

## Assessment Coordinating Committee – Thursday, November 19<sup>th</sup> 3:45pm-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.*

In attendance: Nichole, Darren, Ravi, Donna, Lisa, Edna, Kristin, John, Kinyel, Keri, Nardia, Marlene, Craig, Tim, Wendi, Dori, Cheryl, Collin, Dori, Nasser, Edie and Chip.

Main Goal for today: feel confident as reviewers

Discussion of course: Edie – focus on reading and 4 reflective questions. In preparation, there is a glossary of terms that Nardia put together. Nardia-Main goal – keep it simple; don't lose focus; just encourage folks to read the article (focus on the article) not expectations about other things.

Three facilitators in each course. Stay in the conversation. Feeling pressure to get through this process: seeking perfection or getting to perfection, difficulty with ambiguity due to stressors that we are in. This is really good work. We will take some time in December meeting to highlight best moments of student learning in the midst of this model. Understand ambiguity but try not to join them in it.

Preview as part of our norming we will review today practicing how we will give out notes. The work we do will make sure that we don't have to distribute "reds". This is the collaborative space where we have conversations ahead so no one has to receive "red" later. Let's give example out where we change items from red to yellow.

The fourth Thursdays have been scheduled for future meetings. Everyone should open the template or watch screen for live interaction. It is a live Excel document unless you click enter: one person typing at a time. This is our official review of our first submission of a template for a 2 year cycle for NSE. Normally there are 4 reviewers. Explanation of color coded words: if you write the word ready it will be green unless you add clarify or hold then color will change (clarify will be yellow). Let's practice removing the words clarify and ready.

Put a name in the box as a first reviewer, place name in another box as second reviewer. We will talk out loud. We will start with the faculty. Craig will start writing comments as a faculty member. Others can be secondary. First faculty then Deans with names listed as first reviewer name. If you think it is green then there is not much to do. Instructions were given on how to access the Excel file. Go to NSE tab, this is the second tab. Everyone worked on Excel.

Each person worked on the Excel file and marked either red, yellow, or green. Some people had difficulty finding or seeing the Excel file. Nichole shared a particular row so Ravi could read and place comments in chat.

The document auto-sizes based on comments entered although some text appeared cut off. Most people wanted to work together since their question depending on earlier questions that they were not assigned. Nichole thanked everyone for their participation.

Nichole led everyone from the beginning of the excel file. We will see if we need something more than the 3 colors. Review of the document commenced.

Copy and paste from xitrax into Excel document. Edie: if this is a new process, do we want them to hold or clarify based on their old plan. It is good to be reflective, why would we make something yellow or red. Assessment was different than now. NSE changed: why would the documentation of what was done in the past be important (helpful history) in this document and why? Documenting what has been done to not re-invent the wheel. Are we ok with some teams never updating this? That is the difference between red and yellow. Yellow is suggesting that it might be fixed; not that it has to be fixed. We can give them the last result from the PDF (Colin can do that) to send to NSE. Another idea is to give data results and ask NSE to summarize their findings. There should be some processing of what happened rather than auto-populating. Put information in AALT hands. If information is missing then ACC will put them yellow. Green only if they put something in Excel. Put what the old impact plan was in Excel. Did you implement plan and what were the results of the plan. This must be there in Excel in order to assess. There may be confusion over the wording of "last". It may be yellow until the submission of next year to then become green. The reflection is two months of work and the recap may be one sentence. We should be asked what they are about to do connected to what they did before. What goes at the bottom of the last one will not be copy and pasted in. We have the results and impact. Discussion on bottom of plan or start at the top of the plan. Discussion on what was your plan and where to place this in Excel document. We decided to be consecutive not redundant. Further conversation about the impact of the previous improvement plan. Make sure the improvement plan is included. We had a good conversation again and know that it is not perfect but it will suffice.

Nichole continued to review the notes row by row in Excel document. Interpretation of skill from transactional to what is my place in the work. What is the rationale from first note? Keri: how would you know the background, please tell us the rationale for the changes (yellow).

The next row was well-explained with notes and a list. Next item, some technical issue occurred when they copied something twice. Measurable list of criteria must be listed. Don't put red on an optional item please. The last two items: outline your communication plan: Edie will add full sentence here. They need a communication plan to make this clear to faculty. It wasn't the transparency to students. Focus was on part-time faculty and faculty new to teaching the course. We would like to know how students are being communicated with about this and the method. Invite us to give feedback on growth on greens. If there is a plan then it is yellow. If no plan then red. If plan has some mention of communication you can make it green but add notes. Nichole, mentioned student leaders would appreciate having students' communication plan being part of the notes in each green. Should we be more specific in what we are asking?

Add Darren's quote in chat. Unfortunately, I cannot see it. Put comments and things you want for the December meeting in the chat.

Ravi volunteered to be part of a sub-group. Jennifer Robertson asked these templates, we are doing norming activities together or broken out in groups to look at. We are in groups of 4. Any four of us it

will be normed enough through conversation. Last time, 4 to each norming group to decide red, yellow, or green. Do we have homework for next meeting? Unless you volunteered that you were confident enough to do this (there were 4) then no. Marlene said getting the information is difficult in order to put this in Excel. Marlene will help others together to bring them up to speed for next meeting.

