**Central Oregon Community College**

**Learning Outcomes and Assessment Committee Meeting Notes**

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| **Date:** | February 28, 2020 | **Facilitator(s):** | Christopher |
| **Time:** | 2:00-3:00 pm | **Notes:** | Vickery |
| **Place:** | OCH 141 | **Agenda Maker:** |  |

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| **Attendees:** | Christopher Hazlett | x | Jake Agatucci |  | **Guests:** |  |
| Jessie Russell | x | Beth Palmer | x |  |  |
| Kirsten Hostetler | x | Vickery Viles | x |  |  |
| Michele Decker | x | Zelda Ziegler | x |  |  |

**Agenda:**

1. Call to order (5 minutes), Chair
   1. Review of previous meeting notes, All\
2. Finish Form Revisions for 2020-2020

* Rubrics are edited to say “clear or unclear”
* Further edits to clarify the frequent use of “clear” and “clearly”
* Changed to consistent structure with action verbs

From document “improvements to forms for 20-21”

* Better identification of projects through report stages.
* Section info is being provided well; hard to tell which courses are involved (with CTE especially.). GE frequently skips the course question but puts the course in the document title; VV adds back in.
  + V to draft new version, separate CTE and GE possibly.
* For Plan form and website: Include more information in selecting samples to let people know that, while not statistically significant, they should do their best to select a representative sample in regard to student population, face-to-face versus online environments, full-time versus part-time faculty, term selection, etc. – Kirsten doing this.
  + Kirsten will consider sample size issue.
* On Closing the Loop, both report and feedback rubric, perhaps combine the “Results” section and “Analysis” section. People seem to be approaching them as the same thing (See FA 101 Closing the Loop report for example). – Christopher is doing this.
  + Chris will attempt to combine results and analyze section on CtL form.
* Provide examples
  + Change outcomes
  + Change assessment methodology
  + Schedule the next assessment cycle
  + (Clarify that future directions can include future assessment project)
  + Maybe use this as notes for the next cycle
* Benchmark on Plan, and on Analyze (discuss whether we should require them or remove reference on analyze, or ?) Plan: Need to clarify that the definition for “met” should be included?
  + Add Benchmark conversation to future agenda.

1. Preparing for Accreditors Visit (Visit is April 8-10)
   1. Anticipating questions we will be asked.
   2. How do we prepare full-time faculty to explain Program/Degree approach; Our role in preparing faculty?
   3. AALHE Foundation System
2. The college’s self-study will be coming out next week from Betsy.
   1. All: homework for March 13, let’s read through the relevant sections of that report and be prepared to discuss them.

**Remaining Winter term meetings:**

* March 13, 2020

**Parking Lot/Future term meetings:**

* New LOA Chair, membership, committee formation
  + “Is Your Assessment Program Sustainable?” (from email)
  + VALUE Rubric
* Further work on “Buddy” Program – identifying & contacting new “Buddies”
* Committee formation: Lead or captain for GEGs?
* Assessment & Sustainability Discussion, Assessing Our Own Assessment Systems (in Spring term)