**A-team Agenda for F, Feb. 13**

**Present**: Polly, Dave, Jaime, Stephen, Sue G, Eden, Jackie, Yvonne, Sharon

**Presentation:**

Jaime Clarke—what’s happening in Student Services

 Jaime showed the ambitious plan of Student Services to write outcomes, find measures, record data, analyze and evaluate data around programs and services and to make improvements. They have closed the loop already in the first year. (See Student Services Program Review Overview.2-13-15.)

**Updates:**

--notes from last meeting

--technology subcommittee (Eden, Sue, Steffen, Kate, Kelly Mercer, Bob Delgatto, BJ, Stephen)

 The group has narrowed the software vendors to five top runners and is scheduling presentations with each.

--assessment handbook. Dave and Mark have been giving feedback. Bless them.

**Discussion:**

**Pilot Project**

Goals for pilot project fall into two parallel categories –

A) Pilot a new framework and process for regular analysis and documentation of student attainment of course student learning outcomes.

B) Pilot a new framework and process for regular analysis and documentation of student attainment of general education learning outcomes.

General overview of what will happen:

1) Prior to spring term, faculty participating in the pilot, working with A-team members, review existing course learning outcomes assessment information and assessment tools and make modifications/additions for Spring pilot.

* How useful is the data we are currently collecting?
	+ - What does the data show us generally about student learning in the course?
		- What does the data show us generally about student learning in the general education program?
* What other questions do we need to have answered to provide meaningful information that leads to enhanced student learning?
* What tools are we currently using for assessment?
* What other tools do we need to use, and how do we need to use them?

Process:

1. We’ve tentatively identified four courses for the pilot. We’ve tentatively identified these because they
2. can be looked at as models for piloting the framework, processes, and assessments for meaningful, high quality Course Analysis Reports on student learning,
3. can also be used to enhance our framework, processes, and assessments for meaningful high quality reports on student achievement of general education learning outcomes,
4. have a critical mass of students enrolled during Spring term, and
5. have faculty/departments who are interested in participating in the pilot.
6. We’ll be asking one of the full-time faculty in the department to be the lead for each identified course.
7. We’ll provide release time spring term (although note some activities will actually occur before and at the end of the term). The leads will be providing leadership and coordination for a small cadre of faculty teaching other sections of the same course.
8. We will provide stipends for part-time faculty that participate in meetings and professional development associated with the project.

2) During spring term, faculty participating in the pilot implement identified assessment processes in course sections during spring term, gather assessment information and artifacts, and record assessment data (possibly in new software program).

3) At the end of spring term, faculty participating in the pilot and A-team members analyze aggregate data and make recommendations for improvement using the Course Analysis Report (CAR).

4) At the end of spring term, faculty participating in the pilot and A-team members analyze aggregate data and make recommendations for improvements in how we gather, analyze and interpret general education achievement information.

**Action:**

Review College Council presentation about A-team charter, etc. The group edited the charter for presentation to College Council on Feb. 6. (See A-team Draft Charter)

--future meetings (March 13)