

## Assessment Coordinating Committee – Thursday, June 24th 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: Ravi Varma, Edie Gaythwaite, Donna Payne, Marlene Temes, Collin Gustafson, Keri Siler, John Niss, Darren Smith, Chip Turner (Daniel Turner), Craig Rapp, Kristin Abel, Nardia Cumberbatch, Edna Jones Miller, Dori Haggerty, Cheryl Robinson and Tim Grogan.

**Sharing a congratulations or critique (or both) of the ACC on it's one year birthday. Try making your statement from a hat that you wear (or have worn in previous years) that is different from your role as an ACC member.**

What might you say about this ACC vs. Past experiences?

Group is very productive (JN). Items were written, produced, and it is valuable college work.

Enjoyed the development of the two-year cycle and enjoyed the process and thinking through faculty and student experience and how we've articulated that (EJM). Enjoyed the assessment templates as there is a lot of learning about what assessment is happening and written for the non-discipline person. Also, the challenges of incorporating equity in the work.

The movement toward Equity and helped to lead the Equity movement (NC). The librarians in the past had to work with other disciplines and one disappointment is no one has reached out to have us join the team.

From a PC point of view (KA), challenging to write things in way for others to understand what the goals are for the program. This brings light to if others outside of discipline may not understand, what does that mean for students? Thankful for a 3-year cycle. From

As an NSE faculty member with prior assessment committee, this process doesn't seem like we are working in a silo but rather the ALT Teams more cohesive.

Thankful being in the group and happy that I can represent students better during this past year. (RV)

Having the faculty perspective and now the dean perspective, this new system is more flexible and powerful (KS). The power in the new set up can be amazing. Felt that the model fostered collaboration in the department.

From accreditation perspective, (DS) focus on the improvement piece and the fact that the ACC reviews, makes comments on plans and the templates are more meaningful for users. The peer review model is very helpful for accreditation work.

As an ALT perspective, enjoy the critical reflection (CR) for example looking at the outcomes and asking are they doing what we want them to do with student learning in mind. Talking with a variety of people and getting multiple perspectives.

Interdisciplinary review and allows for intervention along the way (CR).

Does this impact someone else on the template is a powerful idea and looking at the impact that is happening elsewhere (TG). As a member of this committee, we get to see the work and share it.

From an ACC perspective, I have learned a lot from this team. I have felt totally disconnected from the process as a faculty member. Could be a specific discipline concern (yes). (EG)

FD/ID have never been more engaged with the process as it has been with this and have developed 3 FD PD courses because of the work and leadership (DH). The CIM, transparency of the program has led to great faculty insight? Work has influenced Visiting Professor Institute in a very positive way that has faculty recognizing the importance of PLOA.

Nichole is the Assessment go-to-person and hope to continue to refine the work we have done over the past year and get even better (MT).

From the data/measurement perspective, this has been a great experience and thanks for having me (DP).

Happy birthday to ACC....whoop, whoop!

***Reflect and Plan (15min)***

Welcome, Focus on Equity-minded Assessment

One year anniversary – Celebrate the ACC

## ***Review of Work Underway (1 hour)***

### Two year ALTs and data disaggregation

Chip shared the process from NSE over the last year. Graphic presented steps of the process: from identifying the outcomes, to measuring the outcomes, to reflecting on the feedback. Then projecting forward to the end of the cycle.

#### SASVA Canvas Outcomes dashboard

SAS/VA pulls data directly from Canvas. Each faculty uses the same rubric. The assessment occurs in Canvas. Then SAS/VA pulls the results from Canvas so that faculty can compare their own results to the collegewide data. Data is disaggregated in a variety of ways.

Tutorials are being made to help with use of the dashboard.

### LOA Templates

#### Submission #2 Results, Reflection, and Improvement Prompt Language

Official LOA template language (in column A) will not change until second version (after the first 2 year cycle). The second submission on the template (looking at NSE template as looking) - only the prompt language which helps FDID/ALT/FF is available to update based on ACC recommendations by July 2021.

Guideline for writing improvement plan subcommittee – will take over to FF and ask them to bring to ACC in July (Darren Smith). Didn't write using the same language so map the documents (guideline and language prompts on ACC Template Prompts.)

Tim – Line 18 & 19 – where are we now and for others what the results are such as percentages. For example, what were some of the numerical results vs. The reflective results. Line 19 is process vs. results of collaboration. For example, what do you now know about student learning?

Nardia – Line 18 & 19 – student characteristics if looking at who is missing from the data if we look at percentage, we will miss those students. Encouraging looking at the disaggregated data.

Nichole:

1. Map the prompts to the guidance for writing improvement plans
2. Ensure the results prompts are about the numbers (before the reflection)  
e.g. what are some of the numerical results
3. The prompt asks about the results of the process...do we want the process too?

