**A-team notes for F, March 13**

**Updates:**

--**notes** from last meeting (not very different from the agenda I handed out that day)

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

--The subcommittee has participated in presentations by the 5 software companies and is now in the process of playing in their respective sandboxes. They will narrow the choices to 2 or 3 and vet them extensively this spring.

--Last fall I approached BJ and Stephen about creating an online tool to show the relationship between course outcomes and program outcomes in all programs. They titled their heads, and said, “Yes, we can do that.” Amazing. A staff member copied and pasted each student learning outcome in every single course into a separate field in a massive Excel spreadsheet, and then Stephen made it happen. The **outcomes mapping tool** developed by (click his name) [Stephen Brouwers](https://public.tableausoftware.com/profile/bj.nicoletti4205#!/vizhome/OutcomeMappingWorkbook/OutcomeStoryBoard) is not fully ready for prime time, but I wanted you to see the beginnings of it. It’s incredible.

--**Moodle** site:

**handbook** updated, mostly. Thanks to Mark and Dave.

resources added, in particular ones for departments to conduct **course analysis**

Please let faculty in your areas know.

--**Course Analysis Pilot project**

teams from Eng, Comm, Hist, Soc have met or are meeting to look at past data and determine its usefulness and to select meaningful assessments to use this spring.

look at questions teams will address (from Elizabeth Lundy, attached at end of notes)

--**College Council presentation**

(oh my, as Mr. T, I got only chuckles.) I have posted the collage I made on the Moodle site.

The College Council Recharge Committee has not responded to the draft charter I presented. College Council folks were probably so stunned by my outfit that they didn’t comment much. They did suggest adding an administrative assistant to the A-team.

**Discussion:**

Polly mentioned that faculty don’t have a common language, yet, around assessment. The Moodle site helps, but we need to get the word out so instructors use it.

A DC meeting in April will discuss what the turtle team on student learning has found. Stay tuned.

Jackie reported that her department met during Skills Day and had a really good discussion. She’s asked each faculty member to analyze one course each by the end of spring quarter.

**Action:**

--future meetings Fridays?

The Friday meetings seem like the best time for most people. I’ll send out meeting requests.

**COURSE AND GENERAL EDUCATION PILOT – SPRING 2015**

**To be completed for each pilot group prior to Spring 2015.**

**LEAD FACULTY:**

**OTHER FACULTY PARTICIPANTS:**

**RELEVANT COURSE(S) WITHIN THE SCOPE OF THIS PROJECT:**

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| **College Goals for pilot project**  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.  Because CCC has focused on using assessments embedded in existing courses for analysis of general education outcome attainment, we can pilot both aspects efficiently by selecting courses that are closely mapped to general education outcomes. We will be looking at our processes through each lens. |

Analysis of current practice.

1. What information are we currently gathering about student attainment of course learning outcomes?
2. What tools and methods are we currently using to gather this information?
3. How do we analyze the information to draw conclusions to improve collective student learning at the course level?
4. What conclusions can we draw from this information about collective student achievement of course learning outcomes? (What questions does it allow us to answer about collective student achievement of course learning outcomes?)
5. How do we analyze the information to draw conclusions to improve collective student learning at the general education level?
6. What conclusions can we draw from this information about collective student achievement of general education learning outcomes? (What questions does it allow us to answer about collective student achievement of general education learning outcomes?)

Identify improved practice to pilot during Spring Term

1. What other questions do we need to be able to answer and what other assessment information do we need to gather in order to draw conclusions that will enhance collective student learning at the *course level*?
2. What other questions do we need to be able to answer and what other assessment information do we need to gather in order to draw conclusions that will enhance collective student learning at the *general education level*?
3. What other tools and methods will be used during Spring 2015?
4. How (and by whom) will the information be analyzed to draw conclusions to improve collective student learning at the course level
5. How (and by whom) will the information be analyzed to draw conclusions to improve collective student learning at the general education level?
6. What professional development activities are needed to support implementation during Spring term?

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| **During spring term**  Faculty participating in the pilot will implement identified assessment processes in course sections during spring term, gather assessment information and artifacts, and record assessment data.  **At the end of spring term,**  Faculty participating in the pilot will be using the newly developed Course Assessment Report, using the new assessment tool for tracking data (to the extent possible), and providing feedback on these new tools. |