**Laney College Learning Assessment Committee**

**November 6, 2015 MINUTES**

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

LAC Membership 2015/16

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| English | 1 | Vacant |  | AT-Large | 4 | Rebecca Bailey (Science) |
| ESOL | 1 | David Mitchell |  |  |  | Heather Sisneros (Kines.) |
| Math | 1 | Rina Santos |  |  |  | vacant |
| CTE | 1 | Vina Cera |  |  |  | vacant |
| Library | 1 | Evelyn Lord |  | VP of Student Services or designee | 1 | vacant |
| Counseling | 1 | Vacant |  | VP of Instruction or designee | 1 | Dr. Chan |
| Business/Science | 1 | Cheli Fossum (Science) |  | Student Representative | 1 | Vacant |
| Humanities/Social Sciences/Kinesiology | 1 | Blake Johnson (Hum/SocSci) |  |  |  |  |

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| **ITEM** | | **DESCRIPTION** | | **Time** | | **TODAY'S ACTION(S)** |
|  | Sign-in |  |  | | * Meeting called to Order at 11:09am. Present: Rebecca Bailey, Heather Sisneros, Vina Cera, Cheli Fossum, David Mitchell, Blake Johnson, Rina Santos, Guest: Michael Mejia | | |
|  | Public Comment |  | 11:00-11:05 | | * None | | |
|  | Approval of Minutes/Meeting notes | 10/16/15 Draft Minutes | 11:05-11:10 | | * Motion to approve: Vina Cera; Second: Cheli Fossum; motion passes unanimously | | |
|  | Outcome Approval | Informational-SLO Approval Rubric/Checklist for SLO approvers in the Curriculum Committee | 11:10-11:25 | | * SLO approval rubric has been developed to be a resource for all who are developing courses. This is what the SLO Approvers are looking at when approving SLOs. * Partnership Resource Team (Contracted group from the State Chancellor’s office) visit on Dec. 17th may provide some insight on what the ACCJC is looking for. Seeing if we can get feedback from team on if linking our assignments to SLOs as evidence for success. Though this is a tiny piece, it may provide some direction. * Sample SLO/Assessment Method/Assignment linking: Athropology Assessment method/assignments originally were very specific (actual dates of specific assessment tests), SLO coordinators discussed with the instructor the ability to allow for some flexibility for other instructors who may teach the course. Committee members do like the idea of specificity of test dates as it can help guide the new instructor on what the expectations of teaching are for the course. It is a good idea: the question would be to take a look and see where that specificity of course can occur (COR, Syllabi, SLO’s/Assessment cycle) | | |
|  | Stipends, budget and categories | Further discussion on how to possibly divide categories and stipends | 11:25-11:55 | | * LAC is asking for $30,000 to fund stipends for part-timer assessment participation. (to VPI Lilia Celhay) * This is well below the amount that represents full participation and 100% of part-timers assessing courses. * Assessment Stipend stats for Fall 2014: 58 instructors participated, 103 courses assessed in some fashion, $10,650 given out. * Review of stats: (From Derek Lee via Dr. Chan) * Fall 2015 # of sections taught by P-timer: 513. * Spring 2016 # of sections taught by P-timers: 263. * Spring 2016 # of sections unstaffed: 230. * Spring 2016 total # of sections taught by P-timers and unstaffed: 493. * Spring 2016 alone: 493 courses x $140 per course assessment stipend = $73,950. * 513+493=1006 total sections taught by P-timers for AY 15-16. * At $140 stipend for each course, LAC would need $140,840 for the AY 15-16 to pay for full p-timer participation. * LAC has push for this amount and when we get there, we will ask for more funds. * Stipend Form: * Updating the form to adjust amounts given for each task. * Providing more descriptions of each category for better understanding of tasks. * Taking out the “Status Report” Column and using the money from there to increase amounts in other categories. Cheli Fossum: Status Report is fairly new as it was put on the form after the ACCJC visit. We do want to have it, but the important thing is to do the first part. Many departments are writing status reports from previous assessments. We just don’t need that column for things that are being assessed this semester. * Discussion on the importance of the full timer taking on a responsibility to figure out the bigger picture for the department (such as cluster leads for specific courses). * Agreed that we will take “Status Report” Column out for this semester and revisit the form in the spring to see if we need to add it back in. Cheli-When Status Report gets done, it could be very time consuming and therefore definitely more money. * Meta will change our roles. * To Do: in the updated Stipend form, write a short piece of the Status Report being the next step in the future. * Discussion on how to report assessment data from several sections: Some have done separated out so that each instructor can reflect on their own teaching/class. David points out that didn’t want to have individuals be in the spotlight if were not having same success as other instructors. The goal is to make the course better. How do we do that? Combine findings or keep them separated by instructor? | | |
|  | ILO Pilot reports | -Members report on their pilot projects | 11:55-12:30 | | * Blake Johnson pilot report: He created Assessment Forms for instructors to fill out since they didn’t have Taskstream. Part timers have committed to completing assessments (sample rubrics, Cheli’s form and adjusted it). Instructors are assessing what they want right now and then the group will work on a common assessment plan. New instructors: framing it that it is just something you do. Process is straight forward. If we really want to have basis for needs in the future then we need to do this. We need to be accountable. Support is in the structure: forms in place, structure in place, calendar of important dates/deadlines, meetings, leadership. Blake volunteered to do all the data entry. * Rebecca: even a part timer can have a leadership position. * Rina Santos pilot report for Math Dept: 11 Full timers, 20 part timers. Coordinator for each course. Coordinators send out assessment question and rubric. F-timers gather data from p-timers. Have f-timers assigned to a p-timer and check in with them to see how they are doing. Dept. created “Critical Thinking/Problem Solving” extra credit project in their classes. Very creative, showing collaboration, a great first start. Can eventually become an assignment for all courses. Math has an SLO Day, though minimal participation: half of full timers, 3-5 p-timers. Get a sense of what is going on in courses. * David Mitchell pilot report for ESOL: Assessing each level. Asking all instructors to add a critical thinking element to their rubrics. * IDEA: Have Blake, Rina, David speak at Professional Development about their pilot projects * The Take Away: setting up a structure, having the stipends, spending time explaining how it works. | | |
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