Why was it so difficult? A lot of AS degrees have done assessment for a long time and they have not had to have this level of detail before. Ex. It is in our capstone class. For SACS review, Nichole had to ask deeper questions to get enough details. There are a lot of assumptions that they can do 1 assessment question only. Nichole says they have it, but they don't do it on all 5. Nichole says she has the data for all 5. We have Colin to help. There are 82 templates. It is all in Canvas.

Is the dean involved in the process at all? Some deans, to a lesser extent to this process. It goes into Canvas as a hard Excel file for transparency. Deans are able to see this. Canvas discussion board, they get make comments. Let Jennifer Robertson know, with lots of meetings, if there is something that is needed. Let executive deans know since they are over all the disciplines.

The meeting concluded with Nichole thanking everyone at 5:15 p.m. EST.

### ***Reflect and Plan***

Welcome (10 min) Focus on Equity-minded Assessment – Course Design Team

PRFC 1151 Reading Circle (2PD) Equity-minded Assessment: Introduction to “A New Decade”

Participants will reflect on equity-minded assessment practices through exploration of culturally responsive, socially just, and critical assessment concepts.

- Compare historical assessment approaches including culturally responsive, socially just, and critical assessment
- Critically reflect on the principles and elements of equity-minded assessment in your practice

Registration open in the Edge <https://goo.gl/haBzse>

Read and reflect with resources from the Canvas course in preparation for Reading Circle on Thursday, Dec. 3, 1:00PM-2:00PM

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

Review of Assessment Templates (60min) – Nichole, Wendi, Chip

Each reviewer would individually review the ALT template and assign a “ready,” clarify,” and “hold” for each question.

**Ready, can't wait to see the results; equity is clear**

**Clarify, implement as you have planned though there are areas we do not have clarity or a focus on equity not yet clear**

**Hold, a requirement has not been met or more information needed in order to proceed**

Together discuss results and reach commonality to share with the ALT.

If the ACC team decides to list “hold” for a section, they will reach out to the ALT to have through email or scheduling a meeting to ask questions, and include the other ACC reviewers, if possible.

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Refer to: [Instructions for ACC Reviewing the Assessment Template](#)

1. Review of [NSE Template](#) (Tab 2)
2. Preview of “sample” [CTE Template](#) (Tab 3)
3. Norming with [Sample Assessment Template](#) to finalize (Tab 1)

### ***Looking to what’s next***

Next Meeting (10min) -- **December 10<sup>th</sup>, 9am-noon**

**Preparation:** If you are confident about reviewing assessment templates prior to Dec. Meeting, add you name in the chat

Preview the [Learning Outcomes Assessment](#) website and send any basic information or FAQs you would like to see added to website subgroup – Darrin, [Faculty Rep?], Nichole, and Collin

**Planning:**

**CHAT** List every update, review, or new work needing attention in Dec. mtg (to decide length)

Please be redundant, the more an item is listed the more prioritized and likely we get to it

Calendar Updates: Spring meetings, 4<sup>th</sup> Thursdays January 28<sup>th</sup>, February 25<sup>th</sup>, March 25<sup>th</sup>, April 22<sup>nd</sup>

Marlene’s Notes:

PRF 1151 – one of the main goals was to keep the reading circle as simple, easy, and efficient as possible. Encourage folks to read the article and not all the additional things we could have added. Focused on the article and manage expectations.

One offering that Nichole and Dori will facilitate. Marlene and others will help facilitate in January and beyond. Invitation to ACC members to engage as facilitators if they so wish.

This is one of our capacity building activities.

We’re definitely starting to experience the first pressure points of the assessment cycle. People seeking perfection is one common theme. Difficulty with ambiguity especially given our current context. As confident as we can be about the ambiguity, the better it will go. We can be supportive, but let’s not join in their stress.

Notes on our process today:

Item #4 on Template. Describe the impact of your last improvement plan. We had a spirited discussion about what should be done with the previous year's assessment and improvement plan so that they can process it and include it here. Suggestions included providing the previous year's assessment plan so that they could process it by describing it here. ACC should have access to the previous cycle's work.

For this year, it's quite fine to have this be yellow but not to stop them from doing the work. Once we've run through the cycle this first year.

Darren's memory is a framing issue by having it at the top.

Further conversation about the impact of the previous improvement plan: as long as they say something, we should be good with this year's entry into this line.

Some clarifying language

Line 12 is optional, so it should always be green even if we put any notes.

Communication plan – we'd like to add a note about how we communicate this with students, but it would still be green because the assumption is this is how to communicate to the broader faculty

Growth/formative feedback can be given on greens.

14 and 15 are broader questions than just about faculty

Cheryl's comment: For internal and external stakeholders, I think we need to clarify what the expectation is - if stakeholders are meant to be faculty, then narrow the question. If it's broader than that, provide guidance for that breadth.