**Laney College Learning Assessment Committee Agenda**

**October 21, 2016**

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

**LAC Membership 2016/17**

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| English | Ian Latta |  | At-Large | Rebecca Bailey (Science) |
| ESOL | David Mitchell | Heather Sisneros (Kines) |
| Math | *vacant* | *vacant* |
| CTE | Vina Cera | Fan Warren |
| Library | *vacant* | VP of Student Services or designee | Cassandra Upshaw |
| Counseling | Terrance Greene | VP of Instruction or designee | Dean Julie Kirgis |
| Business/Science | Cheli Fossum (Science) | Student Representative | *Vacant* |
| Humanities/SocSci/Kinesiology | Scott Godfrey (Hum/SocSci) |  |  |

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|  **ITEM** | **DESCRIPTION** | **Time** | **TODAY'S ACTION(S)** |
|  | Sign-in | Present: Ian Latta, David Mitchell, Vina Cera, Cheli Fossum, Scott Godfrey, Rebecca Bailey, Heather Sisneros, Dean KirgisAbsent: Terrance Greene, Fan Warren, Cassandra Upshaw |  |  |
|  | Public Comment |  | 11:00-11:05 |  |
|  | Assessing PLOs in Taskstream | Kathy Williamson walks us through inputting data in Taskstream for PLO assessment reporting and discussion of the process the Math department goes through-AA and ADT – ADT has higher unit value so reinstated the AA degree as is lower unit degree.-Cheli Fossum (previous LAC chair) created the Math AA degree template in TS-they also have an ILO assessment -curriculum map – 1. picked class and made a PLO level assessment test - separate from SLO. Instructors for the 2 sections of Math 3E course got together to create the PLO assessment method for the PLO and gave it to the class. -assessment findings, action plan-just like when working in SLO template.Now—have rewritten SLOs -changed PLOs as realized higher classes don’t use graphs (PLO #2), and then rewrote all SLOs to reflect the new PLOs. SO now- when assess SLO #1, and that will be assessment data for PLO #1.-fall is assessment, spring is SLO day (dialogue) NEW GAMEPLAN – 1 SLO in fall, dialogue in spring, etc-Have the mapping all linked so that you can pull ---Kathy says, give me one day so we can have our SLO day. Send out Doodle, pick a day, and have a pot luck. -At a meeting: how to record meaningful comments. Had really good prompts. Is on the math website.-Math website has SLO day forms, resources, and took samples of other campuses – Cabrillo is a great resource. -Uploaded forms as part of Action Plan - and many of the Action Plans had that they were changing SLOSSLO Day – broke off into groups and worked to align SLOs with PLOs-Survey Monkey after SLO day to get feedback .---David: it really shows how important it is to be a point person---SLO Day was also part of the stipend they could receive---paying part timers is incredibly important! – This coming from a department who is successful.--Point person is vital – she looks at whole schedule of the department and decides who the lead would be and sometimes it may be a part timer. Otherwise, a full timer is picked to be in charge. Kathy puts it all in TS.--Since they have been doing SLO assessment for so long they have a cache of SLO assessment problems. Using the same problem once every 3 years. -the person in charge has to come up with the problem, get everyone to approve it, make a new one if they don’t agree, and get them all on board.  | 11:05-11:37 | -Look at SLO Day Spring 2016 in Math-Go look at Cabrillo-Get TS instructions for PLO assessment instructions-summarize Kathy and Rebecca processes/thoughts for dissemination |
|  | Assessing PLOs in the Laney Assessment Spreadsheet | Sample of Science A.S. PLOs assessed in the Laney Assessment Spreadsheet-Science Degree dramatically different from before -Sort through the spreadsheet to filter SLOs that mapped to a particular PLO-in PLO reflection – pulled results from all SLO assessments and discussed what the results were on a larger scale. -In 1 ½ hours did all 3 PLOs.-After assessing, there is a question on are the prereqs a place where they are also learning that item – so will assess some courses that don’t have prereqs to see if that is where they are learning the info instead of the prereq level-discussion –v- debate-You may find that you don’t have hardly any classes that assess a PLO.-were trying to have 3 classes that map to PLOs-College needs to be supporting faculty in getting the data pulled from a database, so faculty can do the thinking part-Agreement that the toughest part is figuring out where to get the data from and how to extract before you can even “think” about it-Some programs are harder to assess than others-Is there a way to separate non-majors –v- majors. -Slos are pieces of plos, the concept of introduced, practiced, reinforced as a concept --social sciences don’t build on eachother like other courses, so it’s harder to assess since they don’t have the built in building upon the other type courses. | 11:37-12:06 |  |
|  | History of operations of the LAC | History and future of LAC. Our role in the past and our role in the future. Relationship with student services-info from other colleges: background -what is our role and what should be our role? What are we now and establishing rules around that.--FS president appoints faculty to this committee. There is no term limit for members. 1. Similar to Tech Reviewer person—have a group of departments they are responsible for approving-looking at the lens of how do we get better-Dean Kirgis: we are representatives back to our department and you are empowered with that authority and I do that back to the deans. Presentation on results – the idea of having an agenda item where the person comes and talks about what they found 4. ideas – presentations of how/what person found out and as they present at this committee they get to talk about what they learned5. idea: just like curriculum review cycle—we focus on a group and the assessment leader would come and present at our committee meeting-college has to show their support around assessment during prof. dev. Days by spending more time on assessment--we have to disseminate the info AND use it7. idea: Group of people who assess the ilo during summer or Christmas vacation. Kirgis – very specific set of instructions (at her school) and worked very well.8. idea: Express it as an interest on how to teach better (as a way to get assessment across) --BCC and Merritt – are farther along - they have a defined classified person --LAC should all advocate for the same support that BCC has -Try to tap into request for data analysist  | 12:06-12:06 | -revisit the outcome rubric - possible idea for prof. development the idea of having an LAC agenda item where the person comes and talks about what they found |
|  | Approval of Minutes/Meeting notes | From 10/7/16 | 12:25-12:30 | Approved unanimously |
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