

MINUTES

Learning Outcomes Assessment Advisory Board

April 1, 2004

Essex Campus, Room A254

Members present: Cynthia Roberts, Lynne Mason, Karen Renaud, Linda Brothers, Rose Mince, Ron Drisko, Brad Ebersole

1. The group reviewed the LOA Status Report submitted by Tara Ebersole.
2. Ron Drisko reported on the assessment project for CHEM 122 where the intervention that was implemented appears to have increased student learning and the Essex faculty will be sharing their findings and techniques with their colleagues at Catonsville. The intervention consisted of rewriting of lab reports and reinforcement of the activities.
3. Karen Renaud reported on the work in the HLTH classes where the intervention was the use of alternative teaching strategies. Karen created a manual of best practices for teaching strategies that is available for faculty to draw upon as a resource.
4. It was reported that the MATH083 assessment project was re-opened and improvements made on the initial work.
5. Review of minutes from December 2003 and March 2004 meetings.

Planning for June 2, 2004

6. Discussion and planning for June 2, 2004 Assessment Appreciation Day. A tentative schedule was discussed with LOAAB meeting in the morning and then we come together with the other groups for a presentation and lunch and then in the afternoon the Gen Ed assessment Groups will meet.

7. The schematic for CCBC Assessment activities was discussed with the following suggestions made: Remove the CCSSE; for the LOAs piece include CCO Objectives and Assessment tool determined by Faculty; try making an overhead overlay type of presentation; try to make it more 3 dimensional; Change the heading at the top to be "CCBC Outcomes Assessment"; Academic and Career programs need arrows also like the Gen Ed side; Don't use LOA, use Course level Assessment

Use the Schematic at the beginning of the June 2 day to give folks a visual understanding of the whole process.

8. Where are people confused? Talk about dates and communicating the schedule of where we are headed. People are still asking "Why do we have to do this?" Try to think of other ways to get the assessment message across to the faculty

Simplify the message:

How do we know that students are learning?

3 Levels

Course

Program

Institutional

5 Stages

Design

Collect

Analyze

Change (Intervention)

Re-assess

We may want to have multiple schematics from the general to the specific.

9. Course Analysis Form – discussion about using this form and looking at Lynne’s example course. For June 2, present a completed course analysis Form to all attending. After we identify where the competencies are being addressed, what do we do next? Do we have Division Wide Assessment committees review the forms to ensure coverage? Do we include this as part of the annual evaluation? Do we fold this into the observation process?

10. Use of this matrix/CAF or something else must indicate that in every course we are addressing at least one competency at level 2

11. Next year we will be developing an assessment framework for the core competencies.

12. Discussion of how the General Education Criteria and the Core Competencies match-up.

**GENERAL EDUCATION
CRITERIA**

1. Content, Knowledge, Skills

2. Communication

3. Critical Thinking

4. Technology as a L. Tool

5. Cultural Appreciation & Diversity

6. Independent Learning Skills

CORE COMPETENCIES

Assumed acquisition of C,K, and S

1. Communication

2. Problem Solving

3. Global Perspectives

4. Independent L. & Personal Management
