**Laney College Learning Assessment Committee Agenda**

**October 21, 2016**

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

**LAC Membership 2016/17**

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| English | Ian Latta |  | At-Large | Rebecca Bailey (Science) |
| ESOL | David Mitchell | Heather Sisneros (Kines) |
| Math | *vacant* | *vacant* |
| CTE | Vina Cera | Fan Warren |
| Library | *vacant* | VP of Student Services or designee | Cassandra Upshaw |
| Counseling | Terrance Greene | VP of Instruction or designee | Dean Julie Kirgis |
| Business/Science | Cheli Fossum (Science) | Student Representative | *Vacant* |
| Humanities/SocSci/Kinesiology | Scott Godfrey (Hum/SocSci) |  |  |

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| **ITEM** | | **DESCRIPTION** | **Time** | | **TODAY'S ACTION(S)** | |
|  | Sign-in | Present: Ian Latta, David Mitchell, Vina Cera, Cheli Fossum, Scott Godfrey, Rebecca Bailey, Heather Sisneros, Dean Kirgis  Absent: Terrance Greene, Fan Warren, Cassandra Upshaw |  | |  | |
|  | Public Comment |  | 11:00-11:05 | |  | |
|  | Assessing PLOs in Taskstream | Kathy Williamson walks us through inputting data in Taskstream for PLO assessment reporting and discussion of the process the Math department goes through  -AA and ADT – ADT has higher unit value so reinstated the AA degree as is lower unit degree.  -Cheli Fossum (previous LAC chair) created the Math AA degree template in TS  -they also have an ILO assessment  -curriculum map –  1. picked class and made a PLO level assessment test - separate from SLO. Instructors for the 2 sections of Math 3E course got together to create the PLO assessment method for the PLO and gave it to the class.  -assessment findings, action plan-just like when working in SLO template.  Now—have rewritten SLOs  -changed PLOs as realized higher classes don’t use graphs (PLO #2), and then rewrote all SLOs to reflect the new PLOs. SO now- when assess SLO #1, and that will be assessment data for PLO #1.  -fall is assessment, spring is SLO day (dialogue)  NEW GAMEPLAN – 1 SLO in fall, dialogue in spring, etc  -Have the mapping all linked so that you can pull  ---Kathy says, give me one day so we can have our SLO day. Send out Doodle, pick a day, and have a pot luck.  -At a meeting: how to record meaningful comments. Had really good prompts. Is on the math website.  -Math website has SLO day forms, resources, and took samples of other campuses – Cabrillo is a great resource.  -Uploaded forms as part of Action Plan - and many of the Action Plans had that they were changing SLOS  SLO Day – broke off into groups and worked to align SLOs with PLOs  -Survey Monkey after SLO day to get feedback .  ---David: it really shows how important it is to be a point person  ---SLO Day was also part of the stipend they could receive  ---paying part timers is incredibly important! – This coming from a department who is successful.  --Point person is vital – she looks at whole schedule of the department and decides who the lead would be and sometimes it may be a part timer. Otherwise, a full timer is picked to be in charge. Kathy puts it all in TS.  --Since they have been doing SLO assessment for so long they have a cache of SLO assessment problems. Using the same problem once every 3 years.  -the person in charge has to come up with the problem, get everyone to approve it, make a new one if they don’t agree, and get them all on board. | 11:05-11:37 | | -Look at SLO Day Spring 2016 in Math  -Go look at Cabrillo  -Get TS instructions for PLO assessment instructions  -summarize Kathy and Rebecca processes/thoughts for dissemination | |
|  | Assessing PLOs in the Laney Assessment Spreadsheet | Sample of Science A.S. PLOs assessed in the Laney Assessment Spreadsheet  -Science Degree dramatically different from before  -Sort through the spreadsheet to filter SLOs that mapped to a particular PLO  -in PLO reflection – pulled results from all SLO assessments and discussed what the results were on a larger scale.  -In 1 ½ hours did all 3 PLOs.  -After assessing, there is a question on are the prereqs a place where they are also learning that item – so will assess some courses that don’t have prereqs to see if that is where they are learning the info instead of the prereq level  -discussion –v- debate  -You may find that you don’t have hardly any classes that assess a PLO.  -were trying to have 3 classes that map to PLOs  -College needs to be supporting faculty in getting the data pulled from a database, so faculty can do the thinking part  -Agreement that the toughest part is figuring out where to get the data from and how to extract before you can even “think” about it  -Some programs are harder to assess than others  -Is there a way to separate non-majors –v- majors.  -Slos are pieces of plos, the concept of introduced, practiced, reinforced as a concept  --social sciences don’t build on eachother like other courses, so it’s harder to assess since they don’t have the built in building upon the other type courses. | 11:37-12:06 | |  | |
|  | History of operations of the LAC | History and future of LAC. Our role in the past and our role in the future. Relationship with student services  -info from other colleges: background  -what is our role and what should be our role?  What are we now and establishing rules around that.  --FS president appoints faculty to this committee. There is no term limit for members.  1. Similar to Tech Reviewer person—have a group of departments they are responsible for approving  -looking at the lens of how do we get better  -Dean Kirgis: we are representatives back to our department and you are empowered with that authority and I do that back to the deans. Presentation on results – the idea of having an agenda item where the person comes and talks about what they found  4. ideas – presentations of how/what person found out and as they present at this committee they get to talk about what they learned  5. idea: just like curriculum review cycle—we focus on a group and the assessment leader would come and present at our committee meeting  -college has to show their support around assessment during prof. dev. Days by spending more time on assessment  --we have to disseminate the info AND use it  7. idea: Group of people who assess the ilo during summer or Christmas vacation. Kirgis – very specific set of instructions (at her school) and worked very well.  8. idea: Express it as an interest on how to teach better (as a way to get assessment across)  --BCC and Merritt – are farther along - they have a defined classified person  --LAC should all advocate for the same support that BCC has  -Try to tap into request for data analysist | | 12:06-12:06 | | -revisit the outcome rubric  - possible idea for prof. development the idea of having an LAC agenda item where the person comes and talks about what they found | |
|  | Approval of Minutes/Meeting notes | From 10/7/16 | 12:25-12:30 | | Approved unanimously | |
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