**Laney College Learning Assessment Committee Agenda**

**MINUTES February 9, 2018**

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

**LAC Membership 2017/18**

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| English | Ian Latta |  | Visual and Performing Arts | Fan Lee Warren (Art) |
| ESOL | David Mitchell | At-Large (3) | Heather Sisneros (Kines), Rebecca Bailey (Sci/Biol), Anna Cortesio (ESOL) |
| Math | *vacant* |
| CTE (2) | Vina Cera, Michael Mejia |
| Business | *vacant* |
| Counseling/Library | Yi Ping Wang (Library) | VP of Student Services or designee | Cassandra Upshaw |
| Science/KASH | Cheli Fossum (Sci/Chem) | VP of Instruction or designee | Dean Julie Kirgis |
| Humanities/SocSci | Felipe Wilson (SocSci) | Student Representative | Laura Bloom |

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| **ITEM** | | **DESCRIPTION** | **Time** | **TODAY'S ACTION(S)** |
|  | Sign-in | In attendance: Rebecca Bailey, Fan Lee Warren, Vina Cera, Felipe Wilson, Cassandra Upshaw, YiPing Wang, Anna Cortesio, Cheli Fossum, Julie Kirgis, David Mitchell |  |  |
|  | Public Comment |  | 11:00-11:05 |  |
|  | Approval of Minutes/Meeting notes | None at this time | 11:05-11:10 |  |
|  | Brief items | Who will replace Dean Kirgis on our committee?  Trainings, etc. If you are willing and able to attend, we welcome you to join us for the trainings. Dates were sent out to FAS.  More trainings TBD. We may offer a workshop during the mid-semester Flex Day. Trainings for entering data and other assessment-related training.  Collecting feedback from Dept. Chairs/former Dept. Chairs at Laney and other colleges in the District on program review reports. (The first “All Chairs” meeting will be 2/22, Dean Chan and Dean Crabtree will facilitate.) Make sure the assessment questions are easier to answer and elicit helpful information. (Make sure the deans see the benefit to their department in completing these reports.) The new four-year program review cycle should help. | 11:10-11:20 |  |
|  | Review of assessment data, discussion of workflow and next steps | Problem areas—success criteria is not technically a launch requirement (the four colleges couldn’t agree to make it a launch requirement), so some people left it blank, entered incomplete data, or wrote success criteria based on the assessment results.  Results in analysis vs. Learning gaps—some instructors didn’t show where their data came from  (results=numbers, analysis=what it means, gaps=what you will add to your action plan).  Next assessment date (action plan date)—we need to communicate the “next assessment” date guidelines more clearly  Not many people are adding attachments to their reports. We can’t require attachments. We need to encourage folks to attach their assessment tools, rubrics, etc.  Focus on providing positive feedback to instructors who have entered their data to help them stay motivated to do their assessment reporting. | 11:20-12:30 |  |
|  |  | Reviewed assessment data in META. Looked at strong examples and some incomplete examples. Complete data helps us comply with accreditation requirements and also makes it easier for future instructors to see how the assessment was done.  What should the workflow be for following up on the data?  Consider making an announcement about the successful launch of META.  Partner with PD committee to offer training for faculty on stating objectives and assessing outcomes. Bring people into assessment through curriculum. Bring people into curriculum through assessment.  Consider creating a “how to” video to share with faculty who can’t attend training workshops. |  |  |
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