**Laney College Learning Assessment Committee**

**DRAFT MINUTES February 5,2016**

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

**LAC Membership 2015/16**

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| English | Ian Latta |  | At-Large | Rebecca Bailey (Science) |
| ESOL | David Mitchell | Heather Sisneros (Kines) |
| Math | Rina Santos | Michael Mejia |
| CTE | Vina Cera | Fan Warren |
| Library | Reginald Constant | VP of Student Services or designee | Cassandra Upshaw |
| Counseling | Terrance Greene | VP of Instruction or designee | Dr. Chan |
| Business/Science | Cheli Fossum (Science) | Student Representative | *Vacant* |
| Humanities/SocSci/Kinesiology | Blake Johnson (Hum/SocSci) |  |  |

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| **ITEM** | | **DESCRIPTION/Summary of Discussion** | **Follow Up Action** |
| 1 | Sign-in | * Present: Ian Lata, David Mitchell, Vina Cera, Reginald Constant, Cheli Fossum, Rebecca Bailey, Heather Sisneros, Cassandra Upshaw, Rebecca Bailey. Guests: Scott Godfrey, Marilyn Whalen. Absent: Rina Santos, Terrance Greene, Blake Johnson, Michael Mejia, Fan Warren, Dr. Chan |  |
| 2 | Public Comment | * None |  |
| 3 | Approval of Minutes/Meeting notes | * Approval of minutes: 11/6/15, 11/20/15, & 12/4/15 * Motion to approve: Cheli Fossum. Second: Vina Cera. Passes unanimously. | * 11/6/16 draft minutes: add “n” to Anthropology. |
| 4 | Replacement for Library seat | * Reggie Constant—Welcome! * Scott Godfrey interested in becoming a member of the committee – to fill vacancy by Blake Johnson resigning. | * Discuss with Faculty Senate President Lisa Cook filling vacancies and process. |
| 5 | Update on Meta Assessment Module | * CurricuNet Meta is ready for the development of the assessment module. * Heather and Rebecca volunteered to help, with the district understanding that there needs to be an IT person designated to be the liaison with the CurricuNet Meta company. Michael Orkin is responsible for identifying lead persons for the building of the assessment module. * Vina asks if District IT committee has been in on this process and how they can help. | * Touch base with District IT to ensure involvement and support for the building of the module. |
| 6 | Basics of Outcomes and Assessment | * Feedback on the new one page document, “Basics of Outcomes and Assessment” * Talk about exit skills (aka objectives) so they know the difference * “Measureable” is a key term in outcomes, * SLOs should be the same for the all the sections * Confirming process for ensuring SLOs are in syllabus: syllabus is turned into Dean Admin Asst. and deans are responsible for ensuring SLOs on syllabus. * If you are talking about tenure track is anything really enforceable? It is an unanswerable questions…you can at least ask. * Scott-Consider a training Moodle shell that goes through the “Basics” piece at a time. * Create a Moodle Training course for the instructors to be able to take and they can receive professional development for it. This let’s instructors do it as their own pace and be able to revisit the subjects they can’t recall * Issue of getting faculty involved who may not have technology experience and therefore will not/cannot take the Moodle class * Alexis alexander--Moodle class on meta training and assessment training * Who should create the class? This is the equivalent to creating a regular course and therefore a stipend/release time should be given to the person who creates it. * Scott will put it into Moodle if we get to a point where this is developed and supported. | * Add in that objectives and exit skills are the same thing * Add “measurable” to the outcomes * Turning in syllabi – confirm process with VPI/Deans * Add “SLOs are the same for all sections of the course” * Make Taskstream a live link * Bring Moodle class idea to college council (or identify who should be approached with this project) |
| 7 | Committee Member Goals and Training | * How do you see your role on the committee? What are your goals for this semester? Next year? * Shadowing/helping at CurricuCamp/Assessment days * Rebecca: sees this committee as different than other committees, cultural shift, all in preparation for the follow up report. * Heather: cultural shift, baby steps person, keeping us ahead of the game and really trying to get a calendar and stick to it, we as a group are the marketers/advertisers, something solid in place… * Cheli: Offer support for the ACCJC annual report that is due, offer support, input on the assessment module, being involved in the ILO assessment. * David: Help to keep his department on track and the use of the P-T Stipend deadline helps with instructors “getting it done”, help with ILO and assessment examples at meetings or workshops help with meta module. * Reggie: Ready to absorb information and learn. * Marilyn: (even though just visiting) Goal is to get a long view across the college, a laser focus for the upcoming ACCJC October 2016 follow up report * Vina: Representing curriculum, helping any way possible * Scott: try to be perpetually looking for ways to demystify the process and understanding of it (assessment). Many instructors feel alienated because they don’t know the terms, making it approachable & user friendly. * Ian: See how Critical Thinking element is different in departments and how they define it, help with it, the synthesis of it, want to have assessments results actually be valuable and used by instructor (usually a formality to hit a deadline and not really look at the actual reason to assess classes—it’s teacher assessment). * Cassandra: before the spring term ends have a structure of how we can do outcomes in the student services area and have something planned out that we can use in the fall. The challenge is lack of administrators. We can do some staff buy in with overtime, but the challenge is where the money coming from. * Project ideas discussed that may require some sort of stipend/release time; * Full development of system for Student Services Assessment * 2. For Spring 2016, compensation for a person to continually follow up with deans and chairs to ensure Assessment Plans are created (based off of Program Review Assessment Validations) | * Find out from Accreditation Officer Lilia Celhey when ACCJC annual report is due (Cheli Fossum reminds LAC that there is an assessment section to be done in the report & data that needs to be gathered) * Begin developing framework for Student Services side of Assessment * Investigate if Resolution from Faculty Senate is path for stating need for release time for LAC projects |
| 8 | PRT visit update and feedback | * Marilyn: PRT team will come and visit our campus to tell us their feedback. Institutional Effectiveness Committee requested the following Thursdays as potential visit dates: 2/25, 3/3, and 3/10 | * Marilyn: find out if it is an all-day event or just a few hours. Find out who from the campus should be attending |
| 9 | ILO | * Sharing of pilots – when? * Continue critical thinking this semester and also develop more fully for next year? * Workshop? Session? * Cassandra: meeting pattern---the 3 main categories of instructor teaching—pull the data to see what the patterns are of instructors (MWF, TTH, EVENING) * Vina: feed people afternoon or evening 4:30pm is a good time, 5pm courses are tough to hit, 4-6???, college hour? * Ian: teachers are motivated by deadlines….what is the deadline? Dept. meetings as area we should put the majority of our efforts as you get commitments and give responsibilities. * Creating structure-the pilots help provide the framework that another department may be able to use. * Framing is as …this is something you have to do AND this is how you do it. * Scott—marketing the idea and trying to instill the behavior: how do we make it something that people want to do? Every teacher wants to learn and build off of that semester. Assessment is another tool for becoming a better teacher * AGREED BY ALL: The college should continue to focus assessments on ILO #2, Critical Thinking for the next AY 16-17. This will give opportunity to continue building, learning, and implementing critical thinking assessments, action plans, and discussions. * Cheli: This will help with having discussions of what critical thinking really means, collecting data, having a campus wide discussion, put some thought into it. * Project: Ian is interested in putting the work in to coordinate the critical thinking project on the college level. * Focus is ensuring we have college-wide dialogue. | * Ask Dr. Chan for pattern list * Develop scope of work for Moodle project (possible .2 release time for implementer) * Create list of projects/workshops/etc and determine funds needed for each (including funds for catering) |