**Notes from Assessment Committee meeting, 11-3-17**

Committee responses to the question, What was valuable about assessment work last year? (from whiteboard):

|  |  |
| --- | --- |
| * Conversation * Collaboration * Defining a common value and structure * Focus on curriculum * Wisdom sharing * Alignment, outcomes * Common goals and how we get there * What we teach and why | * Connections between departments * Backward design * Interdisciplinary * Faculty learning from other faculty * Bigger picture view of college level * Fresh perspective, feedback from other depts. * New interest in course design * Increased focus and motivation around improvement effort |

Notes from discussion of “Assessment in a Learning Systems Paradigm” (*Assessment Update*, Sept-Oct 2017).

Learning System Paradigm addresses problems of disconnection:

* Problems of transfer
* Fragmented experiences of general education
* Disconnects between curricular and cocurricular
* Lack of integration or connection between academic courses taken from term to term

Four elements comprise the Learning System Paradigm. The work within the paradigm builds upon these elements. Elements listed below with a few examples to illustrate each:

* Consensus-based
  + Collaborative approach to creating integrative learning environments for students
  + Explore shared understandings of learning outcomes
  + Essential agreement with room for different expressions that are discipline-specific
* Alignment
  + Learning outcomes build over time to shared ends
  + Examine points of connection to form more coherent learning experiences for students
  + Mapping, intentional scaffolding of learning, assignment design
* Learner-centeredness
  + Address diversity of student experiences and provide equal access
  + Focus on successful movement through curriculum
  + Undertaking assessment with our learners, not doing assessment to them
* Communication
  + Make explicit to students, advisors, and others what outcomes students are being challenged to meet and how/where the curricula and cocurricula provide space to practice and demonstrate their learning
  + Engagement with employers and transfer institutions for clearer path, backward design