**Central Oregon Community College**

**Learning Outcomes and Assessment Committee Meeting Notes**

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| **Date:** | 3/2/2018 | **Facilitator(s):** | Mindy |
| **Time:** | 12:30-1:30 | **Notes:** |  |
| **Place:** | OCH 141 | **Agenda Maker:** | Vickery and Mindy |

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| **Attendees:** | Sarah Fuller |  | Vickery Viles |  | **Guests:** |  |
| Jason Lamb | x | Mindy Williams | x | Betsy Julian |  |
| Deborah Malone | x | Wayne Yeatman | x | Jenni Newby |  |
| Shannon Waller | x | Zelda Ziegler | x | Julie Downing |  |
|  |  |  |  | Michael Fisher |  |

Meeting notes

1. Call to order (5 minutes), Chair

We briefly recapped the February 16 meeting. ZZ was note taker

1. Continued review and revision of forms (50 min)
   1. To improve ease of use of the FORM for assessment plans, we discussed several ideas:

* Pop-Ups. This is a feature of Word, which allows the user to hover over the word to get a definition to appear. The idea was to clean up the forms without eliminating the explanations. Concerns were raised about Word’s platform issues (Mac, PC operating systems may not work well together with Pop Ups).
* Google Docs was suggested as a way around this. We need more information on how this might work, so WY agreed to “Road Test” the use of Google Docs and Word Popups on his Mac platform.
* An even simpler form. WY shared a link to one used at Montgomery and Pima that use simple examples, require no abstract and no headlines. All agreed that we should be moving toward simpler forms, but keep the long game in mind. We shouldn’t be changing radically in one year.

Discussion about the current form:

**Problems:** The section on Methodology was the source of most discontent since it means two different things to CTE and GEG users. Qualitative vs. Quantitative direct vs indirect—that could be completely omitted or improved some other way.

**Positives:** Benchmarks were deemed good, even if they are aiming low. It is good to set an action level since it tends to indicate a priority.

* 1. The Rubric must be adjusted appropriately along with the form. Another reason to keep the changes to the long form gradual.

1. For the next meeting: The evolution of CTE plans and rubrics might diverge from those for the GEGs. SW and DM agreed to address where the CTE progression might go (WY made his contributions early and had to leave). Some suggestions from the CTE area led them to advocate for a simpler table form while MW, ZZ and JL agreed to continue to revise the long form for GEGs plans.
2. We discussed meeting schedules. Conflicts abounded so the next meeting is set for April 13, 2018.

Next meeting:

April 13 (OCH 141 at 3:15 PM)

We will continue with the form review process, hopefully finishing the Assessment Plan form and moving on to the Rubric.

April 27 (OCH 141 at 3:15 p.m.)

May 11 (OCH 141 at 3:15 p.m.)

May 25 (OCH 141 at 3:15 p.m.)

June 8 (OCH 141 at 3:15 p.m.)

Parking Lot/Future meetings:

* 2017 Assessment Day survey feedback
* Structure/Framework at COCC (winter or spring topic)
* Professionalism – particularly in CTE programs
* Lead or captain for GEGs?