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**Assessment Committee, May 2, 2022**

**Notes**

Attended: Russel Pasewald, Jennifer Bown, Shalee Hodgson, Kelly Mercer, Lisa Nielson, Jil Freeman, Elizabeth Carney

**Update: Gen Ed Assessment Subcommittee**

Brief update on meetings with the subcommittee about possible ways to address the challenges of assessing related instruction and transfer outcomes. Meeting notes and other material from the subcommittee can be found [here](https://drive.google.com/drive/folders/15Nmt0WD4wfJ2r42lMEj2P7Lriyvz0qhL?usp=sharing) (a folder within our main google folder).

**Next Steps: What choices can we make now to better support equitable and meaningful assessment going forward?**

Let’s pull together a list of good practices in equitable assessment.

We talked in the past about needing a list to inform our choices as a committee, to share with others, such as the Excellence in Teaching and Learning and DEI strategic planning groups, and to inform focused professional development on equitable and meaningful assessment practices.

We identified the need to define the “floor” for equitable assessment, teaching and learning practices.

We reviewed notes from our previous discussions - links here:

* [Our February 7th](https://docs.google.com/document/d/17a5mY0aB84l9r9mwi1mt4CKAXLRsMtrK-Pb9AJkoHJE/edit?usp=sharing) and [March 7th discussion](https://docs.google.com/document/d/1uGCwvW8Eereg50371-FuiJFz7SLAfoN93qmq3-NXzcE/edit?usp=sharing)s about defining equity-informed assessment
* [Our April 4th discussion](https://docs.google.com/document/d/1z7gLc9t4YigD22kwIUsQiMYTVlCJu2UHkGs7Me0Vlhg/edit?usp=sharing) about future goals for assessment at CCC

We identified themes in our previous discussions and came up with this list of good practices for equity-informed meaningful assessment:

1. Bring students into assessment in new/different ways: student-centered; student input on assessment tools/process; more student control/ownership (eg. portfolios).
2. Use culturally responsive assessment.
3. Design assessment to allow for multiple modes of demonstrating learning.
4. Get assessment results for underrepresented student populations and use the results to inform support for those populations with the goal of increasing equitable learning success.
5. Focus on learning improvement, not just accountability/accreditation.
6. Expand/enhance course-level use of effective formative assessment and feedback to students.
7. The College (faculty, staff, leadership) continuously uses student feedback as an important part of its ongoing function.
8. College administrative leadership supports equitable assessment, teaching, and learning practices by communicating the importance and prioritizing resources needed (structural and cultural support).

Other Comments/ questions:

* Students should not just be the subject of assessment - they can help us know what they need. This is a mindset shift about more power-sharing with students.
* Who are we referencing with “underrepresented students”? Need to define what that means? Or should it be left intentionally broad?

One thing we have control over as a Committee is our reporting process. How could our reporting and report feedback processes reflect and encourage equitable and meaningful assessment practices?

Some options for a different reporting structure:

1. Longer report cycle - two or three years - to allow time for learning improvement efforts in between reports (one of the assessment nerds Elizabeth admires did this at her university, U of Hawaii Manoa)
2. Yearly report but with options of which type of report you do: 1) assess 2) learning improvement 3) reassess. See [PCC template](https://docs.google.com/document/d/1wUUvF26MT-JvaxaKEUb2wRdmG-X2UH_bAfkjdTYqb6w/edit?usp=sharing) and [slide deck](https://docs.google.com/presentation/d/1qTI5uIcZBdoZNAnA5siP9caOZ80kITE54PBLqIsB9kQ/edit?usp=sharing)
3. Other options?
4. Discussion:
   * Longer reporting cycle would need to be scaffolded (the PCC option above has a report every year)
   * Multiple modes for students to express learning - how could this show up in report templates/requirements?
   * The kinds of assessment tools you give to students - doesn’t have to be test scores for example. We got that message at the beginning of the program assessment work.
   * Need professional development about how to bring students into conversation - this is a hard one
   * In terms of multiple modes for programs, could we provide different types of data options? Could depts have different ways to report -- a narrative report, a video?
   * Any significant change in requirements would need significant PD support
   * And CURRENT requirements too need PD support. It’s similar with unit planning and other academic management work…some instructors don’t have experience with this type of work coming from their industry. And most of us were not trained as teachers.

Options for different report feedback:

* Assessment Committee evaluates reports/plans instead of, or in addition to, feedback from coordinator and faculty coaches/fellows. This could look like the Committee developing a rubric to use to evaluate programs on their assessment process and provide feedback. This is a common practice at other colleges and universities. We could invite a certain number of programs each year to meet with the committee to talk through their assessment process--they get a chance to highlight successes, discuss challenges. We get a more in-depth view and can more systematically connect them with professional development or other support.
* Other options?
* Discussion:
  + After feedback, it would be important to not feel beat-up and to have support
  + Could shift the culture - helps the shift come from all levels (as committee/peer review)
  + Evaluation makes sense because there would be something disingenuous about us pretending our assessment work *isn’t* evaluative (accreditation is real). Part of the anger from the accreditation Warning in 2016 was that we thought we had been doing the right things! We need to know the criteria for success.
  + How do we know if we are equitably assessing? How do we know who our underrepresented students are?