

LAC Meeting Minutes

September 12, 2014

Present: Ann McMurdo, Karolyn van Putten, Kathy Williamson, David Mitchell, Cheli Fossum, Evelyn Lord, Vina Cera

1. Meeting minutes

We couldn't approve the minutes from 5/21/14 or 8/29/14 at the beginning of the meeting because we didn't have a quorum. Later on in the meeting, when more committee members arrived, we approved both sets of minutes.

2. Workshops/Professional Development

Two workshops are coming up: Introduction to Assessment orientations. These will be held on Tuesday 9/16/14 from 2:30-4:00 pm and on Wednesday 10/1/14 from 3:30 – 5:00 pm in F-170. (Same workshop, different times.) They are not TaskStream work sessions, although we will briefly touch on TaskStream. We will be covering the basics: overview of assessment, student learning outcomes, how to assess SLOs, rubrics, and an introduction to TaskStream.

The committee chose dates for TaskStream work sessions this semester:

Friday 10/17/14 from 1:00-3:00 pm (Kathy, David, Cheli can help)

Friday 12/12/14 from 1:00-3:00 pm (Kathy, David, Cheli, Ann can help)

Monday 12/15/14 from 10:00 – 2:00 pm in G-100. **We will have to check with Louis to see if this is OK.**

(Cheli, David, Kathy (late), Karolyn, Ann can help)

We need more helpers for all of these TaskStream sessions.

3. District SLO coordinator meeting

We had a meeting on 8/18/14 at the district office to discuss the program review template and how we will organize our work. Attendees: David, Cheli, Jennifer Shanoski (Merritt), Elmer Bugg (Merritt), Jenny Lowood (BCC), Maurice Jones (CoA), Tim Karas (CoA).

Our homework was to look for other Program review models, look at the Peralta program review template, and come up with ideas for new/different/more meaningful questions.

This group will meet again on Monday 9/15/14.

(We should bring Laney's new Faculty Prioritization form, which was revised last year and now includes a question on assessment results.)

We should also bring/use Evelyn's thoughts on program review forms that she prepared December 2013.

It seems to us (David and Cheli) that coming up with a new program review template will be a long process.

4. Student Awareness Campaign

We need to look around and see what locations have banners installed and what locations do not.

Phyllis (Business Office) previously told us that they couldn't install one in the library yet because some work was scheduled to be done. Evelyn reported that the work in the Library should be done next week.

Cheli and David sent an e-mail to Elnora Webb last week to ask about prizes for our student contests. We said we were going to have 2 contests, one in the Fall and one in the Spring. We requested 2 iPads, 6 bookstore gift certificates of \$100 each, and 6 flash drives. These prizes would be divided evenly between the two semesters.

So far we have not heard back about the prizes. We want to make sure we have them before we launch the contest.

(We need to follow up on this and ask again.)

Fall contest: have students ask instructors what ILO is most important for the class. We can do this one without the banners.

Spring contest: selfies in front of ILO banners, they post them on FB.

Transfer day would be a good day to launch the campaign – Oct 14 from 10:00 – 1:00 on the quad.

There might be other events on the quad that would be good times to let students know about the campaign.

Idea from Evelyn: have pens made with ILOs printed on them. "Imprint" would be a possible source. Getting the pens would take some time.

We can also put up flyers to advertise the contest and talk to Carl Oliver (ASLC president).

We can put stacks of flyers at counseling reception, math lab, library, writing center.

Next step: print the contest guidelines and rules.

5. New Approach to SLO/ILO Assessment

At the department chair's meeting on 9/11/14, David announced the new approach for this year and passed out the handout explaining the approach and the assessment commitment forms.

David reports that it seemed pretty well accepted and there weren't too many questions about it. One chair didn't like that so much work fell on department chairs.

Someone asked what about if they already have a system and an assessment plan, and David said to go ahead with what they have planned.

The commitment forms are due to the department chairs by Sept 15 and due to Cheli and David from the chairs by Oct. 1.

Question from LAC member: Has everything been mapped in TS to the ILOs?

