**Laney College Learning Assessment Committee Agenda**

**MINUTES October 5, 2018**

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

**LAC Membership 2018/19**

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

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|  **ITEM** | **DESCRIPTION** | **Time** | **TODAY'S ACTION(S)/TO DO** |
|  | Sign-in/Introductions | Present: Anna Cortesio, David Ross, Vina Cera, Michael Mejia, Yi Ping Wang, Cheli Fossum, Felipe Wilson, Heather Sisneros, Rebecca Bailey, VPI Rudy BesikofAbsent: Fan Lee Warren |  | 1. Follow up on vacant seats |
|  | Public Comment | -Last ILOs updated in past have been Critical Thinking, Global Awareness, and Communication-Have not done CTE or Professional Development-Cassandra Upshaw taking break from LAC for fall 2018, but still working on Non-Instructional Assessment side of META | 11:00-11:05 |  |
|  | Approval of Minutes | From 9.21.18 | 11:05-11:08 | 1st: Vina Cera2nd: Anna CortesioApproved unanimous |
|  | Brief items | Update to Wheel graphic, student services update-Working with PIO Office to finalize the Continuous Cycle of Assessment and Reporting Wheel-META Assessment is live with only a few fixes left. Fixes are at higher levels, so there is a cushion of time.-Non-Instructional side of Assessment: Cassandra Upshaw as lead is still working with all 4 campuses, VC Brown, and the META group. | 11:08-11:10 |  |
|  | Meta Module | Levels of Assessment in META (Instructional)-The Wave of the META Assessment Module graphic is being finalized by PIO | 11:10-11:17 |  |
|  | Menu item presentation – Felipe, driving student success | -Link between Assessment and Student Success-Polled faculty here and elsewhere: came up with a set of questions (handout)-Felipe has faculty discussions on campus regarding pedagogy and this set of questions could be a good set for group--Anna: 1. Formative –v- summative assessment---throughout the course checking in on process instead of one big test at the end. And may 2. best practice is to provide options of demonstrate understanding of concept and could do video, speech, photo project, essay---giving students different ways of demonstrating their knowledge. We might not be able to give all the choices all the time, but when we can. Rebecca: visual in important and I give credit for creating their own study materials (same concept) Best practice, voice is choice --putting responsibility as well as freedom in how they are going to learn about it --pedagogical lesson – we need to come up with common understanding – we are better if we learn in a variety of-- Everybody learns better when they have all different ways of interacting with the content. HOW DO WE KNOW OUR ASSESSMENTS ARE GOOD ASSESSMENTS? –Vulnerability as an instructor …culture and relationship-many faculty do not have training in pedagogyQUESTIONS ABOUT SUCCESS?Vulnerability and if you have success rates that are low and then you get compared as a instructor-ENGLISH AND ESOL are working together to come up with some common assessments to help with preparing them for what comes next.HONESTY – Historical – there was a MOU ---concept of rewarding honesty (ie-worst results and how it got turned aroundHOW CAN VPI HELP – collaboration and more of discussion between faculty PD – THIS IS WHAT OUR THESE QUESTIONS ARE GOOD PD QUESTIONSDEANS – to reinforce that there are no faculty evaluations (reiterating this concept)  | 11:17-11:51 | 1.Felipe to use this as a launching point for discussion in pedagogy group and come back to LAC to let us know2. How do we frame this info to be helpful developing this information to be in a document3. Testimonies from Faculty on their success (video)4. Think about how VPI can help5. FIND THE MOU ON WEB8. Resolution to have PD be that way 9. Rudy to publicize Felipe’s discussion10. Develop talking points for Deans  |
