Call to Order: 3:32 p.m.

Announcements — end to Tier 3 expedited process
- Anyone with anything in the pipeline needs to notify Polly, but after that the opportunity will be closed due to having plenty of Tier 3 courses,
- We'll keep an eye on the numbers and reopen the process if more classes are needed later.

Committee and Ad Hoc reports
- Affinity groups — update, Polly Beals
  - No report
- WAC — no report
  - WAC will report on class size work they've been doing

Old Business — LEP assessment – guest Michael Ben-Avie
- What is the best way to assess Tier 2?
  - LEPC is a good venue to hash out such questions, and Michael would like to talk about this regularly with us.
  - ConnSCU is also now part of the Multi-State collaborative (MSC) to explore more holistic evaluation, plus of course TAP, so how do we create a coherent whole?
    - How can we use these tools to help us and not duplicate work?
  - We can use CLA to compare AUR seniors to LEP seniors
    - This will be interesting because the LEP has not yet been totally implemented the way it was envisioned...
    - Rotational assessment makes a lot of sense (there is some fatigue)
    - This is a profound cultural/paradigm shift for Arts & Sciences faculty (both in terms of assessment and collaborative work).
    - Perhaps we could ask faculty to describe how they've changed their teaching for the LEP as part of the assessment
- Should LEP assessment be rolled in PRAC? (probably not)
Can Tier 2 be assessed globally?
- Perhaps not a great idea in terms of valuing the work and conversations of the Affinity Groups

Portfolios?
- Original idea was for INQ students to set up portfolios and then later in Tier 3 reflect on how far they've come (emphasis on reflection).
- Portfolios could be the Tier 3 common element.

What is the vision?
- Develop a framework outlining how often we want to evaluate different competencies/areas, and how we want to assess Tier 3.
- Where would we like to be by the end of the semester?
- We probably just need to take the plunge and begin the assessment process, recognizing that things are going to evolve.
  - Michael's LEP report was intended to provide a start to the process.
- Is it also part of our job to decide how to improve things once we have data?

New Business
- Questions from UWIC
  - #5 in the Written Communication guidelines
    - There is language about rewriting in the document, and the committee rejected a course because all the writing was in essay question; looking for a judgment call from LEPC on this.
  - Problem-based learning
    - A course was rejected due to the problem-based learning being based on multiple choice/true-false tests in the proposal, so it would be good to have a definition of that term.

• Should we consider a WAC-like model where individual instructors are approved to teach LEP courses?

Adjournment: 4:47 p.m.