

Assessment Coordinating Committee – Convening Thursday, June 18th 3pm-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.*

Welcome - Tell about a time you had an “ah-ha” moment related to assessment

In attendance: Chip, Craig, Edie, Kristin, Lisa, Nardia, Ravi, Edna, Keri, Marlene, Cheryl, Donna, Dori, Darren, John, Nichole, Wendi (not present Jennifer, Tim, and ex-officio Daryl & Nasser)

Common aha moments:* Importance of equity in assessment; who is present in the decisions changes the results; involve the students; not requiring too many assignments; offering multiple methods for showing mastery; assessing across multiple levels of Bloom's; chunking learning into incremental assessments; involving industry in the assessment; expanding views on what can be meaningful assessment; may not see the results of learning in the immediate course; ask students to self-assess; mapping curriculum; asking do we know what it takes to make effective assessments; and questioning if we look at success beyond Valencia.

**Special mention of FDID (Migdalia) who supported curriculum mapping and assessment of a new AS degree and TLA where a faculty member learned the 7 ECs!*

Two significant equity-minded ideas were brought forward from NILOA's *A New Decade in Assessment*"

Edna pointed to who needs to be represented, "The perspectives we include in assessment and decisions of who has a voice at the table privileges certain ways of knowing while potentially oppressing those who are not represented" (p. 8).

Nardia emphasized the effect on student success, "The point raised in social justice focused assessment is that 'cultural and social differences influence whether and how students perform academically and socially at their institution'" (p. 8).

Wendi reminded the committee that assessment at its heart is about both an individual and a collective mindfulness to be purposefully conscious about our practices and what works or doesn't. The committee resolved to continuously address problems in assessment policies and practices that create or continue racial inequities.

Equity-minded Assessment - Mapping our model (Course-level, Biennial Cycle, ACC) to

A New decade for assessment: Embedding equity into assessment praxis:

<https://www.learningoutcomesassessment.org/wp-content/uploads/2020/01/A-New-Decade-for-Assessment.pdf>

1. Meaningful Student Involvement- “Listening to the voices of those historically silenced” (p. 10).
2. Data Disaggregation, Exploration, and Action - “Data informed changes in order to close... gaps” (p. 11).
3. Context-Specific Approaches and Responses - “Assessment efforts must be mindful of inequities which matter in a specific context and assessment professionals need to sensitively navigate institutional initiative space” (p.13).
4. Embedded in All Things Assessment - “Those doing equity work need to *live* equity work.... Equity-mindedness needs to actively permeate the entire assessment process” (p. 13).

[The committee will refer to the map](#) on an ongoing basis adding aspects of the assessment model and checking against characteristics of equity-minded assessment, making necessary and appropriate changes as needed to ensure equity is embedded in all things assessment.

What language and assumptions need clarification? What other questions arose for you?

Defining terms found in Maki (2002) and our Annotated Glossary

Decision to add a definition of equity-minded assessment—draft to be considered next mtg:

“Equity-minded assessment is about challenging what we think and exploring what others think, need, and are affected by which we may not understand or experience’ (p.10). ‘It refers to ways we ensure assessment processes and practices are appropriate for all students and that we ultimately do no harm in the process’” (p. 13).

Work products - Timeline of the guidance and reminders needed

Before Fall

Draft default timeline (i.e. date by which you submit going off cycle, plan submitted, discipline meetings, reports due)

Guidance for review of course/program learning outcomes through a lens of equity (and direction on definitions/ideas about what is equitable, empowerment to change)

Submission doc/Assessment Plan/Template...including any variations to the cycle? Including instrument, methods, their timeline

“Meta” assessment rubric/Evaluation of plans?

Process description/workflow - (What does ACC expect of disciplines/programs)

Faculty Fellow hires

During Fall

Faculty Fellow (including nuances about timing and Curriculum committee process) and Dean and Faculty leader development

Matrix of cycles and programs/disciplines

Later

Revisit what equity-mindedness means (as a committee and in synergy with FIT and other equity teams at the college) continually

Gen Ed Outcomes mapping and Program mapping/cross-pollination

Evaluation of the Model

Recommendation on how to move forward with Xitracs this year - Sunset Xitracs

“The Learning Assessment Office will work with the Assessment Coordination Committee (ACC) to support modifications to assessment technologies (e.g., Xitracs), as needed, to facilitate offset cycles and streamline reporting” (p. 11).

Next Meetings: June (very tight schedules, some members are not available) & 2 mtgs July, No Aug.

For next meeting: Reflect on what we bring to this group and what development we may want as group