\*1. Add who are we missing in the data? Esp. those not in the large percentage.

Guidance to include disaggregated course success, if not LO data and race/gender/age? \*A prompt to pause around the students who were not successful

Does that make the unsuccessful students "responsible"? Deficit minded thinking.

Line 19 and 21 – center on communication and results. Need to aid teams on writing these two criteria.

#### CTE Technical Certificates in the LOA Templates - Craig Rapp

Demonstrated the 5 certificates and 4 Technical Certificates aligned with degree programs. (That is an awesome, extremely helpful spreadsheet!)

Students involved with self-reflection question on learning outcome too (both quantitative and qualitative.

Recommend the spreadsheet be shown to other programs to demonstrate how to approach multiple program/certificate/technical certificate and alignment.

#### Recommendations in the chat for updating Submission One Prompts on the LOA Template

Line 4. Describe the impact of your last improvement plan - got a lot of answers of "We never had one". (John Niss) - Darren indicates that hopefully that won't be a problem in the future.

Line 7. Changes to PLOs? Responses often way too vague. (John Niss)

Spellcheck before submitting (Ravi)

Line 4: Include any numerical information available to support the qualitative description. (Kristin Abel)

Line 9. some times those changes affect courses within programs and we want them to also consider this. (Nardia Cumberbatch)

Perhaps a stronger tie to students as stakeholders in the process? (Dori Haggerty)

Line 7 needs to prompt them to explain any changes made to outcomes if they made any. "Yes" is not sufficient. Most of us wanted to know what changes were made (from what to what) (Marlene Temes)

Line 10 - "criterion" seemed to confuse many. I don't think the prompt really explains what's needed. (Marlene Temes) Nardia concurs.

Line 14: it asks for any internal and external stakeholders, but the prompt focuses on emphasizing part-time faculty or onboarding new faculty. The prompt seems too narrow. (Marlene Temes)

#### Formative Assessment of the Model

Faculty Fellow update – Student Involvement in Assessment – Kristin Abel

NILOA student involvement from article

Went to conference and learned ways others are using students in the assessment process.

TRIZ – 3 step brainstorming process.

How can we set up the college to block students getting involved with assessment?

What are we doing now that resembles those things in step one above?

What is our first step in removing the roadblocks to begin the process of having students get involved in assessment at our institution – at Valencia College?

What is already being done too that can be used as models?

Then come up with the main idea: getting a commitment in discussing the course learning outcomes with students at the start of each course so we can gain insights from students directly.

What we will all read next (from Nichole Jackson) - hot off the press:

Nicholas Curtis and Robin Anderson “A framework for Developing Student-Faculty Partnerships in Program-level Student Learning Outcomes Assessment” May 2021

[https://www.learningoutcomesassessment.org/wp-content/uploads/2021/05/OccPaper53\\_Partnership.pdf](https://www.learningoutcomesassessment.org/wp-content/uploads/2021/05/OccPaper53_Partnership.pdf)

Student-focused Learning and Assessment: Involving Students in the Learning Process in Higher Education.

by Natasha A. Jankowski, Gianina R. Baker, Karie Brown-Tess, and Erick Montenegro, Editors.

Ebook link: <https://ebookcentral.proquest.com/lib/valencia-ebooks/reader.action?docID=6479881&ppg=1> (Links to an external site.)

From Equity Talk to Equity Walk

by Tia Brown McNair, Estela Bensimon, Lindsey Malcolm-Piqueux

Ebook link: <https://ebookcentral.proquest.com/lib/valencia-ebooks/reader.action?docID=6000814&ppg=8>

***Looking to what's next (15 min)***

Annual Interdisciplinary Sharing Planning Subgroup - Q&A

Document shared by Nichole

Potential Goals:

- Finding good data across the programs/disciplines (e.g. accredited programs, exemplars)

- What didn't work well in addition to what did. (in assessment plans)
- Increasing collaboration between our AS programs and our Gen Ed programs and specifically what's coming re. workforce readiness in Gen Ed mandates.

AA Pathways - Darren Smith

[https://docs.google.com/document/d/1V4-LtI3Dcr-RQT1aM\\_Njyqr-gmhe73Bi7Y51WWZHow/edit](https://docs.google.com/document/d/1V4-LtI3Dcr-RQT1aM_Njyqr-gmhe73Bi7Y51WWZHow/edit)

Pre-major discontinued in the past. For programs/pathways that are identified as "significant" and "coherent" will need to do assessment (see document). Definitions of significant and coherent to be established.

Going to IAC in July.

Equity FIT

Next Meeting – **July 22nd, 3pm-5pm**