**Assessment Committee Meeting Notes**

Date: February 26, 2021

Time: 1:00 – 2:30 p.m.

Location: Zoom (url in Outlook invite)

Attended: Jennifer Bown, Elizabeth Carney, April Chastain, Shalee Hodgson, Jason Kovac, Kelly Mercer, Dave Mount, Lisa Nielson, Lisa Reynolds, Yvonne Smith, Mary Jean Williams

Guest: Tim Cook

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| **Desired Meeting Outcomes** | **Process/**  **Information** | **NOTES** |
| Identify priorities and next steps to improve integration of learning assessment in College systems, processes, and strategic priorities. | Briefly review selected results from annual program assessment reports, observations from past committee meetings, and our 2020 report to College Council. Discuss priorities and potential next steps to support integration. | Reviewed this presentation (Data and observations from the the past, and thoughts for moving forward): <https://drive.google.com/file/d/1BkVQ1engm2ImSP8fPYUDpj4ihaO0-lHp/view?usp=sharing>  Last slide of presentation was about Ways to Deepen or Strengthen assessment:   * Improve strategy and implementation around college initiatives. Reduce, Prioritize, and Integrate. * Better integrate learning improvement practices/needs with ongoing college processes such as curriculum review and budget decisions. * Widespread training and support around data analysis and use.   What are actions that might contribute to the above?   * Contribute/advocate in strategic planning groups. Our committee does have representation on two of the strategic planning groups. Kelly, Lisa R., Jason, and Elizabeth are in the Excellence in Teaching & Learning planning cohort. April, Jason, Elizabeth, and Dave are in the Organizational Health planning cohort. * Look for overlaps between assessment, teaching & learning and other college priorities, such as retention and DEI. Good example is TILT (<https://tilthighered.com/abouttilt>). CTL did a faculty learning community around TILT last year. Strong positive feedback from faculty and positive impact with students. Support these overlaps with attention, time, resources from the top down at the college. Plan strategically to focus on such overlapping areas. * And think about how we communicate to students. * Permission to press pause? Prioritize. Where does this permission come from? How do we make room? What are the benefits? costs? * Be intentional about reflecting on connectivity - set time and space; make it a regular habit, such as at the beginning or end of meetings as a regular part of the agenda. This helps us come to (and maintain) a shared vision. * Incorporate assessment skill and expectations as part of the hiring faculty. Communicate that this is the way we do things, and hire folks who can contribute. * One challenge is how to re-find commonality at a systemic level, especially after this rough year * Our communication systems can be a challenge for connection too. * Our systems for documentation and workspace online. Portfolio system? Or other methods to provide consistent space for material, documents, notes, student work. Capacity in Moodle? * Consider improving the role of assessment and continuous improvement in program review. What do we expect, what do we support, and what do we reward as part of our system of review and evaluation? * Any specific asks of Tim? |
| Contribute to finalizing Ad Hoc Report to NWCCU (due March 1st). | Share and discuss any feedback on the latest draft of the Ad Hoc report: [draft is online here](https://docs.google.com/document/d/1i10MfxwjlDEYRcfQ3-R3rFfZP1ZftiPT9jUcDvd07ys/edit?usp=sharing)  (This is our second round of review – we took a look at an earlier draft for our January meeting) | Question: is there an executive summary of the ad hoc report that can be shared out with college? What is the plan to communicate? Suggestion is to communicate to the college after we get NWCCU feedback. |