**Laney College Learning Assessment Committee Agenda**

**February 19, 2016 MINUTES**

**11:00am-12:30pm, T-750**

**LAC Membership 2015/16**

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| English | Ian Latta |  | At-Large | Rebecca Bailey (Science) |
| ESOL | David Mitchell | Heather Sisneros (Kines) |
| Math | Rina Santos | Michael Mejia |
| CTE | Vina Cera | Fan Warren |
| Library | Reginald Constant | VP of Student Services or designee | Cassandra Upshaw |
| Counseling | Terrance Greene | VP of Instruction or designee | Dr. Chan |
| Business/Science | Cheli Fossum (Science) | Student Representative | *Vacant* |
| Humanities/SocSci/Kinesiology | *Vacant* |  |  |

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| **ITEM** | | **DESCRIPTION/Summary of Discussion** | | **Follow Up Action** | | |
|  | Sign-in | Present: Rebecca Bailey, Cheli Fossum, Dr. Chan, Reggie Constant, Vina Cera, Ian Lotta, Heather Sisneros. Guests: Scott Godfrey, Marilyn Whalen | |  | | |
|  | Public Comment | None | |  | | |
|  | Approval of Minutes/Meeting notes | Approval of minutes: 2/5/16  Tabled: no quorum | | Bring Draft minutes to next meeting for approval | | |
|  | Request for release time | -ILO project  -Moodle project  Co-chairs had asked Dr. Chan request release time from VP of Instruction, Lilia Celhay  Dr. Chan’s concern is faculty members under tenure review not be overloaded with release time to ensure they are able to focus on their first year teaching.  Ian Latta is interested in taking on the ILO Exposure Project and is a first year faculty member  Scott Godfrey is interested in taking on the Moodle Project and is a second year faculty member.  Rebecca points out that because we have so many new instructors, maybe we need to tap into the new faculty for many of these projects that we have coming up. The college needs them right now.  Framing the Moodle Project: Scott’s idea was that it is self-paced and instructors can go through the course at their own pace, doing one “block” at a time.  This should be a Professional Development class that will give you units to move faculty across the salary schedule.  Have the class include a project for creating an assessment scheme, rubric, etc  Moodle Project needs to build the full framework—instructor, release time, grading, ensuring will work for Prof. Dev. …..Scott originally did not see the class as something that had an instructor or gave out grades.  Video tape workshops (the pilot workshops) and trainings to include in Moodle Project. Dale of IT is the contact for camera and gear. | | | 1. Set up time to meet with Ian  2. Set up time to meet with scott  3. Follow up with Dr. Chan/VPI Celhay on release time.  1. Email all dept. chairs of assessment planning cycle due date and need help | | |
|  | PRT update | PRT Team is coming back to campus on April 15, 2016.  Marilyn Whalen will receive more information from President Webb at the Executive Council Meeting on Wednesday, Feb. 24, 2016.  She will follow up with asking if the team will give us a report prior to their visit.  A group of colleagues on campus will be identified to do the pre-work before the visit: begin the framework for an Innovation and Effectiveness Plan.  Second visit, PRT will sit with the identified colleagues and guide them through the creation/development of the Innovation and Effectiveness Plan.  Plan is then submitted to chancellor with request for $150,000 grant to assist in the implementation of the Plan. | 1. Follow up with VP Whalen after Wednesday’s College Council Meeting | | |
|  | Planning for ILO assessment cycle | -Critical Thinking for AY 16-17  Question asked by department chair to LAC co-chairs: what are the ILOs for the upcoming years and that will guide us in our SLO assessment planning.  We need to come up with an ILO cycle for the next 3 years:  **Ay 16-17 ILO #2**  **Ay 17-18 ILO #5**  **Ay 18-19 ILO #3**  Continue with Critical Thinking for the next academic year so the college can continue to develop and refine learning/work that has been done on ILO #2.  Discussion on having the CTE ILO and the Professional/Personal Development ILO be assessed during the same year as CTE ILO targets CTE faculty and Prof/Personal Development may target the academic courses.  Goal is to have good and thorough preplanning for the upcoming assessments and then we won’t have to spend 2 years on an ILO.  Pointed out that if we are spending 2 years on ILO#2, then the Communication ILO should get equal billing and we should go back to that next.  Make it clear that you do not have to assess an SLO that maps to that particular ILO. They are merely guidelines.  Discussion on the idea that the tool you use to assess an SLO could determine what ILO it maps to.  ILOs don’t have to happen in the classroom---ie- Black History month, speaker series, etc. and could be a part of assessment. What type of information do we want to gather at these events? Survey of students at events.  Take away: we don’t want to lost this thought process and element of ILO assessment. | 1. Develop the system (rubrics,etc)  2. Invite Activities Coordinator to our meeting to plan out activities and how we can map them to ILOs. | | |
|  | PLOs | Emphasizing that PLOs and assessment are so much more than just reporting.  ***“-College Recommendation 2:***  *-Identify & publish program learning outcomes*  *-Ensure official SLOs align with SLOs on course syllabus*  *-Regularly assess course & program learning outcomes: publish results of program level assessment*  *-Use assessment results to take actions that may result in improvement & evaluate results of these actions”*  We need a publishing plan  Who is in charge of checking SLO alignment? Not for committee to decide, but we need this resolved. Dean’s assistants typically receive syllabi and therefore, they may go through and check. LAC needs to provide official SLOs to identified person who is checking for alignment of SLOs. We have to have evidence that there is official alignment of SLOs on syllabi. What does this look like?  Important to explain the connection of course and program level outcomes  Key is explaining connections of assessment results, action plans, AND the results of the actions. Pieces of the Assessment section of Program Review address that, though most answers were reflective in their knowledge of the course and not assessment driven. How do we publish all this?  Tremendous amount of work for CTE. Try to find a way to alleviate some of the burden, then we need to figure out how to make it all work and how to help them  CTE extra work on data collection: Marilyn has asked for software to do the research to see who is getting jobs, how many jobs are out there, and what is the future job market going to be  LAC chairs will try to meet with CTE Advisory Committee | 1. Find out who is officially in charge of ensuring SLOs on syllabi align with official SLOs in Meta  2. Find out if Meta can print out a report of official SLOs  3. Take head shots of committee members  4. Find out how CTE publishes their data | | |