

## Assessment Coordinating Committee – Thursday, Aug 26<sup>th</sup> 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.

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

Welcome, Focus on Equity-minded Assessment (Kristin, 15 min)

Faculty Fellow update on equity-minded assessment characteristic, student involvement in assessment. [The “Foundational Plan for Student Involvement in Assessment”](#) invites Faculty Leads on ALTs to encourage all faculty to gather student interpretations of the course learning outcomes early in the term, asking students to explain their perspective of what they mean. All ACC faculty members are also invited to encourage these questions.

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

SACSCOC (Darren & Lisa, 10 min)

#### **Building Capacity for Equity-minded Assessment – 60 minutes Concurrent Session**

Valencia College has developed and implemented a new learning outcomes assessment model that incorporates significant support for faculty assessment work and emphasizes the importance of promoting equity in the assessment process. In this session, we will describe the development and basic outline of Valencia's assessment model and how it has foregrounded equity approaches. We will also introduce methods to discover the support faculty need in assessment work. These supports include designing feasible assessments, instructional design, interpretation of data, and faculty peer facilitation.

Pandemic conditions have been challenging to everyone, including faculty, who may appreciate assistance in carrying on assessment work in the midst of an otherwise unfamiliar and stressful environment. In addition, concurrent events have highlighted social inequities that faculty can and should be mindful of in conducting their teaching and assessment. This session will describe ways that Valencia has attempted to support faculty in a meaningful assessment practice while foregrounding awareness and encouraging active steps to address equity issues in learning outcomes.

**Participants will** be able to...

Describe key elements of Valencia's assessment model

Discuss ways to promote equity in assessment work

Identify techniques for discovering faculty needs and how to address them

Levels I & II, Intermediate: Audience – Assessment professionals, faculty, or other staff who are responsible for learning outcomes assessment in Standards 8.2 a (educational programs) and b (general education) of the Principles of Accreditation.

Track: Organizing and adapting our infrastructure to meet new challenges

- I. Presenter introductions and institutional background - 5 minutes
- II. Valencia's Learning Outcomes Assessment (LOA) model & development – 10 minutes
- III. Equity in assessment – 10 minutes
- IV. Faculty support structure - 20 minutes
  - A. Assessment Coordinating Committee (ACC) of administration and faculty
  - B. Assessment Leadership Teams (ALTs) by program and discipline: Faculty Leads, Faculty Fellows, Instructional Designer – 10 minutes
- V. Progress so far and lessons learned – 5 minutes
- VI. Q&A about activities to discover faculty needs – 10 minutes

### **Faculty Fellows for Data and Assessment – A Day in the Life** - 90 minute Interactive Session

Valencia College responded to the need for deeper engagement and critical reflection in order for faculty to find meaning in assessment activities by creating the role of Faculty Fellow for Data and Assessment. Fellows are on a partial release from teaching for personal renewal, professional development, and partnership with out-of-discipline colleagues on assessment teams. Participants in this session will join in an equity-minded conversation and practice some of the strategies that Faculty Fellows at our institution have honed in this role to determine which aspects could be well suited to their own institution.

Amid a pandemic, we have learned that faculty more than ever need support in developing assessments and gaining valuable insights from the data collected from this assessment work. As a response to this need, Valencia College created Faculty Fellows for Data and Assessment. These Fellows serve as a critical link between assessment administration and faculty. This session will give you a glimpse into the work of a Faculty Fellow for Data and Assessment, both as a strategy of bringing out the best self in the individuals selected for the roles and a strategy for them to create spaces where many other faculty nurture their best selves in collaboration on assessment where it is most relevant, closest to the learner.

#### **Participants will...**

1. Envision the sense of community attainable within a fellowship of faculty
2. Discuss data results and interpretations considering a variety of stakeholders
3. Apply facilitation strategies that encourage equity-minded assessment practices

Levels I & II, Beginner: Audience – Assessment professionals, faculty, or other staff who are responsible for learning outcomes assessment in Standards 8.2 a (educational programs) and b (general education) of the Principles of Accreditation.