|  | Menu item presentation – Michael, why collaboration? | WHY COLLABORATION-We appreciate that people are a part – we don’t share the same space. Isolation works for some people. Bridges differences of faculty assignments – bridges same classes in different locations, day-v-eve, differences in resources, late start –v- regular, duel enrollment-v-regular, bridges different attitudes in faculty get brought together, difference in then and now students…brings us together to talk about those things-Benefits: honesty, natural checks and balances, agreement, similarities, clarification, new insight to teaching, into execution in terms of departmental/institution-New understandings in time, pacing, order, style, connection, techniques, technology, facilities and its effect on teaching learning. Understand -New connections around curriculum: synergy -Challenges: questions of purpose –go to faith. Vulnerability, self-, relevance of rubric, who makes rules, will it make me look bad, challenge to our methods, critical of experimental methods, comparative productivity and measurement as teacher, within dept/historically, threat to employment, fewer classes eliminated, We are the ultimate facilities; how to create collaboration, require compliance, -RP Group – 6 success factors of students: ---same is true for faculty --we need to take care of faculty like we do for -Here is my stuff and I hope you do it better than I did-VPI: people are not always physically here, so maybe some type of online thing and bringing Chelsea into the discussion.-Vina: previous discussions were face to face---multi-pronged approach | 11:51-12:08 | 1. Get the RP group list2. How do we get COLLABORATION OUT TO THE CAMPUS IN AN INFORMED WAY3. R and H to come up with homework ideas for what the next steps are with these ideas 4. Think about menu items and how to streamline Canvas, documents, and menu |
|  | Choosing an ILO | What are our criteria/priorities for deciding? What will we do to work on that ILO? How do we incorporate student services? 2 or 3 medium-sized projects? Who will take on these tasks?Assessment Coordinators will Map GE course SLOs to an ILO on the curriculum side, contact the departments to prioritize assessment of those SLOs either fall or spring; grad student survey for fall/spring, work with Gary Albury on maximizing participation-NEED TO COME UP WITH CRITERIA/PRIORITIES FOR DECIDING ILO;-From big picture look, having a 5 year rotation and take a look at those that have not been done in many years-We need to pick something so we can get the best buy-in, participation, -Being able to do more assessing with data we have done in the past (like CT-what did we get out of the last time we did that-people we just encouraged to do it)-Begin sequence at Global Awareness (tap into PD Sustainability), Critical Thinking, --What is it, what it means, how can it be assessed, sample assignments, faculty are organizing teach ins, come up with a rubric to capture info—what are we looking for/what are all different possibilities that this could – the potential of science to do good or harm? Photo- photo journalism – there are certain lines you just can’t cross-Getting people to work on stuff and prepare the way we cycle around so all faculty can be prepared -Possible 2 years for 1 ILO -And we need to have big discussion and we need to act on it-end of year event where-we do something like “One book, One campus” that has a theme that relates to what we are doing-Women’s History Month-National Coming Out Week-Sustainability WeekVPI; in the past on ILOs, what data have we gotten from students –graduating class, critical thinking thing from Ian, Writing Institute, presentation at Flex Day, -People want something they can do tomorrow!VPI: we looked at mgmnt – look at what I need to summarize hereILO FOR THE 2018-2019 AY: GLOBAL AWARENESS  | 11:50-12:30 | 1. Map all GE courses in META so can assess ILO L4 in META2. Solidify homework – some things that can be happening3. Do something with Ian’s stuff4. Need to have many and several different ways to assess the ILO5. Remind Fan and Anna that they are presenting next time6. How do we integrate the ILO into the other things on campus?7. Find out all the awareness activities we do on campus |
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| **LAC Goals 18-19 (items in red are addressed on this agenda)** |
| 1. Design and customize focused trainings for departments/areas, especially those in Comprehensive Program Review. (ART, CIS, COMM, GRART, JOURN, KASH, MACH, MEDIA, PHOTO, WELD) 2. Balance work on META with work on the many other aspects of assessment. 3. Improve administrative support. 4. Formulate clear plan for ILO assessment. 5. Recruit new members for full representation.6. Clarify roles and support full engagement of committee members. 7. Integration of assessment work into college governance. |