

## Assessment Coordinating Committee – Thursday, July 22nd 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, Craig Rapp, Darren Smith, Donna Payne, Dori Haggerty, Edie Gaythwaite, Edna Jones Miller, John Niss, Keri Siler, Kristin Abel, Marlene Temes, Nardia Cumberbatch, Nichole Jackson, Noelia Maldonado, Ravi Varma, Upasana Santra, and Wendi Dew.

### **Reflect and Plan (10min)**

Welcome, Focus on Equity-minded Assessment

How will we know when an improvement plan has considered equity in each aspect?

Data disaggregation (Niss)

Choice on assignment (Edie)

Transparency w/ students (Niss)

- Improvement / communication plan

Authentic (Edie)

- The outcome itself would reveal equity

Transparent assessment / Equity-minded (Nichole)

Considering student feedback (Rapp)

Consider prerequisite and content sequencing (Cheryl)

- Equity-minded learning outcomes

Culturally responsive (who is our students – language choice) (Edie)

Collaborative reflection (Nichole)

Where are the ideas coming from (Rapp)

Interventions (Nichole)

Implementation of improvement plan (Nichole)

That there have been attempts to update existing outcomes to reflect equity minded language (Cheryl)

Consider the background of students when weighing intervention approach (Niss)

- the results themselves would also show how those multiple methods benefit student learning in a variety of ways (Edie)

The feedback loops that are in place in collaboration (Edie)

### ***Review of Work Underway (60 min)***

LOA Template Second submissions

Faculty Fellow update – LOA Template prompts

Norming with example

(Able) Report the Results: discovered results not reported in-depth. Need for prompts to guide the ALTS to “dig deeper.” Three prompting questions added to this section (see template). ACC noticed reporters not making “threshold statements.” Nichole asked ACC team to review lines 18-22 to bring forward any items that are missing/startling. Need for specificity to guiding conversations. Prompts encourage deeper reflections on results, and are there to guide the conversation.

(Upsana) Consider whether prompts lengthy. Consider what the challenges might be for the groups to address what we’re asking them to do. Conversations have not been the same in smaller classrooms than larger. Consider what the challenges groups might face with these prompts when they have different size classrooms. Also consider whether the prompts are conflicting.

(Turner) Like the reflection on how students are involved

(Upsana) Line 21. Deans can help guide the conversation, and included a prompt question on how deans are involved to encourage that interaction.

(Nichole) Commitment to improve the template met.

(Ravi) Ability to “defend” feedback from the review committee

- Reviewers to make clear that feedback is open asking/answering questions on that feedback.

Review Results Discussion

(Edna) Threshold, benchmark, target interchangeably. Line 18, no identified threshold (what is the starting point?). Encourage to identify a threshold in second submittal.

(Edna) List outcomes for each results to easily identify which the results tied to

(Edna) Disaggregation of data: If there is an acknowledge pattern, what are we doing about it? Is it being addressed? Follow-up on the anecdotal assessment but ask for data as well. Need to support w/ factual information. How will they address the discrepancy?

(Rapp) Enhance statements from anecdotal to factual w/ data. Explain the "why."

(Turner) Threshold – What do we mean by this?

- (Edna) Should be addressed in Part 1 of the report. Opportunity to address in Part (round?) 2.
- (Rapp) This example made it through without a clear threshold.
- (Edie) Was that part of Part I of the Assessment line 10 and 11? @Craig agree - not articulated in Part I.
- (Siler) If the thresholds have not been set in part 1, could it be that they were operating under the assumption that they are collecting baseline data in the "first" of the new assessment process.
- (Edie) @Keri - if that's the case then in that line (18) they should articulate that they didn't set a target/threshold and that should be satisfying?
- (Edie) How do we know that?
  - (Nichole) Hopefully by the language that says describe the connections the improvement plan has... But also will be guided by Fellows and FD/IDs, and US! When we give our feedback
  - (Edie) So a faculty member working on a HIP for example, that aligns with the Assessment work but is not directly connected to the assessment work is still independent work and would not be listed here?

(Ravi) Course success data

- Nichole – Times students have taken the course.

(Ravi) From the college point of view – How are we addressing statements/results that are "uncomfortable" to us?

(Rapp) Collaborative process. Need for articulation in this area.

- (Edna) Disaggregate data opportunity in this section. This report referenced a grant.

