

Learning Assessment Committee – Minutes October 21, 2014

1. The meeting started at 3:55.
2. Minutes of September meeting were accepted.
3. Middle States Update (Yun Kim)
 - a. Each Working Group is researching their questions.
 - b. Working Groups may contact faculty about specific questions.
 - c. LAC members can talk about assessment results, especially about their own departments.
 - d. Faculty Profile: The Office of Academic Affairs will probably ask for faculty profiles – we should make sure that each of ours is current.
 - e. One Working Group will be sending out a survey for faculty and staff to complete.
4. Assessment Roles:
 - a. Representative to the LAC: reports back to the department about LAC meetings and activities.
 - b. Department Liaison: Coordinates the department **program** assessment project; involves all department faculty in the project; writes the report. The Liaison is **not** responsible for curriculum mapping. (Faculty can assess their own courses as they like.)
5. Assessing Program Learning Goals:
 - a. If there is only one course that matches a program learning goal, the instructor teaching the course should assist in the assessment. As it is still a program assessment project, the assessment liaison should write the report. Also, if there is only one section of a course or very few students, it may be a good idea to do the same assessment in two semesters in order to get more data.
6. Focus Group:
 - a. Purpose: CITL, CIE, Faculty Development and the Office of Curriculum offer workshops. We are trying to coordinate the offerings so that faculty don't feel overwhelmed and we want to know what topics faculty will find most useful.

Question 1: What format would you recommend?

- One day institute:
 - Faculty can choose areas of interest
 - Lunch time doesn't work – teaching or off-campus
 - One hour sessions: introduction & time to work on a project

- Hour-long workshops:
- Good to offer on two different days at two different times
- Faculty can focus on the topic and do additional research if they want to

Question 2: What topics do you think would interest and benefit faculty?

- Rubrics: how to write, how to use
 - Separate workshops for each discipline
- Writing Clear Exam Questions
- How to Get Students to Think Critically
- Writing Clear Learning Objectives
- Assessment 101
- Writing Across the Curriculum

- Perhaps a two-hour institute:
 - Introduction with everyone together
 - Breakout sessions that are discipline specific
- Propose a workshop theme and ask for faculty to submit proposals
- Ongoing professional development – offer sessions over an extended period of time (years) on topics that build upon one another. This will require a lot of planning.

Question 3: Will you participate as either a presenter or advocate of this faculty development initiative?

- Yes, will moderate.
- Yes, will lead sessions that faculty feel knowledgeable about
- Yes, will support and attend.

Question 4: What time of year do you think would attract the most participants?

- First Choice: During Day of Professional Development (current Day of Service)
- **Not** in January
- Summer I afternoon with lunch
- Between Spring semester and Summer I

7. Meeting adjourned at 4:40.

Submitted by Gail Fernandez