**Learning Assessment Committee Meeting Minutes**

**April 10, 2015**

Present: Chelsea Cohen, Adrienne Oliver, Heather Sisneros, Ann McMurdo, Kathy Williamson, David Mitchell, Cheli Fossum

**1. Minutes** from March 13, 2015 were approved

**2. TaskStream work sessions.** Heather could help on either T or W, May 26 or 27. We still haven’t heard from Evelyn or Karolyn to see when they can help. We plan to talk to Louis to see if we can use the G-100 computer lab again. (Reminder: Cheli can’t be there to help on T May 26, and David can’t be there to help on W May 27.)

**3. Update on ILO #1 Writing Institute.** We had a meeting of the ILO #1 Task Force on Monday, April 6 and only Cheli and David showed up. The institute will be held from June 1 to 5. We discussed the topics/skills we’ll be covering and how to structure the five days. We secured a computer room in F-170 and tech support. There are no headphones or microphones in the lab, but Antoine knows a teacher we can borrow some from if necessary. People can also bring their own laptops, ipads. Ann said the computers in A-105 have headphones, so maybe we could use those. Lisa Cook has been talking to Elnora to see how we can make the institute cost less so we can do it in summer and fall. We’ve decided to use fewer facilitators. We’re still working on how to structure the days—grouping the skills/topics/activities together. We’re planning to have Department Chairs nominate instructors to participate. We want responsible people who will go back to their departments and share what they’ve learned with others in their department.

**4. ILO Awareness/Selfie Contest.** Chelsea and Adrienne went to the Student Center with brownies the week before spring break and got 15 students to post selfies to the LAC Facebook page. They discovered that Laney students are hungry. We want more entries, so Chelsea, Adrienne and David will do another session in the Student Center on April 14 from 11:00 to 1:00. There was an ad about the contest in the latest Tower. We will put out another FAS e-mail reminding instructors and staff about the contest. Many of the LAC committee members will talk to other instructors in their departments to encourage them to tell students about the selfie contest. Adrienne brought up the idea of visiting classes to tell students about the selfie contest. Our next meeting is April 24, the day after the contest ends, so when should we pick the winners? Chelsea prefers Friday morning, the 24th because she’s going out of town on Friday.

**5. Part-timer Stipend Form for Spring, 2015.** Cheli added a payment category for Status Reports on the stipend form because the ACCJC visiting team noticed that we don’t have many Status Reports in TaskStream. Cheli rewrote the Status Report questions because the ones in TaskStream were unsubstantial and vague. We needed to ask specific questions to show that departments have made changes and assessed again to document improvements. Departments now need to describe the progress they’ve made since the Action Plan and give evidence.

**6. Program Learning Outcomes.** Cheli created a new page on the LAC website specifically for posting all PLOs, which was another ACCJC recommendation. According to Curricunet, there are 34 programs that don’t have PLOs, but these could be old programs. The PLOs and the related assessment results also have to be posted on the individual departments’ websites. And Iolani says that all PLOs are going to be in the new college catalog as well.

The new website is here: <http://www.laney.edu/wp/assessment/program-outcomes-and-assessment-results/>

Kathy’s Math Department web page has the SLO results from every single math class and PLO results from fall. She made PDFs from TaskStream and posted them on the website.

**7. Getting Assessment Done.** In Cheli and David’s last meeting with Lilia, one of the issues we discussed was how to get all of our departments up to speed with curriculum and assessment. We decided to start with a meeting with Deans Chuen and Phoumy and get them to work with other deans to get each of their Department Chairs to come up with a plan to get this work done. It’s really overwhelming since many departments have a lot of work to do and they don’t know where to start. Anyway, they need to start with a plan. Administrators need to hold people accountable for PLO and SLO assessment and curriculum updates. Heather suggested that deans designate one responsible person in each of their departments and give them release time to get this work on track. It’s not going to get done with people doing it an hour here or there once a month.

**8. New 2014 ACCJC Standard.** The new standard IB6 requires that colleges now disaggregate their assessment results into subpopulations such as ethnicity and age. CCSF has to comply with this new standard now. Kathy, who works part time at CCSF, thinks that they have to assess all SLOs in every course and report assessment data for each individual student in each course, which is different from what we’re doing now—reporting as a whole class. We’re not sure what the purpose of doing assessment this way is. There’s no big picture analysis required, it seems. Does this have value to the instructors or departments? How is it useful beyond what students’ individual grades show? Don’t students’ final grades for the course show how successful they are at achieving the course outcomes? Doesn’t a student going from basic skills courses to transfer (or not) say more about student success and where achievement gaps lie? We have many questions about the reasoning behind this new standard, what its purpose is and how we comply. We’re going to have to wait and see what happens at other community colleges and watch how they do it. We have a few more years to plan.