

### **Assessment Coordinating Committee – Thursday, Oct. 28<sup>th</sup> 3:00pm-5:00pm**

*This committee will oversee assessment plans for AS/BS/BAS/AA degrees and general education, steward a process that promotes college-wide and interdisciplinary collaboration, and coordinate each two-year cycle of learning outcomes creation and review, program learning outcomes assessment, and implementation of improvement strategies are achieved at the college. They will be responsible to Learning Council for ongoing, holistic assessment of the college's assessment process related to the two identified outcomes:*

- I. *Stakeholders are engaged in a reflective process related to professional practice and student learning outcomes.*
- II. *Pedagogical, curricular, and co-curricular changes are made in response to and alignment with assessment results.*

### **Attendees**

Andrea Rediske, Cheryl Robinson, Chip Turner, Collin Gustafson, Craig Rapp, Darren Smith, Dori Haggerty, Edie Gaythwaite, Keri Siler, Kristin Abel, Laura Blasi, Marlene Temes, Nardia Cumberbatch, Nichole Jackson, Ravi Rajaravivarma, Tim Grogan, Tim Grogan and Vicki Fine.

### **Reflect and Plan**

Welcome, Focus on Equity-minded Assessment

#### **Changes you've noticed in your own practice as a direct result of being on the ACC:**

TILT for transparent assessment in each course I teach

Also inspired by TILT, I've been either simplifying or defining terms more carefully in my classes (online and in person).

By using more courses for LO assessment, it has made more faculty aware of LO assessment and its goals.

Curriculum Committee reviews outlines for equity-mindedness

I'm engaged more in professional development to learn more about how equity affects the library, employees', and student's experience (including now doing a diversity audit for my collection areas).

I more carefully consider whether learning activities are equity-minded and adjust accordingly.

I have tried to find was to get PT faculty involved in the assessment process and find was to automate data collection to be accessible to a larger audience.

As faculty begin to develop and implement the new assessment model, there has been some angst with the process. As a member of ACC and having the big picture view, it has been easier for me to calm their fears and provide context for the work.

ACC planning to evaluate the model

Template alignment activity for model outcomes (review assessment template to evaluate if current content aligns with stakeholders/reflective process & changes made/align with results)

Quality measures beyond quantitative – composing a subgroup

ACC self-assessment checklist using the New Leadership Alliance's standards

### ***Review of Work Underway***

Final Preparations for the Symposium

Introduction script- Draft introduction script for start of the day. Tone, gratitude and appreciation for knowing this is keeping this going. The new model gives you the agency to collaborate and make the curriculum and assessment work engaging, and any formative steps in the assessment process are student engagement.

ACC host responsibilities in each session: ask for co-host privileges, start the session on time with a brief introduction of the presenters, keep time (to 20 min with 5 min Q&A). Participate as usual and respond to issues or questions about the model as the ACC would (think how you would respond as a review team of 4, rather than how you would give an example in your discipline).

ACC moderator statement (start): Welcome everyone. In a moment, we'll hear from (name). (Name) is the (bio, includes discipline/campus). At the end of the session, we'll have a 5-minute transition so that you will be able to join your next session.

ACC moderator statement (ending): Thank you everyone for attending the (title) session. Please use the link in the chat to access your next session.

ACC moderator chat: Thank you for attending. Access your next session at (link)

Reflective activities and survey- possible Questions from the reflection slide.

As you move through today—think about ... and then ask as the final reflection

Question about involving students?

Use a Google doc for people to post their responses to 3 questions about the goals

Reflecting on today at the symposium...

What data or strategies did you learn that you can apply to your program/discipline?

What did you learn about regrouping when things did not go as planned? What did you learn when things don't go as planned?

How can we increase collaboration between our A.S./B.A.S/B.S. programs and our Gen Ed programs?

Please provide feedback on the format of the Symposium.

Is there anything else you want us to know...?

***Looking to what's next***

**Next Meeting Nov. 11<sup>th</sup> 3pm-5pm**

Continue supporting LOA Template reviews

Nov. Mtg. – Next steps in the evaluation finalizing the review rubric & Equity-minded FIT discussion

Nov. & Dec – Collaborative data analysis preparations for supporting ALTs in spring

No Mtg. in Dec.