3/6/17

LOA Notes

Premeeting discussion:

Vickery came back from a meeting related to our curriculum software installation and asked for feedback. At one point, LOA members expressed interest in a “sandbox” concept that would allow faculty to get feedback and help on writing course and program outcomes from other faculty members. We can pilot this in Courseleaf. Should we? Consensus that we should.

Follow up: should we conduct Curriculum Committee the same way if we have this new feature. Choices: We could use the sandbox as an aid to those who want it but keep the approval the same in CC, or we can use the sandbox as an approval.

Considerations on both sides; Curriculum Committee approval takes time and work and can create a disincentive for revisions and outcomes work; but, it is the only oversight of outcomes currently.

1. Call to order

Previous meeting notes sent out by Jason.

Vickery is today’s notetaker.

1. Review changes to assessment tool by GEG group

A subgroup met to improve the **assessment report evaluation rubric**.

* General acceptance that the GEG work is different enough from CTE;
* CTE programs have a defined student population over a sustained period (nursing; 48 students over two years); GEG courses have thousands of students for 10 weeks so need a different assessment approach.
* Using the same rubric was very limiting.
* They all reviewed six Assessment plans and realized some profound things (see Zelda’s notes) and revised the rubric.
* They developed criteria for a fully developed plan and then three stages (initial, emerging, developed).
  + Can’t discern developed from highly developed.
  + Discussion about three categories; all plans should feel successful even at initial level
  + If something was missing entirely, should they still feel successful?
  + Added the fourth category of non-existant/absent

Prezi to describe GEG

* Zelda et al developed a prezi to help COCC faculty understand the GEG assessment in the context of other activity.
* Could be very useful tool for Assessment Day.
* Vickery asked if she could add some elements from the rest of the College’s assessment work.

Next steps:

Discussion and Ideas:

* Rubric needs a descriptive statement (Zelda: gives students the assignment, an explanation, and the rubric)
* Shannon--feedback from Betsy: Betsy likes two approaches (CTE, GEG), Recommends feedback to faculty by spring break—via Deans?
* Michelle-Spring break is soon, May 1?
* Sara-give the rubric to folks for self-assessment
* Mindy: Faculty don’t know if they should be working on Assessment plans they turned in

Feedback approach LOA is moving forward:

* Develop feedback
  + CTE subgroup evaluates CTE plans, GEG subgroup evaluates GEG plans
  + Apply Rubric
  + Give feedback to them via the rubric and a description
* Deliver feedback
  + Develop a letter/email message (awesome job, we are learning as we go, here is the rubric, invite improvements to rubric)
  + Communicate personally, go to department meeting
  + Invite them to help improve evaluation rubric
  + Role of dean in feedback loop?
* Needs clarification of roles (LOA vs deans), nail down timeline for spring 17

Assessment Day Ideas

* Description of our Degree Assessment context via Prezi
* Finalized Rubric
* Opportunity to either
  + continue work on 1617 plan or
  + adjust measurement period into 1718 or
  + revise your approach