -- assessment higher priority for SAC chairs (cross listed as “Inspirational (culture shift)” and “Accountability”)

Academic Freedom

- Standard assignment
- Acknowledgement that assessment does not affect academic freedom
- *Most transformative -- understanding the concept that I'm assessing what the SAC wants students to learn, not just what I want students to know (cross listed under "Communication," "Prof Dev", "Accountability" and "Academic Freedom")

Resources to share (like models or rubrics)

- Some standard rubric resources
- Standard rubric resources, which can be shared with others. And content specific rubrics
- Most Helpful: The help doc, the ability to tailor SAC-level outcomes
- *Faculty develop assessment portfolio to show what they have done about outcomes and assessment in their class (cross listed under "Resources to share," "Communication," and "Prof Dev")
- *For SAC: agreement on standardized rubrics or even agreement on what aspects we're going to assess. We have outcomes, but no unified means for assessing them. (cross listed under "Resources to share," "Communication," and "Prof Dev" -- could also be "what to do" if we have more time with colleagues to discuss assessment)

Other

- Time (slower process for assessment)
- Other: Staff person to collect data for student services
- Doing assessment plan was most helpful -- in class plan for SAC, as peer reviewer
- Wish for curr. committee -- strict guidelines on what is a good learning outcome <at course level>
- What I wish for individually: More teaching opportunities to allow use and development of better rubrics and assessment tools
- Wish for better placement process for students into courses
- Change in SAC makeup (FT vs PT)
- For strategic plan include language that defends the current model