(Rapp) Line 21? Communicated the plan well for reviewers but not necessarily to fellow faculty.

- (Edna). More than one plan, more than one intervention; but how will ALL faculty in the area be engaged?

(Edna) Line 23? Format and question interpretation. Did not understand to answer question 23 as a question. There's an opportunity for department to add explanation/answer in this area that applies to just that questions. Opportunity to explain other types of things (i.e. the grant mentioned in this report that doesn't fall within the specific parameters of the list).

(Edna) Opportunity for the team to be more descriptive on what we'd like to see in these reports. Prompt question modifications to help address this need.

(Niss) Off-topic: Interdisciplinary cooperation – Trigonometry - What we need and what we're teaching are not in alignment?

Schedule another re-norming during early spring with a set of 10 completed reviews.

***Looking to what's next (45 min)***

LOA information for Deans

(Turner) What is our role when reporting faculty participation? What do we want to share w/ deans? What do we want to get in return from deans?

(Nichole) If deans could have list of faculty that are in the area that are teaching the prefix/course/CRN that are assessing the course. Need for list of faculty working on specific plans.

- (Edie) I think the missing piece is "what is the assessment" as in Part I we are really only asking for the plan.

(Nardia) Deans that have multiple disciplines that are doing multiple assessment plans. How do we help the larger areas such as Humanities?

(Dori) Do we know why they didn't participate?

- (Upasana) - thank you for bringing this up. This has been an integral part of the conversation when the ALT's are looking at data. The improvement plans will be developed by making sure we address the communication plans.

(Nichole) Do we inquire? How do we inquire about faculty participation?

- (Edie) In the improvement plan is there a question on how to improve faculty participation? Addition of a question: What steps will you take to help improve overall faculty participation?
- (Nardia) What will the group do to help people who do not want to participate but the course has been deemed to be part of the process? Who is the best person to "handle" that outlier.
- (Kristin) faculty lead should assist in this area.
- (Nichole) When we run into these collaboration "issues" be creative in supportive the work (instead of email, maybe zoom/call/other methods of engagement?). Dashboards as motivators to see data.
- (Ravi) Gateway courses: can increase student success rates if we focus on these types of courses. Resources focused to these gateway courses.
- (Upasana) – Speech faculty came together in a short period of time w/ the new process. Good news: big team was able to gather data from most faculty. Value in this team effort.

- (Nardia) That's a great point Upasana, and another point to sharing with other teams about how to collaborate in different disciplines/sizes
- (Nichole) We will want to discuss a little more about HIPs that touch on assessment but are not part of the collegewide assessment? The idea was to count here how the assessment results or intervention are showing up in these areas (though we can count others in other places).

(Ravi) Gen Ed: Few faculty participated, but course was high-enrolled.

(Niss) Separate faculty engagement into 2 pieces: development and implementation.

(Rapp) ALT course where FT and PT faculty are engaging. Repository where everyone is building their assessments. Participative approach, but if you want to implement something new, you need support of Sr. leadership. Falls under the requirements of the job at Valencia (course assessment).

## AA Pathways Significant and Coherent

### [Endorsement of the definitions](#)

#### Expected timeline of how we will support the work

(Cheryl) Common program prerequisites, best preparations for transfers. Separate program outcomes. Treated as different programs, and assessed as separate programs. Resulted in excess credits and delayed graduation. 2019 transition to degree pathways to include common program prerequisites. Remove the need for program outcomes assessments. SACSCOC issues ensued.

(Darren) Educational programs previous definition overview. Our programs offers officially a single AA degree. Didn't treat as educational programs for SACSCOC purposes. SACSCOC changed the definition of these "programs." SACSCOC doesn't give us definition, but we must define as an institution what "significant & coherent" program would mean for us (see draft definition shared w/ the team). We have 47 degree pathways.

(Edie) If all the "choose from courses" had a common outcome would it then be coherent?

- o (Darren) Under current definitions, then no. We will not go any further (outside of the proposed defined scope).

(Nichole) Overview of program pathways that fall within the new defined "significant & coherent." (see document).

(Cheryl) Questions on the proposed definitions?

- o (Ravi) Comment on Bio.

[What, When, Where](#)

Next Meeting – **August 22nd, 3pm-5pm**

Website subgroup to add ACC handbook and ACC training

Additional faculty member for ACC?