Track: Nurturing our best selves: Personal and professional development

I. An equity-minded approach to the conversation (25min)

A. The equity-minded faculty development workshops we designed and delivered within this role

Activity 1.

Part 1. Remember a time as a student ... (this activity lays the groundwork for transparent assessment as an equity-minded approach) share the way you felt when you received an unexpected or seemingly unjust grade.

Part 2. Meta moment: How we plan facilitation for those shares.

II. Immersion in the experience (30min)

A. How we develop resources to share and scale

B. Try one of our data interpretation activities

Activity 2.

Part 1. Interpret sample data and make meaning using anti-deficit approaches

Part 2. Meta moment: The posture we need to show we are all on a journey, and a quick practice that can resituate us there

III. Practicing facilitation strategies (35min)

A. Having a core community to return to each week brings facilitation confidence

B. Remember what to do when our facilitation seems to have failed

Activity 3.

Part 1. We ask you: At your institution, where are there already thought partners? How do they grow in community?

Part 2. You ask us: Open Q&A

Annual Interdisciplinary Sharing Planning Subgroup (Marlene, Nardia, Ravi, & Nichole 35min) - Q&A

[Who, What, Where, & How](#) (Why decided in June as 3 goals, When decided in July as Nov. 5<sup>th</sup>)

Assessment Leadership Teams Tracking (Nichole & Collin, 15 min)

[Two and three-year teams and reviews](#)

**Looking to what's next (30 min)**

Determine our call for new faculty membership (Chip & Lisa, 15 min)

[ACC membership](#)--We have two openings for Gen Ed faculty to request through Faculty Council (or a possible third to include a Counselor)

Assessment Coordinating Committee Membership

Campus	Gen Ed Faculty	CTE Faculty	Deans	Staff	Ex-officio AVPs
Downtown		Craig (CTE)	Edna (Student Affairs)	<u>Cheryl (C&amp;A)</u> Darren (IE) Donna (IR) <b>Nichole (LA)</b>	Daryl (AR) Nasser (CWE) Wendi (TL)
East		<b>Lisa (CTE)</b> <i>Kristin (CTE)</i>	Keri (Academic Discipline)		
		Edie (Speech & CTE)			
Lake Nona					
Osceola	Tim (Science)		Marlene (Academic Affairs)		
Poinciana					
West	<b>Chip (NSE)</b>			Dori (TL)	
		Nardia (Library & CTE)			
		<u>Ravi (CTE)</u>			
Winter Park			John (Executive)		

ACC Co-Chairs in **Bold**, CCC Co-Chairs underlined, and Faculty Fellow representatives *italicized*

Current representation by discipline and area of the college:

1. We do not have faculty membership from Composition, Humanities, Math, or Social Science, though we have interim Dean membership with Humanities and Math tenure.
2. Learning Support is represented by two faculty and Student Affairs by one Dean.
3. All current membership continues through Summer 2022 when up to half may transition to allow for at least half to complete the 3-year cycle through summer 2023.

Dean engagement in the implementation of assessments and improvements (Marlene & Collin, 15 min)

Faculty teaching, by course in each plan available to ALTs through Learning Assessment

**Next Meeting September 23<sup>rd</sup> or 30<sup>th</sup>?, 3pm-5pm (15 min)**

November and December meetings (Chip or Lisa, 5 min)

AA Pathways Significant and Coherent (Cheryl & Darren, 5 min)

Faculty Council & College Curriculum Committee (CCC) in Sept. for [Endorsement of definitions](#)

ACC planning to evaluate the model (Nichole, 5min)

Update the outcome language ([e.g. "stakeholders"](#))

LOA Templates (participation, communication/collaboration, and data-informed decisions)

Equity-minded Assessment (PD) course enrollments and surveys

Equity-minded Practices Focused Inquiry Team survey

Assessment of the Interdisciplinary Annual Sharing

Aligning with the Learning Plan LOA strategy measuring strategic plan outcomes

Reporting to Learning Council