**Central Oregon Community College**

**Learning Outcomes and Assessment Committee Meeting Notes**

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| **Date:** | 11/30/2018 | **Facilitator(s):** | Sarah |
| **Time:** | 2:30-3:30 pm | **Notes:** | Vickery |
| **Place:** | HCC 301 | **Agenda Maker:** | Sarah |

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| **Attendees:** | Christopher Hazlett | x | Mindy Williams  | x | **Guests:** |  |
| Jessie Russell | x | Sarah Fuller | x | Betsy Julian |  |
| Kirsten Hostetler |  | Vickery Viles | x |  |  |
| Michele Decker | x | Wayne Yeatman | x |  |  |

Agenda

(Action items and person responsible in red)

1. Call to order (5 minutes), Chair
	1. Review of previous meeting notes, All
	2. We didn’t do this as a group but the notes looked good to those who reviewed them (thanks Mindy).
2. Check-in with Dean groups re: review of projects
	1. Julie, Jessie, Sarah, and Michele have met once and will meet once more, when they will finish review of all projects (no second reader). Discussed how to deliver the feedback. Julie had concerns about her workload with participation in the review. Nonetheless, they had a productive meeting.
	2. Jenni’s group has not met yet (next Thursday). Mindy will only be there for part of the meeting.
	3. Michael’s group (Michael, Betsy, Wayne, and Vickery) met and started with a difficult project. Reviewed an easier one. Currently have a second read (due today), will meet again next week.
	4. Reading Analyze and Closing the Loop, you need to refer back to the feedback and to the plan, etc.
3. Discussion about how to deliver feedback
	1. How do you deliver feedback more promptly?
	2. Julie’s group:
		1. primary reader reaches out with questions?
		2. Mentoring of proposer
		3. Verbal conversation is better
		4. After reading, wonder if we have actually accepted the report or are we asking for changes?
		5. Next year, should we assign buddies/mentors and meet with them either in the spring, or at assessment day.
		6. What do we do this year?
			1. Don’t ask for revision, ask for something on the next report if necessary.
			2. How do you provide feedback on close the loop? This wasn’t a black hole, we read it, nice job sandwich feedback this time around?
			3. Who is delivering this feedback
			4. Problematic feedback should come from the dean
			5. Doesn’t have to the same feedback method across all the dean groups
			6. Feedback coming from the dean provides consistency, allows for corrective measures where needed
			7. Feedback from Dean and LOA buddy?
			8. Decision: This time around, continue practice of Deans providing feedback.
			9. Who is going to tell the deans that they will provide feedback? Betsy
			10. LOA available for support
			11. Readers finalize rubric, send to dean who provides feedback
			12. Rubric should list group who reviewed the project, with first reader listed first
			13. Overview section should be completed but does not need to be multiple paragraphs
			14. Reviewed progression of feedback over the last three years
		7. Purpose of the feedback step: To support a culture of assessment in which we use evidence-based teaching and learning, and we can show that students achieve learning outcomes, by:
			* 1. Maintaining focus on classroom and learning improvement
				2. Helping faculty engage with general education outcomes
				3. Promoting collaboration and communication among groups of faculty in support of improving GE and CTE program outcome achievement.
				4. Developing a sustainable and meaningful model of assessment.
				5. Recognizing exemplary work.
4. Discussion Closing the Loop
	1. Prospect of closing the loop with large volume departments, doesn’t make sense to close the loop the next year.
		1. Year 1 do WR 121, year 2 WR 122, year 3 227, year 4 small sample of all of these courses, year 5 do APR
		2. Must we do this in a two year cycle, or can we take longer (individual timing)?
			1. We can drive a system that works
			2. I want release time to do a large project closing the loop if we must do it in the year immediately following
			3. Coming together is a meaningful activity but not as meaningful the second time
		3. Must we repeat same sample or same measurement? Can we focus on repeating a measurement for the specific area that will be changed?
		4. Can we report out at a more individual level?
		5. Can we report out as a reflection?
5. Cancel Dec. 7 meeting, schedule winter term meetings on every other W, 1:30-2:30

Winter meetings:

Wednesday, January 16, 2019

Wednesday, February 13, 2019

Wednesday, February 27, 2019

Wednesday, March 13, 2019

Parking Lot/Future meetings:

* Cycle for GE courses offered with very little frequency
* Closing the loop: measuring twice
* Lead or captain for GEGs?