Call to Order: 3:30 p.m.

Committee and Ad Hoc reports

- Affinity groups – update, Polly Beals
- Some groups have been quite active while others have not yet met.
- WAC – no report

Old Business – revision of Tier 2 wording in LEP document

- Change “the three” to “at least three of the” (or change back to just “the”)
- Add bullet under “All courses in Tier 2”: “have appropriate enrollment caps consistent with pedagogical needs, as well as resource availability and safety concerns”
- Remove “safety issues” sentence in first paragraph

New Business

LEP Assessment – A number of assessment issues were discussed as follow:

- Inviting Michael Ben-Avie to a meeting next semester to help us implement the goals we set—probably the first meeting in January
- Need to find a new LEP director for next year – Polly has asked us to think of appropriate individuals for the position
- Marianne Kennedy thinks assessment should be one of the main tasks of the LEPC.
- This is an opportunity for LEPC to produce and look at real data to back up the course size assertion we’ve made
- Brainstorm on what we want to assess:
  1. Effect of class size on learning
  2. Degree to which the competencies are developed through the program
3. Outcomes and effectiveness of student learning

4. Currently assessing all competencies to some extent (tech fluency—rubric, critical thinking—rubric, written communication—portfolios, quantitative reasoning—common test questions, multilingual communication—STAMP)
   Should we be doing all of them annually? Rotating schedule? What does NEASC want? Should there be an entrance and exit test for LEP? (to check on development in competency areas)

5. Assessment of Tier 2 on rotating basis, e.g., two Areas of Knowledge in a given year. AGs create their rubrics which are based on the key elements.
   a. Discussed embedding of LEP assessment into PRAC requirements; however this would lead to the Areas of Knowledge being assessed unevenly; this also emphasizes departments whereas we want to maintain an interdisciplinary focus.
   b. Can Tier 2 be assessed globally? Perhaps with qualitative attitudinal assessments? Except the AGs have not been doing that work, and those faculty are very interested in whether students are learning the key elements...
      i. AGs that are well along: Cultural Expressions, Natural World, Creative Drive, American Experience
      ii. AGs with no meetings: Mind & Body
      iii. AGs with preliminary meetings: Global Awareness, Social Structure, Time & Place

6. The LEP Document states that students are supposed to be maintaining a portfolio.
   a. WAC is coordinating right now, the goal is to have students set up their portfolios in FYE, the tool is currently Blackboard, we’d need huge institutional support
   b. Do we really want to do portfolios?
      • Need to get in contact with new Provost about resources and support as soon as possible after start.

   ○ Adjournment: 4:47 p.m.