**Assessment Committee Notes**

Date: January 29, 2021

Time: 1:00 – 2:30 p.m.

Location: Zoom (url in Outlook invite)

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| **Desired Meeting Outcomes** | **Notes** |
| General committee awareness of reporting status & opportunity to ask questions and discuss | Update on program reports and report feedback* Reports submitted, feedback submitted
	+ all available in shared drive folder
	+ see table below
* Reporters’ feedback on report template
	+ See examples below
* Feedback template – tour; feedback on feedback
	+ Share example - Geology
	+ circular? could these criteria be report questions?
* Feedback comment about ARE process
	+ keep systemic issues in mind; goal to integrate; as a committee we’ve been mindful; does the college do well? how can we contribute to that larger conversation?
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| Committee input on ad hoc accreditation report | Review draft of report<https://docs.google.com/document/d/1kWmP4_TYRYNs4jHymD0ocg_4deYgQK2s0LGY1O-CQDM/edit?usp=sharing>* Tour
* Comments/questions from me and Jason
	+ Q about possible additions to numbers: FEMP, CrimJ, Clinical Lab, Nursing
* Comments, questions from cmte?
* Jen: “hybrid and asynchronous” classes - add limited F2F? (what is official CCC terminology and what are accepted state designation?)
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| Prep for Tim’s visit | Discuss goals for visit, what we want to share, and any questions we have for him* Look back at College Council report (last slides)
* Elizabeth thought: We can share a state of the union report on assessment
	+ I can provide summary of reports and plans this year and 2016-present
* Other ideas?
	+ overview; welcoming in
	+ communicate holistic support idea - support at all levels, including admin/pres
	+ goal to message importance of assessment and provide support and space for faculty doing the work
	+ focus! on the few things that will make a big impact on T&L - assessment being a cornerstone
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Members: Jennifer Bown, Elizabeth Carney, April Chastain, Jil Freeman, Shalee Hodgson, Jason Kovac, Kelly Mercer, Dave Mount, Lisa Nielson, Russel Pasewald, Lisa Reynolds, kjirsten severson, Yvonne Smith, Mary Jean Williams

**Info for Meeting:**

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|   | **2018** | **2019** | **2020** |
| Assessment Report Submitted | 92% (44/48) | 69% (33/48) | 72% (34/47\*) |
| Assessment Plan Submitted | 94% (45/48) | 71% (34/48) | 68% (32/47) |

\*One program, responsible for one certificate of completion, was discontinued between 2019 and 2020 reporting

Feedback on new templates:

“I like the PDF!”

“I like it. Easier to complete than the last version. Good Job!”

“It was intuitive and easy to fill out. It also gave space us to discuss the other things we did that were assessment related, that don't fit into a single category.”

“The template is overall good in that it provides a detailed account of what assessment looked like for that particular program that year. It is time consuming, but overall this is important information to have on file and to look back on for future assessment.”

“This year's form is a little simpler, thank you, although it would be nice to be able to see all the content typed in the boxes. In this format, this report is of no use to me for future reference. Please note that we are working throughout the year on assessment, so it would also be nice if changes to templates and forms happened a year ahead of time. Thank you.”

“I like it, however it is more difficult to save.”

“I was frustrated with the fillable form. When I saved it under a different name on my laptop- all of my work disappeared. This happened a few times (for both DMC and Arts and Letters work). I lost hours of work because of it. **Please do not require that we can only use the fillable PDF form.”**

Feedback on the New Report Feedback Template:

“I like the new feedback form. It seems to simplify and streamline the process. I really appreciate that you pulled stuff from my report to comment on and showed how you felt it fit in the assessment of our assessment. I hope that wasn't too much work and is sustainable, because it was helpful. It also helped me see better what sort of things you are looking for.”

Feedback on reporting during the ARE process:

“The awkward feeling of completing this [assessment plan] in the face of Academic Reduction and Elimination process requires acknowledgement. Many of us will be under the 'next step' microscope soon and time spent evaluating programs and courses that will be eliminated feels disheartening. We are asked to assess our work for several reasons; facilitate student learning, catalog our progress for NWCCU, etc. However, through the ARE process we have seen that it's the dollar value, not the educational or social value, that carries the most weight. It feels frustrating that the assessment requirements faculty spend lots of time and effort to complete do not affect the ultimate decision. Instead, the decision is imposed from the outside, according to criteria we had no role in creating. “