**Central Oregon Community College**

**Learning Outcomes and Assessment Committee Meeting Agenda**

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| **Date:** | December 6, 2019 | **Facilitator(s):** | Christopher |
| **Time:** | 10:00 – 11:00 am | **Notes:** | Vickery |
| **Place:** | HCC 301 | **Agenda Maker:** | Christopher |

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| **Attendees:** | Christopher Hazlett | x | Jacob Agatucci | x | **Guests:** |  |
| Jessie Russell | x | Beth Palmer | x | Betsy Julian |  |
| 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. Feedback Group Debrief
	1. Overall thoughts on timeline (sustainable?), nature of feedback, order and volume of work?
	2. Changes to feedback forms or report forms?

Julie Downing group:

* Went well, super efficient, a couple discussions about the forms
* Worked great for Beth as a new member
	+ one thing that is misunderstood is last question: who are you going to be working with? It is not clear that faculty are encouraged to work with others even if they are a soul instructor)
	+ discussed making a flow chart (looked at cycle)
* Every year projects are getting better
	+ We have been gentle and supportive with feedback, which is important for success with assessment
	+ As we continue assessment work, people realize it is here to stay
* Important to provide feedback earlier as we did this year; got them back within a month
* We had a meeting problem, Deadline of before thanksgiving wasn’t possible
* Maybe plans for assessment projects in the fall need earlier deadline
* Discuss the process: Give feedback on a draft?
	+ Would work on plan step
	+ This could be a significant improvement to our assessment work
	+ Give faculty a chance to schedule this work
		- Buddy worked over the summer
		- Some buddies aren’t being utilized

Michael Fisher group

* Not sure it works that the feedback is for next time but it won’t be for 5 years
* Purpose of feedback is to support you to grow and better understand
* If they aren’t revising projects, are they really able to learn (attitude of gently support and not revision vs need to improve some projects)
* Some readers had disappointment in plans; difference between expectations and reality
	+ We are requiring some projects to be redone
* There are more disciplines in this dean area that are struggling with assessment practice
* Improvements to plan forms
	+ Very few projects included scoring guides
	+ Question about aligning outcome to measurement
	+ Keeping track of course/program, change form to be more clear

Annemarie Hamlin group

* Add to form: what term will you do assessment in (LOA prioritize earlier projects)
* Chris: got feedback that critical feedback (“No” on the checklist) is not taken well
	+ Ideas for improvement:
		- Clarify feedback on assessment day, not meant as a criticism
		- Removing the yes/no checkbox (causes an emotional reaction)
			* Is the checkbox effective?
			* Replace yes no with clear unclear
			* On the other hand, it is helpful to see this
	+ Is it the timing? Faculty think they are done, but then get critical feedback.
	+ Getting feedback by email and not face to face
	+ Are the feedback rubrics available to faculty?
		- On website, but could be a good assessment day
	+ How are the accreditors looking at it? Do they get all three parts of the project?
		- They will likely have access to the intranet so will have all aspects of the project
	+ The issue may relate to generally the nature of feedback on COCC campus
		- A faculty member is working on feedback to the feedback
		- Do we solicit more feedback on feedback?
* We got feedback out faster this time, definitely a plus

Is reading the projects and creating feedback worth the time?

* Yes, results in incremental improvement
* Yes, but timing issues
* I like reading the projects; it helps me understand better.
* Some folks like to get assessment done, others are stalling: get it done.
* Worthwhile to include deans + VPI; builds collective understanding of our assessment
* Rephrase purpose of feedback:
	+ Grow faculty
	+ LOA learning about assessment
	+ Instructional leadership learns about assessment
* Irony: we want to use feedback to improve assessment but we don’t want the assessment project to focus on improving assessment but improving learning
1. Identify Notable Projects for 2020-2021 Awards
	1. HMWK: Everyone bring one or two examples of each of (plan, analyze, closing the loop) that should receive recognition.
2. Closing the loop: How’d they look, what guidance do we need to provide next time?
	1. HMWK: If you have feedback on the forms, add to N drive before next meeting.
		1. N drive document “Improvements to forms for 2020-21 is [located here](file:///N%3A%5CGroup%20Folders%5CAssessment%20Management%5CAssessment%20Work%20201920%5C20-21%20forms).
	2. HMWK: Christopher will invite dean/VPI suggestions to the forms.
3. Discussion: Are the submitted forms standalone, or do we read them with their prior related forms?
4. ABS forms to read?
	1. HMWK: Kirsten and Christopher will coordinate with Jenni to read ABS projects and provide feedback
5. Next meeting
	1. Challenges:
		1. Some folks need to set their LOA mtg schedule now, some can’t until after the term starts
		2. Some folks have Friday classes, some don’t
		3. Hard to set a standard meeting time for LOA because that will limit the pool of faculty who can be on the committee
	2. Next meeting: Jan. 17 2:30 to 3:30
		1. Shoot for every other week
		2. HMWK: V will set up a meeting on Jan. 17 and then during the first week of the term (after things have settled), set up meetings for the rest of winter term. Try not to meet only late Friday afternoons.
	3. Future agenda items:
		1. Want to identify recognition projects while we are familiar with them
		2. Want to identify improvements to forms while we are familiar with them
		3. May want to use NWCCU’s assessment system rubric to evaluate our system, prior to accreditation visit. (Located on the [NWCCU forms and guidelines page](https://www.nwccu.org/tools-resources/institutions/forms-guidelines/), scroll to the bottom and select the “Rubric-Evaluating Outcomes Assessment Plan and Progress)



**Parking Lot/Future meetings:**

* Further work on assessment “Buddy” Program – identifying new “Buddies”
* Committee formation: Lead or captain for GEGs?
* Cycle for GE courses offered with very little frequency (“Closing the Loop”)
* NWCC Rubric for Assessment