

Assessment Coordinating Committee – Tuesday, June 30th 2:30pm-4:30pm

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 to members not yet introduced

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

Confirm Decision on Xitracs/Technologies

Discussion of elements of Xitracs Programs Module that were effective: Kept everything all in one place in order to look back on prior cycles. Appreciated the way the data could be used and the ability to share great reports.

ACC made the decision to sunset Xitracs Programs Module. Those with the credentials to login will be given a window of time in the fall to pull down files for themselves. All data will be kept in the warehouse in an excel file format while reports will be in PDF format in TEAMS. ACC will be apprised of the communication plan to be shared more broadly.

Standard Timeline—Steps to the Assessment Cycle

Clarify the steps of assessment for review of Gen Ed, CTE, outcomes. Assessment Leadership Teams will need very clear language about aligning course learning outcomes to the Gen Ed outcomes, and a reminder that even though a discipline may only be assessing the course learning outcomes that map to Gen Ed they need to review all course learning outcomes in their course outlines. This is a full review of the course outline and all the mapping to Gen Ed as well as outlines through an equity-minded lens.

Reminder that we are not going to get all updated to best language on the first cycle. Programs and disciplines are not going to be able to put off their outcome review or wait later into fall or they will not meet the Gen Ed College Curriculum Committee meeting (Nov. only needed if changes are being made to which Gen Ed outcomes are supported) or the Catalog CCC meeting (Feb). The reviewed outcomes can be brought forward anytime prior to Feb, but want to have approvals by Feb. to be in the best timing for course design throughout the summer and to adjust the course descriptions or credit/contact/lab.

May be beneficial to encourage programs to take their time changing/updating their outcomes and recognizing that equity-minded practices may require an overhaul to be done in future iterations.

Good idea to spend time getting the ball rolling now rather than worrying about getting things 100% correct the very first time. From dean perspective: need to begin as soon as possible. There will be many people that need 3 years to complete the cycle, but pinning down how the 2 year cycle looks is a good start.

Made Step 1 convening the ALTs, added exact dates to Step 1 and Step 2, switched and clarified the timeline of Year 1 and Year 2. Clarified plan the improvement over Summer year 1 and implement over Fall year 2. Still some question on what the end of the Improvement Plan look like (Spring//Summer Year 2) look like?

Reminder that all can deviate from the standard timeline we are producing, as stated in the model:

“Intentionally timed, annual college-wide meetings within disciplines and programs occur at milestones within the assessment cycle and within contracted workdays. The ACC will provide a standard timeline of meetings from which Assessment Leadership Teams can deviate to align with accreditation or other obligations, though they will still be expected to keep pace with the assessment cycle” (p.14).

Note, once the standard two-year cycle timeline is set, we will set up timelines for the four variations allowing extra time in the model:

“Year 2: Review results, develop improvement plan, and implement improvement

1. Programs with four or more outcomes may designate a portion of the outcomes to be assessed in the next cycle, ensuring all outcomes are assessed within two cycles, to a maximum of five years.
2. Disciplines or programs may designate one additional year in the cycle in order to implement interdisciplinary assessment/improvement plans.
3. Disciplines or programs may designate one additional year in the cycle in order to implement assessment/improvement plans where courses are not offered every academic year.
4. Disciplines or programs engaging in this new model for the first cycle may designate one additional year for planning.” (p.8 Learning Outcomes Assessment Model)

Subgroups will work on designating those dates/variations prior to our next meeting: Edie & Lisa (1), _____ (), Kristin (3), and Tim (4).

Once we have the default Standard Timeline (generalized by term, no specific dates) and a version for 2020-2022 with specific dates, as well as the 4 variations, then we can prepare Deans and each Assessment Leadership Team to have the conversations about who is ready to engage the two-year cycle and which ALTs will take this year (variation 4) as a planning year.

Work Products—Details and foreshadowing which next product the committee will produce in a way that we are each experts in these materials and can speak to them with other faculty and staff

For the next meeting the timeline will be completed and some guidance will be given in order to create the next products that are necessary for the ACC.

Standard timeline –finalized in July to give out to programs

Guidance for review of course & program learning outcomes -July 15th

In order to do this we will need some pre-reading and guidance. Proposed that we have a draft experience of how to review outcomes for equity-mindedness and practice it in our next meeting.

Submission doc/Assessment Plan/Template -July 23rd

ACC workflow – deliberating to design this committee’s collaborative process

Evaluation of plans

Assessment of the Model

Glossary—Updates to work collaboratively in TEAMS

Proposed addition—Equity-minded assessment:

“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’ (Jankowski & Montenegro, *A New Decade*, 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’” (Jankowski & Montenegro, *A New Decade*, p.13).

We need to respond to the clarifying question on equity mindedness, isn’t it a reciprocal process? Not just what the student knows and how we are assessing the student, but also how that provides us the feedback to improve the ways of learning.

Next Meetings:

Future meetings on the 4th Thursday of each month in the Fall semester (avoiding Learning Council, Faculty Council and assemblies). We will try the July meetings in TEAMS and determine if that is a space to collaborate on documents and in video call all at once.

Finding documents in TEAMS

Other Expertise and Development for this Committee – Assessment Institute, IUPUI (Oct 2020)