1. **Approval of agenda & previous minutes (February 2023)**

The agenda and February 2023 minutes were approved.

2. **Chair’s report and updates**

Recommendations from the General Education review were approved by SCUS and SCUP and will go to the April Senate meeting after three years of hard work.

The survey by IT asking what technological changes staff and faculty would like to see has been closed. They received close to 200 responses.

The survey sent out by CEE has also closed with 140 responses.

3. **External Review Mid-cycle reports**

The committee was asked to review the mid-cycle reports and response memos drafted by the Chair to provide formative feedback to units submitting assessment plans. The chair reviewed the memo accompanying the agenda which included common themes from previous cycles.

- The committee acknowledged some members had discomfort in doing this work as they felt they didn’t have the appropriate skill set and believe they require more training and
knowledge about the departments to be effective in this process.
  o In response, it was noted that we aren’t advising on what the goals are, just advising on creating achievable, measurable goals, and that the assessment plan is reasonable. This work transcends disciplines.

**ACTION:** Helpful for Committee to be trained using good and bad examples. The Chair noted that this can be done as a standing item at the October meeting.

- **General Discussion:**
  o Picking a capstone assignment or course for measurement (rather than something at the start of the program) should be encouraged/highlighted.
  o We want to encourage the things that they are doing well. We don’t want to annoy people/turn them off in the process.
  o The Chair should encourage curriculum mapping and comment when goals are too broad or poorly structured
  o A culture shift is needed from how people have approached this work in the past. This process is new for most.
  o We would like to ensure that the departments use this process to create goals that are useful for them, focus on what they know, and use the resources available, such as the web page and asking for help from LEAP.
  o The graphic [https://www.sfu.ca/educationalgoals/resources.html](https://www.sfu.ca/educationalgoals/resources.html) on the web page is good and should be expanded (for example, include limitations) and made easier to find.
  o Departments looking at course grades could use some assistance in finding other metrics (such as grades on assignments) as courses seldom address only one educational goal.
  o The committee appreciated getting the memos in advance, but would like them earlier so there is more time for review.

**ACTION:** In future, the committee recommended that the AVP-LT should go back to reaching out directly to departments and asking if they want support with assessing educational goals, more people accept the help versus sending a general reminder that they can reach out if they need help.

**ACTION:** Web page could be redesigned and highlight success stories for departments. Improving the graphic to include limitations could provide more information on why course grades shouldn’t be used, and alternatives.
**ACTION: Address in All Memos**

- **Curriculum Maps – First Step**
  - Address vague goals and note too many sub goals. Make sure they are goals. Provide examples and we can help refine them.
  - Makes sure the goals are useful to them as a unit

- **Archaeology**
  - The department had a detailed action plan in 2019, but the current 2022 doesn’t have as much details. Recommendation to use the 2019 action as a template.
  - Ensure that we are noting that using course grades as the only measurable doesn’t give you enough information.
  - The language should be more direct in the Archaeology memo

- **Communications**
  - Good example of circling back in the grad program, but they aren’t doing it with undergrad. It was recommended that we encourage them to use it with undergrad.
  - It was noted that they may be trying to do too much because they don’t know what to do.

- **English**
  - We need to point to sparking conversations as a positive outcome.
  - We need to ensure that they are providing true goals.
  - Reiterate that the assessment shouldn’t have a sole focus on the student experience surveys.
  - This is a great opportunity for the English Department to showcase the revamp of the curriculum that they just completed. Encourage them to document, test, and celebrate the new curriculum.

- **Molecular Biology and Biochemistry**
  - Looking at curriculum and working hard with curriculum.
  - Emphasize that they are trying to do too much and it might make it difficult to get started.
  - Remind them that this isn’t something that you are locking into. The goals are for your department and they can evolve. You should be refining and revising the goals as they are not static. We understand that things change as you learn.

- **School for Contemporary Arts**
  - More with capstone processes. Think of ways to leverage those is something to add
to the memo. Consider including student perspectives on capstones as part of this.
  
  - Use celebratory language – achievements are celebrated.
  - We do curriculum reform but you don’t see if it worked. This can be an opportunity to do that.

- Sociology and Anthropology
  - This one can be used as a potential example. The plan was streamlined from an undoable plan.

**Action:** A. Watson to look into getting permission to share the S&A action plan.

- Final Comments

**Action:** E. Elle suggested sharing all EGs from all schools/departments would be helpful. These are public Senate documents so she will have them added to the website.

- The Committee agreed that they didn’t need to see the memos again and E. Elle can submit the memos once the suggested changes have been made.

- It was discussed the E. Elle’s last meeting is in June and the group would like to do something.

**ACTION ITEMS**

<table>
<thead>
<tr>
<th>March Action Items</th>
<th>Owner</th>
<th>Updates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpful for Committee to be trained using good and bad examples. The Chair noted that this can be done as a standing item at the October meeting.</td>
<td>E. Elle</td>
<td></td>
</tr>
<tr>
<td>In future, the committee recommended that the AVP-LT should go back to reaching out directly to departments and asking if they want support with assessing educational goals, more people accept the help versus sending a general reminder that they can reach out if they need help.</td>
<td>E. Elle</td>
<td></td>
</tr>
<tr>
<td>Web page could be redesigned and highlight success stories for departments. Improving the graphic to include limitations could provide more information on why course grades shouldn’t be used, and alternatives.</td>
<td>E. Elle</td>
<td></td>
</tr>
<tr>
<td>Address in All Memos First step is Curriculum Maps Address vague goals and note too many sub goals. Make sure they are goals. Provide examples and we can help refine them. Makes sure the goals are useful to them as a unit</td>
<td>E. Elle</td>
<td></td>
</tr>
<tr>
<td>A. Watson to look into getting permission to share the S&amp;A action plan.</td>
<td>A. Watson</td>
<td></td>
</tr>
</tbody>
</table>
E. Elle suggested sharing all EGs from all schools/departments would be helpful. These are public Senate documents so she will have them added to the website.

| E. Elle |

Meeting adjourned at 3:52 PM.