

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

Welcome, Focus on Equity-minded Assessment (Lisa, 10min) –

Learning Council has commissioned the Focused Inquiry Team (FIT) on Equity-minded Practice.

As ACC members, we are going to be asked to complete a survey for this FIT about indicators of equity-minded practice. The survey will come from Laura Blasi, Director of Institutional Evaluation. This survey is specific to indicators of equity-minded curriculum and equity-minded pedagogy.

What's the difference?

The what—course materials, subjects, and the organization of learning experiences (curriculum)
The how--the ways we teach and engage students (pedagogy)

Who else will be asked to take the survey (spread the word)? All Assessment Leadership Team (ALT) members: Faculty Fellows, FD/IDs, Directors of Faculty Development, and Faculty Leads.

Review of Work Underway

Collaborations with the CCC (Cheryl, 20min)–

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

Assessment Template Norming (Chip, 45min) --

Breakout rooms in ACC review teams (20min):

What are the common issues that you are seeing among the reviewed templates in row 11?
Specifically compare rows with consistent color-codes (ready, clarify, hold).

What's common? What's not? Where are the ALTs not providing enough detail?

(Teams spreadsheet & groups)

After the Breakout rooms, discuss the common issues (10min) and recommendations for Fellows & FD/IDs advising the plans (10min)

Standardize steps in the template during the review/rereview (5min):

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 (Edie, Kristin, Marlene, Tim, 20)–

Guidance, examples, and how to use these tools

Looking to what's next

Assessment Plans (2 and 3 Year) to Expect to Review (Nichole min) –

ASMT 4242 Equity-minded Assessment: Transparency in Assessment course for spring – (Dori, Chip, Nichole) share elements from Course Approval form (LOs, Modality, Timing)

SOTL 3376 Using Data to Improve Student Learning Outcomes with Tableau Reports - (Dori)

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