

Annual Wrap – Up Meeting  
2005 – 2006 LEAPS  
June 29, 2006

In attendance: Joe Mills  
Roberta Walden  
Edie Booth  
Charlotte Renk  
Ella Faye Carlile  
Wanda Mayes  
Kathy Lewis  
Bruce Odom  
Barbara Utley  
Jeremy McMillin  
Bill Monds  
Angela Woodard  
Floyd Brigdon  
Lola King  
Dosha King

Bill Monds introduced Jeremy McMillin

Jeremy discussed:

1. A report was received from SAC's with our recommendations.
  - a. 3.3.1 (Comprehensive Standards)
  - b. 3.4.1
  - c. 3.5.1
2. Fully expect visitation from SAC's in two departments – Fine Arts and Language Arts.
3. What are we to use as outcomes of students progress if grades cannot be used to validate progress? (Eliminate words final, exams, etc.)
4. Commission's report. Standardized exam for student outcome progress.

Roberta Walden asked to see a good example of a LEAP for an Assessment method. Pre Test Strengths/Post Test Weaknesses

Using Rubric to determine (80% of students will be successful) students' success.

\*\* We must prove the over-all outcome of the students' learning.

Barbara Utley asked, "Do we need to work-up programs (provides evidence of improvement based on analysis of the results) or courses for LEAPs?"

Joe Mills – "The department of 1301 English teachers should develop the LEAPS for that course collaboratively". – Yes.

Roberta related, “Could we state in our LEAPS that we did not coordinate our efforts to one course?” (And we will improve our efforts in the coming year?” – Yes, include this.

Lola King – “The summary writing is not how we all teach...each course is stated individually”.

Jeremy – “Should be an individual issue, but course description should be determined and reflected by department.”

Edie Booth – “Should summaries be available for SAC’s visit’s view? If possible, but be sure you can explain how it applies to your course”.

Charolette – “Returns work to students—so she wouldn’t have work to be viewed by SAC’s”.

Jeremy – “Value in saving results. Keep rubric or best/worst writing. Evidence (CAAPS Test) needs to be seen that the faculty has input to learning outcomes. Tie-back results to our specific area of student’s outcomes”.

Jeremy – “One report for each LEAP for each department.  
Are we accomplishing the results that are deemed feasible for our students?”

Jeremy – “Make a consensus with in the department before moving forward to ’06 and ’07 LEAPS.”

Bill – “Break into course groups to work with individuals for ’06 and ’07 LEAPS”.

#### Overview

What direction do we go with future LEAPs? What types of things are we looking at for student progress? Can we validate the results?