

Learning Assessment Committee Meeting Minutes

Friday 10/04/2024

2:00 – 3:30 PM

Online via Zoom

Zoom - <https://fsw.zoom.us/j/87288140861>

Attendees: Jennifer Patterson, Joseph van Gaalen, Meghan Carlson, Jennifer Summary, Richard Worch, Veronica Ruiz, Jessica Godwin, Renee Hester, Susan Foster, Mary Conwell, Tom Donaldson, Terry Zamor, Dee Batiato, Rebecca Harris, Philip Allen, Marius Coman, Crissy Cabral, Eric Seelau

Agenda

I. Introductions/Opening

- a. Meeting started at 2:03pm
- b. September minutes approved by committee

II. Updates

- a. New Member(s)
 - i. Dr. Michael Barach, Professor of English
- b. DataVersed
 - i. Articles
 1. Has been updated with the latest LAC membership list
 2. Two articles currently in the works
 3. Noted that more articles are needed for future issues
 4. Any ideas for an article should be sent to Professor Meghan Carlson
 - ii. Other suggestions
 1. LAC members explain how their department uses course level assessment data provided by Team AASPIRE
- c. Assessment 101
 - i. Professor Philip Allen is the new Assessment 101 Facilitator

- ii. The crucial aspects of the course are complete and the course is running smoothly
- iii. Need to update committee membership in the Assessment 101 course
- d. Department Sharing (Updates by Committee Members)
 - i. Discussion: ways that LAC members have worked with and supported departments
 - 1. Back and forth communication with Effectiveness Coordinators to confirm, update, and/or rework assessments
 - 2. Assessments for the new MGF 1130 and 1131 courses (math for non-major students) were discussed
 - 3. Competencies based assessments were discussed
 - a. Using Canvas outcomes and rubrics for assessment was discussed

III. Recommendations and Best Practices

From the LAC mission: “Making formal recommendations on the best practices for developing and refining assessments, data collection, assessing results, and making changes to promote student success in academic disciplines.”

- a. Compose a list of recommendations from the LAC on the best practices for developing and refining assessments.
 - i. Looking ahead – List recommendations on the best practices for data collection (November), assessing results (February), and making changes to promote student success in academic disciplines (March).
 - 1. Using learning objectives as a starting point to build assessments and lessons
 - 2. Some suggested reading for assessment:
 - 1. *Classroom Assessment Techniques*, by Thomas A. Angelo and K. Patricia Cross
 - 2. *Alternatives to Traditional Research Writing Assignments: Embracing Change*, edited by Silke Higgins and Ngoc-Yen Tran
 - 3. *Small Teaching*, by James Lang
 - 4. *Assessing Student Learning in the Community & Two-Year College*, edited by Megan Moore Gardner, Kimberly A. Kline, and Marilee J. Bresciani

5. DataVersed April 2024 Issue

3. Motion to coordinate these resources with the CTLE for PD

4. Discussion of in-class assignments and other hands on activities

b. GenEd Assessment Report Review

i. Suggestions and/or *“recommendations on the best practices for developing and refining assessments. data collection, assessing results, and making changes to promote student success in academic disciplines.”*

c. Team AASPIRE (Joe Van Gaalen)

i. Discussion of raising awareness of the competencies and how they can be used. Encouragement to discuss general education assessment and competencies with colleagues whenever possible

d. Collegewide Curriculum and Academic Enhancement (Rebecca Harris)

i. A general education competency alignment meeting was held with the Deans to discuss best practices on how to realign the competencies

ii. Course mapping was discussed as a best practice for general education alignment

iii. Discussion of keeping what is taught in the classroom consistent with assessments used, especially when new assessments are added/changed

1. Student achievement data (assessment) can drive the curriculum process

IV. Professional Development Planning

From the LAC mission: “Working with the Division of Teaching Innovation, Professional Development Committee, and Online Learning to develop training for all faculty in implementing assessment strategies, developing, and using rubrics, and making course modifications.”

a. Upcoming PD – November 22nd, 1:00 pm – 1:45 pm: "A Bloom with a View: Elevating Your Learning Outcomes"

i. Discussion Panel cosponsored by the Learning Assessment Committee and the PD Committee

ii. LAC Panelists needed – please consider volunteering

- iii. LAC Role – Discuss practical strategies for using Bloom's taxonomy verbs to create clear, measurable, and effective learning outcomes that enhance student engagement and success.
- iv. Learning Outcomes: By the end of this session, faculty will be able to:
 - 1. Understand the origins and evolution of Bloom's taxonomy and its relevance in modern education.
 - 2. Identify and differentiate between the various levels of Bloom's taxonomy.
 - 3. Apply Bloom's taxonomy verbs to create clear, specific, and measurable learning outcomes for their courses.
 - 4. Enhance course design and assessment strategies using Bloom's taxonomy as a guide.

b. Other PD suggestions?

- i. Sharing assessment resources (see section III)
- ii. “Demo Day” – a chance to share best practices in classroom teaching techniques in different disciplines
- iii. Professor Meghan Carlson will be hosting a CoBP Math session discussing effective assessment strategies in MGF 1130/1131 in January

V. New Business

- a. No new business

VI. Meeting ended at 2:50pm