

Learning Assessment Task Force Retreat Notes

February 4, 2014
3:40 pm – 5:00 pm
Student Services Center, I4-402

ATTENDEES	Julie Barnes, Chair	Madeleine Hinkes	Susan Topham
	Rachelle Agatha	Andrew MacNeill	
	Jill Baker	Marichu Magaña	
	Leela Bingham	Tim McGrath	
	Jennifer Cost	Toni Parsons	
	Bri Hays	Mariette Rattner	

AGENDA ITEM A: Approve November 19 Meeting Notes

COMMENTS/ DISCUSSION	Notes were approved and posted to the LATF website.
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AGENDA ITEM B & C: Learning Assessment Facilitator and Coordinator Updates (Tabled)

AGENDA ITEM D: Recap of LATF Retreat

COMMENTS/ DISCUSSION	Jill and Bri have pulled together ILOs and definitions submitted by LATF retreat participants. They've brought those today as well as best-practice ILOs from other colleges.
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AGENDA ITEM E: LATF Website

COMMENTS/ DISCUSSION	The website has been updated and will continue to be updated. Take a look and let us know if you have any thoughts/suggestions. Also, be sure to forward helpful documents, links, videos, etc., for posting to Trina (tlarson@sdccd.edu).
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AGENDA ITEM F: Redefining our Institutional Learning Outcomes

COMMENTS/ DISCUSSION	Consider our terms: For example, Angela noted that we need to think about the word “Awareness” in the Institutional Learning Outcome “Technological Awareness.” Students need to be more than aware of technology at this point. Perhaps the terms “proficiency” or “competence” would be more appropriate. Jill notes that we can make terminology or header changes without fully deconstructing our six current ILOs. Think in terms of structure: Models from other colleges were considered (for example, a pathways model in which ILOs were developed for each of three pathways - basic skills, CTE, and transfer/graduation. The group noted if such an approach were pursued, we’d have to ensure we weren’t marginalizing the basic skills or CTE pathways). Models that emphasize “competencies,” like those proposed by LEAP and the Partnership for 21st Century Learning, were cited. After discussion, the group concluded that this isn’t the right time to overhaul our ILOs entirely. The time for that would be after the current assessment cycle has concluded in 2015. In the meantime, it was agreed that we do want to use bullets to offer an array of outcomes under every header, and that these will require operationalized definitions. The work of the committee will be to develop these bulleted outcomes and their definitions, and then to think about how they will be assessed. Assessment and the outcome buffet Our ILOs should capture the learning experience we want students to have, but to assess this, we need to work with terms that are far less nebulous. This is the benefit of a bulleted format that allows instructors to tailor outcomes to their courses. We can look at a term like communication and recognize that it means something different to math major than it would to a humanities major. The modes of communication would be data- and numerically based in a math or engineering class and language-based in a humanities course. In addition to course- and program-level assessment, this will help us design an exit survey that can better assess student learning outcomes. To introduce the bullets, we could use the phrase, “may include the following...” as other colleges do. Mapping to ILOs Across the Disciplinary Range While transferable courses are typically mapped to the ILOs, allied health and career/technical courses may not have been historically. Even so, they’ve always produced institutional learning outcomes. With this in mind, we may want to start mapping all courses to Mesa’s ILOs, since the ILOs are broad enough to apply to all disciplines and students. How will LATF tackle this? We’ll work with one ILO per meeting. Next steps After we’ve completed the bulleted outcomes, operational definitions, and thought about modes of assessment, we’ll move our proposal through the governance bodies (senates, President’s Cabinet, ASG).
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	Getting started During the meeting, LATF members agreed upon a format for the operational definitions, which includes a brief introductory learning statement, followed by some bulleted definitions. LATF began looking at the first ILO “Communication and Critical Thinking” (see below) and will continue to make recommended changes to the operational definitions for the remaining four ILOs at the next meeting.
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ACTION ITEMS	PERSON(s) RESPONSIBLE	DEADLINE

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