1. **Meeting Notes from Jan 13 2016: Approved (PDF)**

2. **Discuss the results of the Activity given out last week**
   a. Discussion of number crunching
      i. Objectives that show up frequently are colored on the handout
         1. Those that show up frequently on the page are color coded.
      ii. Frequency vs intensity: how should we read the graph results
         1. Not too important to make a decision between variables, since they say nearly the same thing.

3. **Assessment Process**
   a. Discussion the cycle and how there is rarely a full cycle, but it’s more of a changing process.
   b. Moving past just math, adding reasoning: the reason we spend so much time on the rubric
      i. Bruno: what is the research question? Is the goal to capture now, or directed towards future improvements? Determines whether to act before assessment if necessary.
      ii. Mary: Be clear and make it clear what the criteria are.
      iii. While the results may not be perfect, or the assignments might not be perfect, but we can get good actionable data.
      iv. Critical thinking was a good example of making sure that the assignments fit what we are testing for.
   c. Focus on lower division GE with large classes to try and be inclusive with the sample.
      i. What is the sampling plan to ensure we cover a large portion of students?
      ii. Focus on “turning back the dial” to help with improving the programs before assessment.
      iii. Difference between classes might be too large due to variances between teaching styles.
         1. Possibly using the “good” assignments could be a way to judge the other classes by.
         2. The question is posed; If we know a class isn’t doing something, does it even need to be assessed?
         3. In the future, we need to inject that missing piece into classes that lack those skills.
   d. Closing the loop: making decisions based on the data from the last assessment