Answer: no. Maybe we'll have to cover it in the TaskStream work sessions.

Idea: maybe we (LAC members) should do the mapping.

Maybe we would do a better job. At a previous session on how to map, some instructors were mapping excessively, mapping everything to everything. This isn't useful.

David sent the ILO 1 rubrics to selected faculty in different areas to get their feedback, and some instructors had suggestions. These were incorporated.

Instructors will be able to use the rubrics in one of two ways:

1. Use it as a scoring sheet, filling out one rubric per student, and then tally the results.
Or
2. Grade as usual (using the instructor's own rubric), and use this rubric as a tally sheet

We would also like to add some reflection questions to the rubric.... things for faculty to think about as they do this assessment.

Brainstorming session on possible reflection questions:

1. What stands out to you about your student results?
2. Now that you're done with the process, is there anything you would change about the process? (the SLO, the assignment, the rubric, what you could do differently to help students learn better).
3. Do you notice differences between the different types of communication? (writing vs. oral presentations vs. multimedia vs. art)
4. What are the implications for the college as a whole?
5. What college-wide initiatives would help students communicate better?
6. Are your students writing at college level? If not, what are college-wide initiatives we could undertake to help them learn better?
7. Do you feel your student's work is at college level? (only applies to course with numbers between 1 and 199)
8. What are the problem areas in student work? What did you find they need more help with?
9. How does this assignment fit into the course outline?
10. Compared to other instructors in the department, are your standards higher/lower/equivalent?
11. Compare your standards for your students to the standards you were held to when you were in college.

12. Do you feel that at Laney the academic standards are appropriately high? Explain.

(Would ratings of Excellent or Good automatically be at college level?)

(Do we need to define what counts as college level?)

We will think more about these questions, revise them, and choose a few to include with/on the rubric. We should discuss again in LAC.

(LAC member brought up: a student in her class had definite writing issues, but she has passes classes that should have helped her learn to write better. What's going on? Are those classes effective?)

The committee then discussed standards. Low standards don't help students. If lots of instructors have low standards, it makes it harder for the instructors that have higher standards AND it doesn't prepare students for what they will need to do at a university.

Reports:

Cheli went to the Ethnic Studies department meeting on 9/9/14 and explained the new approach and the commitment form.

Cheli and David went to the English department meeting on 9/11/14 to discuss the new approach and the commitment form. Jackie Graves, one of the new English department chairs, was having English instructors get into groups to decide what to assess.

Microsoft Word forms are now on the LAC website. These were created in June. They include all (most) of the fields in TaskStream, along with some guidelines for each question. Instructors can fill these out before logging in to TS, or they can use the forms and have a data entry person enter the info into TaskStream.

Cheli and David reported on our discussion with Tina regarding the data entry position. Tina said there's no money for anything right now. She explained how hard it was to hire someone. We discussed hiring student workers to do this work, since it's much easier to hire a student worker.

The committee discussed this idea and felt that we should NOT have students doing the data entry. It's inappropriate, it's confidential information, it's exposing too much. We should try to hire someone, and the work can wait for them to be hired. (People can submit forms, and we can keep the forms and give them to the person once they are hired. It doesn't have to be entered immediately.)

Kathy W reported that she wouldn't mind doing this work – it's just cutting and pasting, it's easy, she can do it at home, etc.

6. LAC Website Updates

New forms are on the website on a "Forms" page.

This includes the commitment form, the new process, the MS word forms for the assessment plan, the assessment findings, and the action plan, and the departmental discussion form.

The Assessment Chronicles are on a separate page of the website now.

Added a section "How to Assess SLOs".

7. Reviewing work in TaskStream

David and Cheli are asking LAC members to help review submissions for about an hour once a month. (LAC members don't have to do it every month, but 2x per semester would be great.)

Volunteers: Vina, Evelyn, Kathy, Ann, Karolyn)

(At the previous meeting, Chelsea and Heather agreed to help review submissions in TS.)

We can also do some mapping during this time.

(After the meeting, David, Cheli and Evelyn worked on reviewing TS submissions.)