

Learning Assessment Committee
Special Meeting
Friday, 4/20/07
1-4pm

Present: Vina Cera, Peter Crabtree, Cheli Fossum, Mae Frances Moore, Louis Quindlen, Elnora Webb, Ed Wright

The special meeting was called to work out the details for the April 26th Professional Development Day Workshop on developing a set of General Education Outcomes for the college.

Several models were discussed and we finally came up with the following schedule:

1:10 – (15-20 mins.) Begin with a short, concise intro on the goals/outcomes of what we want to accomplish and a brief reference to how these apply to our self study

- a brief report & acknowledgement of the 20% response to SLOs
- a handout will be compiled (definitions, Bloom's Taxonomy, our colleges Gen Ed areas, SCANS competencies, other colleges' examples, recent survey results, currently stated Mission, visions, values from Laney catalogue)
- the handout will go out in PDF form to college faculty & staff for reviewing beforehand
- the goals will be in bullet form, for easier comprehension, with less rich text
- participants will be allowed to pick whatever group they're interested in
- input from co-chairs of the self study

1:30 – 2:45 or 3:00 (75-90 mins.)

- Break out into 2, or more groups, depending on the numbers
- groups would be divided according to interest in AA/AS Gen Ed areas or Vocational Certificate areas – rather than put people in random groups – though balance of numbers should be checked and arbitrarily shored up if necessary
- smaller groups were deemed to be more productive for exchange
- we'll use the recent survey and the SCANS to inform the discussion, and be open to new/others

(Allow for a 10-min. break in here somewhere & tempt back with TREATS)

2:45 or 3:00 – 4:00 (60-75 mins.)

- Groups return to engage in synthesizing their various outcomes
- Report on each group's selections – what/why
- Try for a shorter list of outcomes, that's general and broad in scope

On looking at the quote from the ACCJC standards:

- somewhat hypocritical – where they state it should be open and faculty-driven, but then go on to tell us what they should include

- decided that we should make sure to include their mandated areas – they're more or less included in most examples from other colleges, so this will not stifle our developed outcomes.

At end:

For Participants:

- A brief reference to the importance and necessity of assessment should be made
- Ask to fill in a brief survey (form provided) where participants can quickly list their areas of instruction or involvement – (from classified to administration to service), and map/align these to one or more of the agreed upon outcomes
 - the header should not reference ‘courses,’ it’s too limiting – Elnora will work with Cheli on the wording
 - Have 2 sides for the survey form – one for Gen Ed, one for Vocational
 - Have a space for comments/criticism of the process
- Collect names and contacts of participants
- Request volunteers for future workshops, ambassadors for the cause, etc.
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For Committee:

- Compile, analyze results, report results to participants, faculty & staff
 - Get together after session is over while still fresh in mind?
 - Cancel regular meeting the next day
- Analyze the process – where did it work or not? How can it be improved?
- Prepare an article for the Tower which would publish our results and ongoing process to the District and the community
- There was agreement that the overarching college outcomes should evolve from the course and program outcomes.

Facilitators:

Cheli, Mae Frances for the Gen Ed group/s

Louis, Vina for the Certificate group/s

Other potential facilitators: Karolyn, Evelyn

Elnora will take notes at the end synthesizing session

Will need notetakers for each breakout group – Mary Jane was suggested for one

- We spent some time in clarifying the role of the facilitator:

Process:

- Set out ground rules for time, length of speech, behavior, etc.
- Brainstorm any/all ideas/no bad ideas
- Discuss ideas
- Synthesize ideas to come up with a set of recommendations for college outcomes
- Important to record ideas as presented – no reactions, body language, etc.

Do’s: - Listen

- Encourage response & Engage
- Welcome silent/reflective moments as necessary in the creative process
- To draw someone out further – “I heard what you said...anything else you’d like to add/share?”
- “I appreciate your concern, but this subject is not in the SCOPE of this discussion..”

Don'ts:

- Don't insert own ideas, reactions
- Don't discourage participation

Organizational Needs:

- laptops and projectors (from A/V dept.)
- If use laptops, we'll possibly need some IT support (Mike or Chi)
- Louis will purchase stationery supplies
- Preferable to have break out sessions in one complex, close to each other
- A266 and surrounding room/s? G181/189? Forum is reserved for the general gathering
- Decided to have a setup for 150 persons
- Need ushers or people movers
- Purchase some sort of treat to keep involvement up as the afternoon progresses
- Decided against videotaping – too onerous for too small return

MFM:

- Start with handouts
- Discuss survey results
- Break into two groups as above
- Starting w/survey results/SCANS...add, delete
- Synthesize/coalesce outcomes into formal statement of broadest possible areas
- Bring these outcomes and report to workshop as a whole
- As a larger group, try to come up with overlapping areas – this synthesis should possibly inform the overarching college outcomes