

**LEARNING OUTCOMES ASSESSMENT (LOA) TASK FORCE
MEETING NOTES
SEPTEMBER 24, 2007**

- Tessie Bond informed the task force that the Center for the Advancement of Teaching and Learning would be sponsoring a classroom assessment project as a pilot some time next semester. The pilot will consist of the administration of an ETS assessment instrument, the Measure of Academic Proficiency and Progress (MAPP), to students who are currently enrolled in up to 15 credits, as well as to students who have completed 16 to 30 credits; 31 to 45 credits; and 46 to 60+ credits. The MAPP assesses critical thinking and college-level reading, writing, and mathematics skills.

The results of this assessment, derived from the application of a number of statistical analyses, will be provided to the LOA Task Force. The results will hopefully provide the Task Force with base line information as to where our students currently stand in relation to the level of mastery in critical thinking and college-level reading, writing, and mathematics skills. The Task Force is not bound by this instrument nor is it required to use it or any other standardized instrument.

Bond also informed the Task Force that a grant opportunity from the NEH had become available targeting the development of a capstone course in the Humanities. Since the deadline was fast approaching (October 1), David Bowen agreed to help with the grant to secure the funding necessary to develop an experimental, pilot capstone course that could be used, if endorsed by the faculty, as one way, among many, of assessing student learning outcomes.

If the grant were to be funded and the capstone course were to be created, it would, together with the administration of the MAPP, serve as another pilot.

Bond invited the task force members to participate in the two pilots or to ask other faculty in their respective departments if they would be interested in helping.

- The Task Force agreed that some type of chart delineating tasks to be accomplished, timeline, process to be followed, and identification of accountable individual(s) was necessary.

ACTION: Tessie Bond and Karen Stearns would work on developing a draft chart which would be presented to the task force at its next meeting.

- After some discussion on, a) what should the Task Force's next step be, and b) what process is to be used to carry out the next step, it was decided to pursue the following

ACTION:

1. John Wall will compose a draft of a document containing several reflection questions that would be used by the five discipline assessment leaders with their respective faculty groups. The document would contain such questions as: Do you teach communications skills in your classes? Do you assess communications skills? What is included in that assessment? How

do you assess communications outcomes? What standards do you use to assess communications outcomes in your class? How do you know when the students have mastered communications outcomes as you define them? The draft will be shared with the Task Force and a final document will be produced.

2. The Self-Reflection document will be used by each of the five assessment leaders to obtain feedback from their respective discipline groups in a manner that each leader determines to be the more effective way for his or her group.
3. The five discipline leaders will collect the feedback, collate it, and report it to the Task Force at a future meeting. The summarized feedback will become the working document to be used by the consultant mentioned below in January 2008.
4. Assuming the availability of funding, Nancy Yurko will secure the consulting services of Peggy Maki who, working with the faculty and the summary of the Self-Reflection document, help develop an operational definition of what is meant by Communications Outcomes at FCCJ. This task will be accomplished through a collegewide, all-day meeting of the faculty during the first week of January, prior to the beginning of classes, at a location to be identified.

During the morning session, Maki will make a presentation to the faculty focused on the “big picture” of student learning outcomes assessment, the purpose of assessing, and what the FCCJ faculty needs to do. The afternoon session will consist of faculty groups who will, with Maki’s assistance, reach consensus on how to define mastery of Communications learning outcomes.

- The need for making sure there was a web site where faculty can access information related to the Task Force and this project was discussed.

ACTION: The Liberal Arts/Sciences Department has created a draft website. Things to be added to the web site, among other things, will be a list of FAQ’s. Joel Rappoport will forward some of the questions he has already collected. Once that is done, the faculty will be informed as to how to access the web site.

- The next Task Force Meeting is scheduled for October 9, at 2:00 p.m. at MCCS, Room 462.