

Assessment Coordinating Committee – Thursday, May 27th 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

Cheryl Robinson, Chip Turner, Collin Gustafson, Darren Smith, Daryl Davis, Dori Haggerty, Edie Gaythwaite, Edna Jones Miller, John Niss, Keri Siler, Kinyel Ragland, Kristin Abel, Lisa Macon, Marlene Temes, Nardia Cumberbatch, Nasser Hedayat, Ravi Varma, Tim Grogan and Wendi Dew.

Reflect and Plan (5min)

Welcome, Focus on Equity-minded Assessment (Nichole)

The Strategic Plan, Learning Plan--what students know about assessment/how they might feel

Watched a video about the college strategic plan and the importance of including students.
Video from a strategic meeting.

Talked about students being worried about being guinea pigs because they are unaware of program learning outcomes assessment.

Students state that they have “vested interest” and would love to be able to improve courses that they are in at the time, but understood that they benefitted from past improvements.

Review of Work Underway (1 hour and 30 min)

Interdisciplinary Sharing Planning (Chip & Lisa) --

Where we got with our first round of ideas. Which advance this stage of the model?

ACC will decide on the nature of this first sharing exercise but a subgroup will do the actual planning.

Welcoming our experts today (Wendy, Darryl, Nasser)

Zoom mini-conference and or presentation

Shared website and/or Canvas resource

Collaborative data analysis and/or 2 year plans sharing their process for data analysis

Academic assembly and or Learning day

Thoughts recommendation from our experts?

Wendy- Zoom seems like viable option. Conference style.

Faculty may be in place where they are ready to dialog

Perhaps providing online resources, such as compiling interactive examples of the outcomes in action.

Data to faculty-disaggregated data and equity-minded practice.

Continues to hear from faculty that the sharing would be great if it was on an established day.

Why choose just one method? Why not all?

Daryl- agrees with Wendy

Zoom mini-conferences, seen it work for achieving the dream. Good platform to share that information.

Sharing data, data seminar

Nasser – Agrees with both W & D

Conference and presentation is key

Website shares more broadly.

Invite external stake holders as well-amazed by the great work.

Post-pandemic? Learning day can be great platform for collaborative sharing.

Sub-group to develop interdisciplinary. Interested-put name in chatbox. Also add additional suggestions in the chatbox. Sub-group responsible for

Audience (int/ext, students, UCF, Industry)

What are leadership roles? ACC, fac fellows, FD?IDs Directors of Teaching & Learning

Timeline and pacing

Marketing

Recognitions

Any other dicisions.

Volunteers: Marlene, Nardia, Nasser, Ravi, and Nichole. Where else to get subgroup members?

Non-ACC members? Faculty Fellows? Perhaps invite someone who is good at planning conference set up.

Discernment Activity – Zoom mini-conference - lots

Website/Canvas - a few

Concern on mini-conference - It's less about the format and more about what we're asking people to do and how we structure activities. Digital spaces lend themselves to people checking out.

Subgroup – Marlene Temes, Nardia Cumberbatch, Nasser Hedayat, Ravi Varma, Nichole Jackson, Vickie Fine

Faculty Fellows will be asked for a few more members who are from areas most likely to have material to present.

What are the connections to Teaching and Learning, Career and Workforce, and Analytics and Planning? Any other areas we need to connect with?

Faculty Development Embedded in the Model (Dori, Kristin, & Nichole)—

Guidance for Writing Improvement Plans, including data analysis and reporting

Practice introductory activity

Review draft guidance

Designate subgroup to finish this guidance

See notes in “Guidance for Writing Improvement Plans”

Students might like faculty to know more about what external factors are affecting their learning – and it may be important for faculty to know in order to improve learning.

Last summer, worked on creating PD course for Writing Equity Minded Learning outcomes This summer creating: Creating Equity-minded Curriculum. See document in Teams. Pinned at top of files.

Questions:

What does this course have to do to support the improvement plan phase of the assessment cycle? Feel free to type in the document.

Dori, additional question: how to connect equity minded curriculum with assessment in the minds of faculty?

If it is a curricular improvement plan, how do we support that?

How do we get the people who need the course into the course? How do we get people who don't see the value in this work to see the value in this work?

Note: There's no one market by which to connect people to this course. But how are we monitoring getting this to the right people?

Wendy: faculty incentive plan cycle-can capitalize on that, relevance to faculty is important so demonstrate that. Sense of urgency noted around Writing equity minded learning outcomes

course. Must communicate cycle of assessment plan and connect with (synergy with) PD opportunities.

- PD development is part of the support structure for the new assessment model.

Nichole: encouraging greater collaboration in creating improvement plans, especially among programs doing multiple improvement plans.

What are the principles that would be necessary to ensure that it builds this capacity? (I'm not building this skill for myself alone, but to share it through collaboration with those who may not have taken the course.)

Learning council Subgroups surrounding equity minded elements- how do we connect this curriculum course with that existing work?

Dori, Cheryl and Nichole continuing to work on this course, inviting more members and to work on the document in teams.

This PD is to build capacity to support the work of the assessment model

How can we connect to the FIT (= focused inquiry team) on Curriculum & Pedagogy?)

FITs are intended to further develop "partially baked" ideas.

Please see online document on this PD course.

Subgroup to develop guidance for the ACC and Fellows - Kristin Abel, Darren Smith, Nardia Cumberbatch

Drafting design principles for the next two Faculty Development courses in the cycle:

Writing Improvement Plans partnering with Career and Workforce

Creating Equity-minded Curriculum partnering with Curriculum and Articulation

See notes in "Creating Equity-Minded Curricula" document

Looking to what's next (25 min)

Update on the Strategic Plan, Learning Plan Team, LOA subgroup (Donna & Marlene)

Strategic plan: This effort is now part of the plan.

Assessment is a method for improving equity in addition to improving learning.

Need to revise the document to more closely tie assessment to equity mindedness.

Will be presented to the senior team and then the BOT.

Collaborating with CCC (Cheryl)

Cheryl: Degree pathways

SACS is interpreting pathways as a set of coherent and significant set of courses will need to be assessed.

These various programs have already opted in to assessment, so we are in good shape. Old premajors already set up for assessment.

Not every degree pathway will be required to assess.

Next Meeting -- **June 24, 3pm-5pm**