**Central Oregon Community College**

**Learning Outcomes and Assessment Committee**

**Meeting Notes**

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| **Date:** | May 22, 2020 | **Facilitator(s):** | Christopher |
| **Time:** | 10:30-12:00 pm | **Notes:** | Vickery |
| **Place:** | Zoom Meeting ID: <https://cocc.zoom.us/j/99648230693> | **Agenda Maker:** | Christopher |

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

**Agenda:**

1. Log in, Un-mute, Call to order (5 minutes), Chair

a. Review of previous meeting notes, All

1. Assessment Day Planning

a. Overall Schedule/Plans

Christopher shared a draft of the schedule and activity (located in LOA folder), comments welcome

Don't want to be pedantic to faculty

What are we trying to do on Assessment Day?

Updates on status of assessment/recommendation NWCCU, awards, etc.

Activity: look at report writing from an outside point of view, creating this for someone reading it down the road

About improving courses/programs

Try to keep entire program to 1 hour

b. Groups

Date is not set (probably Sept 16), need to nail down day so we can send out invites

Vickery will send email to Betsy and copy Christopher

Should we break groups into CTE/ABS and Transfer?

Seemed to make sense, then we can use the example that makes the most senes

If we run all sessions concurrently we will have a hard time with facilitators

We are thinking two times, two groups per time

Roughly 135 attendees, thinking four groups (two CTE/ABS, two GE) of about 30 people each with breakout rooms for Plan, Analyze, Closing the Loop (people should attend the breakout that reflects their stage).

c. Mockup artifacts for feedback & prompt for activity

Are we giving best practice example projects or examples of what not to do?

Jake is taking his project and making it an example that illustrates things that are not clear to an outside reader.

Do we want them to work individually or work in breakout rooms?

Thinking of using breakout rooms (need a practice session in September).

Guided inquiry? Give them questions

Guided questions vs rubric—will this be too much for a quick activity?

Send out materials in advance, or do they read it all online during the activity?

We can send out a printed project and rubric packet.

Should we count on faculty to do pre-work, have a plan B

Set up prep session in the fall so facilitators have competence with breakout sessions

d. Video portions on assessment projects and accreditation updates

Blooper real?

Vickery will bring this to Betsy next week, combine both

e. Awards & Letters

When/how should we do a zoom bomb (record the giving of the award and run it in the fall)?

Need time to make a video of us presenting the award

Spring? Summer (not good for some)

Spring: Use next meeting time, June 5, Beth available at 11 but Jessie not.

Chris: 11:05/plan, 11:15/analyze, 11:25/closing the loop meetings with three or so.

Edit later

Discussion of zoom file type and editing; Zelda will coach Christopher

1. Benchmark Discussion

Didn’t get to this but Christopher updated that he is researching implications of adding an ABS member to LOA.

**Spring term meetings:**

* June 5th, 11am
  + Award videos (Christopher will set up something early next week to discuss logistics with Vickery.)
* All: Please review award letters before next meeting.

**Parking Lot/Future term meetings:**

* Refining course, program, college assessment system in light of accred. visit
* “Buddy” Program Development
* Assessment System & Sustainability - Assessing Our Own Assessment Systems
* Committee Formation