Assessment Coordinating Committee – Thursday, February 25th 3:00pm-5pm

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.*

Reflect and Plan

Attendees: Cheryl Robinson, Collin Gustafson, Daniel W. "Chip" Turner, Darren Smith, Donna Payne, Dori Haggerty, Edie Gaythwaite, John Niss, Keri Siler, Kristin Abel, Lisa Macon, Marlene Temes, Nardia Cumberbatch, Nichole Jackson, Tim Grogan, and Veeramuthu Rajaravivarma.

Welcome, Focus on Equity-minded Assessment

Focused Inquiry Team (FIT) on Equity-minded Practice

Commissioned by Learning Council; ACC, ALTs will be asked to complete a survey from Laura Blasi (Dir. Institutional Evaluation) specific to curriculum (what) and equity-minded pedagogy (how). The survey is intended to collect 1-2 ideas from each member.

Thoughts on indicators of equity-minded practices:

How can you tell that an outcome is equity minded? How would you find out if one is? Difficult unless it's specific in the wording of the outcome (e.g., does the outcome reference all groups?)

Does the outcome make assumptions about prior knowledge or learning on the topic of the outcome or pedagogical approach? (e.g., feet & inches, a deck of cards)

Are assessment tools representative of/acknowledging all potential participants? (e.g., women in engineering)

Who is included in data disaggregation and who is performing this disaggregation?

Do the outcome statements address the different perspectives and experiences of students? (focus on wording/currently presented approaches in plans aren't tackling the idea of doing this directly)

Review of Work Underway

Collaborations with the CCC

Equity-minded Outcomes Changes ([feedback from CCC](#))

Lisa and Nichole presented to the CCC in January meeting about equity minded outcomes and things to keep in mind about review of course outlines.

CCC members will be recording their feedback on a spreadsheet with assigned courses; includes feedback to strengthen the proposal. If there are suggestions, is it ok to move forward or is there a hard stop? Nothing in the most recent review required a stop. This spreadsheet will be coming back to the ACC.

Interesting discussion about action verbs; look beyond the action verb in the outcome that may be weak to the evidence of learning where a stronger representation may be present

This spreadsheet will be updated monthly as new sets of course outcomes are reviewed

The ACC review groups will use this spreadsheet information to comment on the equity minded changes ALTs reflect on their templates

Assessment Template Norming

What are the common issues that you are seeing among the reviewed templates in row 11?

Breakout room activity – see spreadsheet in Teams

Common issues/comments after reconvening in main room:

Not a solid definition/understanding of "levels"/inconsistency in template responses

May be able to encourage this in the second block of the template where results are reported

Most common reason for a hold was a lack of criteria or information about the criteria

Common request from reviewers about additional detail about what the student will do (rather than just the category/type of assessment)

Helpful: learning outcomes and criteria have same numbering so the correlation is apparent; the tool and what the student is doing are included

People might not know the word criterion

Is there a way to break this up? This can be a huge/complicated question to respond to adequately (the initial room for the response is deceptive)

Problem with attaching documents (from faculty fellow perspective) for viewing by the ACC review team

Communicate purpose clearly to faculty

Update instructions including deleting rows, interdisciplinary, and keeping the template standard. Use NA when blank. Collin can support color coding.

See notes in chat pasted by Chip @4:20PM

Do not delete rows, do not add rows. The template has to remain standard.

Rows that were left blank (CTE/GEN, learning activities, interdisciplinary) type NA.

Update the date of the review.

Copy and paste the column (insert to the left) for rereview.

Ask Collin in advance of review/ rereview or invite him, esp. if template is not standard.

Guidance on multiple method(s) for single criteria

Guidance, examples, and how we will use these products

A subgroup of the ACC has put together some resources

Adapted guidance about revising learning outcomes to assessment design

Guidance document is available in Teams and the subgroup invites edits/input

There are 2 versions; one for gen. ed. and one for CTE

Assessment criteria needs to be linked to course learning outcomes, even if the assessment occurs outside of a course

Multiple methods examples were developed for CTE and general education (PPT)

Include faculty fellows/FDIDs in deploying this information

Looking to what's next

Assessment Plans (2 and 3 Year) to Expect to Review

10 2-year reviews completed; 11th coming in

No additional reviews to complete until after spring break

58 3-year reviews expected to come in beginning in April

~12 reviews per team member in total this cycle

13 more opt-in teams that will enter the model next year

ASMT 4242 Equity-minded Assessment: Transparency in Assessment course

In design; available after spring break

The product of this course can be a section of the LOA template

Modeling multiple methods of assessment for participants

SOTL 3376 Using Data to Improve Student Learning Outcomes with Tableau Reports

Next Meeting -- **March 25th, 3pm-5pm**

Before the next meeting, please look over all the notes from Fall ACC meetings online at our website